

FUNKY LITERATURE CIRCLES!!!

What are Literature Circles?

Lit circles are really cool things, when you do a novel study but get to have some choice in what you do. Lit circles allow you to read books in small groups, usually of just three or four students. Other groups read other books, and part of the fun is that you have a say in the book you end up reading! No more "read this chapter and answer these five questions" stuff. Lit circles ask you to think deeply, approach the book differently, and try out some fun new things.

Reading Days

On your "Reading Days," you will gather with your group to read as much of the section as time allows (taking turns to read aloud to the group, page by page). You will return to class and have a day or more to work on completing the reading independently. You'll also need to complete your sheets for that cycle, as well as your storyboard rough copy.

Discussion Days

We will then meet for "Discussion Day," when you will go through your members' "Discussion Questions" for that cycle and share your various sheets with your group. At the end of the Discussion Day, you will hand in your completed sheets to the teacher for evaluation. Use the checklist you'll be given, to be sure you didn't forget anything!

Evaluation

On both Reading Days and Discussion Days, your teacher(s) will be walking around, listening to your voices and making notes and observations in order to assess how well you're doing. Don't panic when you see us; we are there to "eavesdrop" in order to help you, not to "catch" you.

Materials

You will keep all your materials in a pocket folder or duotang. Make sure you always come to class prepared with your novel, your duotang, all your completed work, and a pencil. You should also have your post-it notes with you. You will lose marks if you read ahead, or if you are unprepared.

CONTRACT:

I, _____, promise to do my best to follow the rules and complete this literature circle project to the best of my ability. I know that I can always ask for help, and that I will have to complete my homework when it is due, so that I do not hinder my group's success, or my own. I will pay close attention to the due dates so that I always have my work completed on time.

STUDENT SIGNATURE: _____

I, _____, am aware my child has this project. I have also seen the rubric, which comes directly from the curriculum.

PARENT SIGNATURE: _____ NOTE:

Please initial the rubric (in your child's lit log) to show that you have looked at it as well. Thanks.

Literature Circles are a proven way to get kids excited about reading, and to teach the essential skills necessary to understand good literature. Students traditionally love the less formal structure of lit circles, and the one-on-one "dialogue" they create between their teacher and themselves in their "lit logs." They are also a great way to increase confidence in both group situations, and reading aloud. We can't wait to get started, and hope that your child enjoys it as much as we will!

Thanks for your support!

FUNKY LIT CIRCLE PLANNING AND INFORMATION SHEET

Your name: _____

Group Members:

Book Title: _____ Author: _____

Number of pages in book: _____ Number of Cycles: 4

CYCLE ONE: Begins on _____

Read page _____ to page _____

Work due on Discussion Day: _____

CYCLE TWO: Begins on _____

Read page _____ to page _____

Work due on Discussion Day: _____

CYCLE THREE: Begins on _____

Read page _____ to page _____

Work due on Discussion Day: _____

CYCLE FOUR: Begins on _____

Read page _____ to page _____

Work due on Discussion Day: _____

RULES:

- 1) You may NEVER read ahead. This is a huge "no no" so resist the temptation!
- 2) ALWAYS come prepared with reading and/or writing done. You interfere with the success of other members in your group and with your own success every time you come to class unprepared. It is a lot to read in a short time, but other language arts homework will be reduced to accommodate you. Making good use of class time will also ensure you don't have too much to do at home. Remember to select a book you know you can read in the time given as well.
- 3) Always shoot for Level 4 answers. You will have to earn the marks you receive by following the rubrics. Give the project 100% of your effort, and read the rubrics frequently to make sure you are doing what is necessary for success. Ask for help if you need it.

FUNKY LIT CIRCLE RUBRIC

NAME: _____ NOVEL: _____ CYCLE: 1 2 3 4

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<p>READING: Communication Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with limited effectiveness. (Oral Reading) 3.3</p>	<p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with some effectiveness.</p>	<p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with considerable effectiveness.</p>	<p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with a high degree of effectiveness.</p>
<p>READING: Thinking/Knowledge Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with limited effectiveness. (Storyboard) 1.4</p>	<p>Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with some effectiveness.</p>	<p>Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with considerable effectiveness.</p>	<p>Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with a high degree of effectiveness.</p>
<p>READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. (Double-Entry Journal) 1.6</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p>READING: Thinking/Communication Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations, with limited effectiveness. (Discussion) 1.5</p>	<p>Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations, with some effectiveness.</p>	<p>Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations, with considerable effectiveness.</p>	<p>Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations, with a high degree of effectiveness.</p>
<p>ORAL AND VISUAL COMMUNICATION: Thinking Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with limited effectiveness. (Discussion Questions) 1.5</p>	<p>Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with some effectiveness.</p>	<p>Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with considerable effectiveness.</p>	<p>Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with a high degree of effectiveness.</p>
<p>ORAL AND VISUAL COMMUNICATION: Knowledge Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety</p>	<p>Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of</p>	<p>Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of</p>	<p>Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of</p>

of situations, including work in groups, with limited effectiveness. (Group Skills) 1.2	situations, including work in groups, with some effectiveness.	situations, including work in groups, with considerable effectiveness.	situations, including work in groups, with a high degree of effectiveness.
WRITING: Communication Write complex texts of different lengths using a wide range of forms, with limited effectiveness. (Written work) 2.1	Write complex texts of different lengths using a wide range of forms, with some effectiveness.	Write complex texts of different lengths using a wide range of forms, with considerable effectiveness.	Write complex texts of different lengths using a wide range of forms, with a high degree of effectiveness.
MEDIA LITERACY: Application Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with limited effectiveness. (Storyboard) 3.4	Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with some effectiveness.	Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with considerable effectiveness.	Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with a high degree of effectiveness.

* The numbers shown correspond to the Ontario Language Arts Curriculum Grades 1-8 (revised 2006)

I have seen this rubric and am aware my child has this project:

PARENT SIGNATURE: _____

LEARNING SKILLS ASSESSMENT:

Cycle 1:

Initiative:	Homework Completion:	Cooperation with Others:	Independent Work:
<input type="checkbox"/> Shows motivation <input type="checkbox"/> Displays confidence <input type="checkbox"/> Demonstrates a positive attitude towards learning <input type="checkbox"/> Seeks assistance when required	<input type="checkbox"/> Completes homework on time and with care <input type="checkbox"/> Puts forth consistent effort <input type="checkbox"/> Organizes materials effectively <input type="checkbox"/> Begins work promptly <input type="checkbox"/> Utilizes time effectively	<input type="checkbox"/> Willingly works with others <input type="checkbox"/> Listens to, acknowledges and considers differing opinions <input type="checkbox"/> Helps others <input type="checkbox"/> Assumes responsibilities in groups <input type="checkbox"/> Takes turns	<input type="checkbox"/> Works well without supervision <input type="checkbox"/> Accepts responsibility for completing tasks on time and with care <input type="checkbox"/> Accepts responsibility for own behaviour <input type="checkbox"/> Demonstrates self-direction in learning

Goal for next time: _____

Cycle 2:

Initiative:	Homework Completion:	Cooperation with Others:	Independent Work:
<input type="checkbox"/> Shows motivation <input type="checkbox"/> Displays confidence <input type="checkbox"/> Demonstrates a positive attitude towards learning <input type="checkbox"/> Seeks assistance when required	<input type="checkbox"/> Completes homework on time and with care <input type="checkbox"/> Puts forth consistent effort <input type="checkbox"/> Organizes materials effectively <input type="checkbox"/> Begins work promptly <input type="checkbox"/> Utilizes time effectively	<input type="checkbox"/> Willingly works with others <input type="checkbox"/> Listens to, acknowledges and considers differing opinions <input type="checkbox"/> Helps others <input type="checkbox"/> Assumes responsibilities in groups <input type="checkbox"/> Takes turns	<input type="checkbox"/> Works well without supervision <input type="checkbox"/> Accepts responsibility for completing tasks on time and with care <input type="checkbox"/> Accepts responsibility for own behaviour <input type="checkbox"/> Demonstrates self-direction in learning

Goal for next time: _____

Cycle 3:

Initiative:	Homework Completion:	Cooperation with Others:	Independent Work:
<input type="checkbox"/> Shows motivation <input type="checkbox"/> Displays confidence <input type="checkbox"/> Demonstrates a positive attitude towards learning <input type="checkbox"/> Seeks assistance when required	<input type="checkbox"/> Completes homework on time and with care <input type="checkbox"/> Puts forth consistent effort <input type="checkbox"/> Organizes materials effectively <input type="checkbox"/> Begins work promptly <input type="checkbox"/> Utilizes time effectively	<input type="checkbox"/> Willingly works with others <input type="checkbox"/> Listens to, acknowledges and considers differing opinions <input type="checkbox"/> Helps others <input type="checkbox"/> Assumes responsibilities in groups <input type="checkbox"/> Takes turns	<input type="checkbox"/> Works well without supervision <input type="checkbox"/> Accepts responsibility for completing tasks on time and with care <input type="checkbox"/> Accepts responsibility for own behaviour <input type="checkbox"/> Demonstrates self-direction in learning

Goal for next time: _____

Cycle 4:

Initiative:	Homework Completion:	Cooperation with Others:	Independent Work:
<input type="checkbox"/> Shows motivation <input type="checkbox"/> Displays confidence <input type="checkbox"/> Demonstrates a positive attitude towards learning <input type="checkbox"/> Seeks assistance when required	<input type="checkbox"/> Completes homework on time and with care <input type="checkbox"/> Puts forth consistent effort <input type="checkbox"/> Organizes materials effectively <input type="checkbox"/> Begins work promptly <input type="checkbox"/> Utilizes time effectively	<input type="checkbox"/> Willingly works with others <input type="checkbox"/> Listens to, acknowledges and considers differing opinions <input type="checkbox"/> Helps others <input type="checkbox"/> Assumes responsibilities in groups <input type="checkbox"/> Takes turns	<input type="checkbox"/> Works well without supervision <input type="checkbox"/> Accepts responsibility for completing tasks on time and with care <input type="checkbox"/> Accepts responsibility for own behaviour <input type="checkbox"/> Demonstrates self-direction in learning

Goal for next time: _____

FINAL SELF-ASSESSMENT:

1. What did you most enjoy about this project?

2. What was most challenging for you?

3. What would you do differently another time if you had to do it again?

4. How could the teacher(s) or your group members have helped you better?

5. Did you parent(s) or guardian(s) get involved in the project as well? How?

TEACHER COMMENT (OPTIONAL):

PARENT SIGNATURE: _____

DOUBLE-ENTRY JOURNAL "RELATES"

It is your job to make connections between things you read in this cycle of the book and your experiences. You will use a "Double-Entry Journal" method to find at least five connections. You also need to decide if the connections are between the book and your own experience ("text to self"), the book and another book, movie, television show, etc. ("text to text"), or the book and world events ("text to world"). See the example below:

This Part in the Book...	Reminded Me of...
"I can't," he yelled. "You have no idea what you're asking!" (p. 25)	When my mom always asks me to babysit my little sister. My little sister drives me crazy. My mom has NO idea how much I hate this. If she did, she'd never ask me! (Text to Self)
When Justin found out that Sally was dead, he was devastated. He couldn't believe what he was hearing. (p. 30)	When I heard about all those people dying in the Tsunami, I couldn't believe it. Thousands of people were killed, and their families were devastated. (Text to World)

Use your lit log (line down the middle), with the headings above, for the actual Double-Entry Journal. You will be assessed using the following rubric, so make sure you have done the task completely!

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
There are only one or two kinds of connections (text to text, text to world, text to self) in the entry. There are less than three entries. Entries state a limited and unclear reference to a passage in the book, and an unclear and/or limited explanation of its related connection.	There are at least two kinds of connections (text to text, text to world, text to self) in the entry. There are between three and five entries. Entries state a general reference to a passage in the book, and some basic explanation of its related connection.	There are all three kinds of connections (text to text, text to world, text to self) in the entry. There are at least five entries. Entries state a complete reference to a passage in the book, and a complete and considerable explanation of its related connection.	There are all three kinds of connections (text to text, text to world, text to self) in the entry. There are six or more entries. Entries state a complete and detailed reference to a passage in the book (quoted and cited), and a thorough, detailed explanation of its related connection.

You may want to use post-it notes for this lit circle role. You can put a post-it note beside the part of the story that made you think of something else, and then you will be able to remind yourself when you're finished reading!

Happy connecting!

DISCUSSION QUESTIONS

These questions should not be "yes" or "no," basic fact/recall questions, but rather should force the group members to really think about the book, their own responses to what they've read, how they are like or unlike the characters, etc. Try to challenge yourself to make different types of questions each time. You will be evaluated on your questions, which you need to write in the spaces below:

Questions for Cycle 1:

1.

2.

3.

Questions for Cycle 2:

1.

2.

3.

Questions for Cycle 3:

1.

2.

3.

Questions for Cycle 4:

1.

2.

3.

THE STORYBOARD

Each cycle you will take the section you've read, and portray it in comic strip or graphic novel form. This is the way you will show your summary, or "retell," of the significant events in your cycle.

You will need to use at least five scenes per cycle. Think about the most important (or "critical") scenes in that section, and go from there. Each cycle's page will need to be labeled, and you can either do this in a sixth box on the page, or across the top, the bottom, the side, etc. It's up to you to use your artistic skills, knowledge of the book, and critical thinking skills to apply what you've read to this medium. You should also use captions and dialogue bubbles in your graphic representation, so the reader has a clear idea of what you are summarizing. Look at some other examples of graphic novels and comic strips to get some further ideas. Your art skills are secondary to your planning and choice of scenes, accuracy, etc. You can be creative even if you draw stick people! Remember the details!

You will need to hand in the rough copy of your comic strip at the end of each cycle, along with your lit log and other materials. The teacher(s) will check off that the rough copy for that cycle is complete, and at the end of the literature circle (if not before), you will have some time to work on recreating a good copy, using colour, detail, etc.

You will receive two marks for the final copy: a reading mark for your successful selection of critical scenes, and a media literacy mark for your effectiveness of presentation as a media project.

Think about:

- Do you want your comic squares to be all the same size and shape, or will it be more effective and/or in your style to make them different?
- Do you want to use a specific colour scheme that will reinforce the themes and mood of the book? What would this scheme be, if so?
- Do you want your squares to be attached, floating around the page, in a certain order, or what?
- Can you show some scenes from different perspectives (perhaps what the protagonist sees, or someone else observes)?
- Have you chosen the five (or more) most significant scenes in that chapter?
- What medium would be most effective for adding colour/tone? Should you use paint, coloured pencil, markers, graphite pencil with tone values of black and white (achromatic), or what?

Happy drawing!

