

## FUNKY LITERATURE CIRCLES WITH ROLES!!!

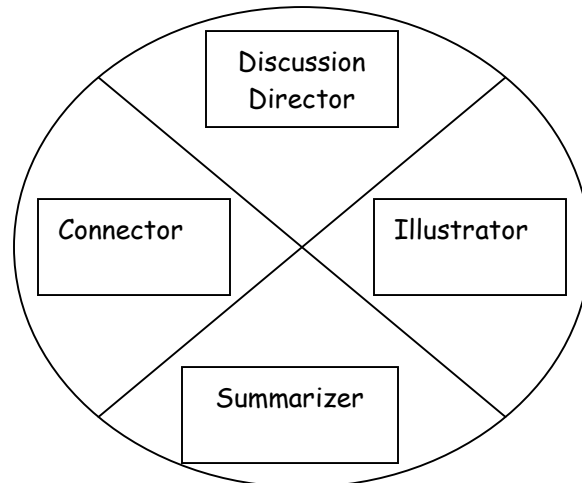
Hey, all! Welcome to our new way to introduce literature circles, which we have chosen to call "Funky Literature (Lit for short) Circles with Roles!" (WHOO HOO!!!)

### 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 funky roles to experience literature in a whole new way.

### Four Cycles, Four Roles

This version of lit circles is set up in four cycles. There are four roles that correspond with the four cycles, so that each group member will do a job once. Here are the jobs (or "roles"):



### If You Only Have Three Group Members

Ideally, if you have four members, each group member will do a job one time. If, however, there are only three members in a group, the roles of Summarizer and Illustrator will be done together, in the same cycle, and you'll repeat a job one time. You can use your own paper the second time, since you'll know what's required.

### Everyone Needs to Reflect...

In addition to the Roles, each group member will do a Reflection each cycle. A Reflection is where you write about your personal response to the book: how what you read made you feel, questions you had, what you'd do differently if you were the character or if you were the author, what part you most liked, what part you disliked, *etc.* The teacher who is working with your group will read your Reflections and may write back to each of you personally. Sometimes we ask you some personal questions to make you think a bit more about the story, and you can share these with your group when you meet the next time for your discussion. You can even answer us in writing, if you want to do so (we call this a reply)...

### How It All Works

We will gather you together to hear about your book choices and allow you to select your first, second, and third choices. We will try to ensure you receive one of your choices, but we can't promise it will be your first choice.

When your group first meets, you will divide your book into four sections. Try to make these fairly equal, but make sure you don't divide up one chapter between two sections. You will read each section in a "cycle." The first section will be "Cycle 1" and you will do the first role, the second section will be "Cycle 2" and you'll do the next role, and so on. Fill out the Contract so that you can keep track of due dates and page numbers, as well as roles.

### 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 have a day or more to work on completing the reading independently. You'll also need to complete your role sheet for that cycle, as well as your Reflection sheet.

### Discussion Days

We will then meet for "Discussion Day," when you will answer the Discussion Director's questions and share your role pages with your group. The Discussion Director will keep the group on task, decide who goes first, and act as leader. At the end of the Discussion Day, you will hand in your completed Role and Reflection Sheets in your Lit Logs to the teacher for evaluation.

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.

You Will Be Marked on:

- ❑ Your one day as Discussion Director (by reading your self-evaluation, your two discussion questions, and by observing you in your group)
- ❑ Your one day as Summarizer (by marking your worksheet)
- ❑ Your one day as Illustrator (by marking your worksheet)
- ❑ Your one day as Connector (by marking your worksheet)
- ❑ Each of four Reflections (by reading these in your Lit Logs)
- ❑ Observations of your oral reading skills
- ❑ Observations of your discussion skills in the group

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. If you are the Connector, you should also have your post-it notes with you. You will lose marks if you read ahead, or if you are unprepared.

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## FUNKY LIT CIRCLE PLANNING AND INFORMATION SHEET

Your name: \_\_\_\_\_

Group Members:

\_\_\_\_\_

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

Number of pages in book: \_\_\_\_\_ Number of Cycles: \_\_\_\_\_

**CYCLE ONE:** Begins on \_\_\_\_\_

Read page \_\_\_\_\_ to page \_\_\_\_\_

Papers due on Discussion Day: \_\_\_\_\_

**CYCLE TWO:** Begins on \_\_\_\_\_

Read page \_\_\_\_\_ to page \_\_\_\_\_

Papers due on Discussion Day: \_\_\_\_\_

**CYCLE THREE:** Begins on \_\_\_\_\_

Read page \_\_\_\_\_ to page \_\_\_\_\_

Papers due on Discussion Day: \_\_\_\_\_

**CYCLE FOUR:** Begins on \_\_\_\_\_

Read page \_\_\_\_\_ to page \_\_\_\_\_

Papers 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.

**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!

Any questions:

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## FUNKY LIT CIRCLE RUBRIC

NAME: \_\_\_\_\_ NOVEL: \_\_\_\_\_

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<p><b>READING: Communication</b> Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with limited effectiveness. <b>(Oral Reading) 3.3</b></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><b>READING: Thinking/Knowledge</b> Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with limited effectiveness. <b>(Summarizer) 1.4</b></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><b>READING: Application</b> 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. <b>(Connector: Double-Entry Journal) 1.6</b></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><b>ORAL COMMUNICATION: Knowledge</b> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions, with limited effectiveness. <b>(Discussion Director: Leadership) 2.2</b></p>	<p>Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions, with some effectiveness.</p>	<p>Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions, with considerable effectiveness.</p>	<p>Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions, with a high degree of effectiveness.</p>
<p><b>READING: Thinking</b> Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. <b>(Discussion Director's Questions) 1.7</b></p>	<p>Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.</p>	<p>Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.</p>	<p>Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.</p>
<p><b>MEDIA LITERACY: Application</b> Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with limited effectiveness. <b>(Illustrator) 3.4</b></p>	<p>Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with some effectiveness.</p>	<p>Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with considerable effectiveness.</p>	<p>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.</p>

<b>ORAL COMMUNICATION:</b> <b>Thinking</b> Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with limited effectiveness. <b>(Group Discussion)</b> <b>1.5</b>	Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with some effectiveness.	Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with considerable effectiveness.	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.
<b>ORAL COMMUNICATION:</b> <b>Knowledge</b> Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of situations, including work in groups, with limited effectiveness. <b>(Group Skills)</b> <b>1.2</b>	Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of situations, including work in groups, with some effectiveness.	Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of situations, including work in groups, with considerable effectiveness.	Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of situations, including work in groups, with a high degree of effectiveness.
<b>WRITING: Application</b> Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. <b>(Written Work)</b> <b>2.8</b>	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.
<b>READING:</b> <b>Thinking/Communication</b> 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. <b>(Reflection)</b> <b>1.5</b>	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.	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.	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.

\* 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: \_\_\_\_\_ DATE: \_\_\_\_\_

If you child does not come prepared for class, or has not completed the required work on time, you will be contacted.



## REFLECTION SHEET POINTERS (1 REFLECTION EACH CYCLE!)

Here are some paragraph-starters to get you started on your Reflections. Try to use three different ones each cycle:

- The part I liked best was....because...
- If I was the author, I would have...because...
- The part that really surprised me was when...because...
- If I was the character of \_\_\_\_\_, I would...because...
- I predict that...because...
- The character of \_\_\_\_\_ reminds me of...because...
- The part I really hated was when...because...
- The way I imagine the setting is...
- When \_\_\_\_\_ happened, it reminded me of \_\_\_\_\_ because...
- I think \_\_\_\_\_ should have \_\_\_\_\_ instead of \_\_\_\_\_ because...
- If this story was written in the time period of \_\_\_\_\_, it would be different because...
- If I was coming from another country and read this, I would wonder...
- I wonder...
- I wish...
- I suspect...
- I thought it was really cool when...because
- When \_\_\_\_\_ read the part about \_\_\_\_\_, I thought...

Here's the rubric to remind you!

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.	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.	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.	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.
Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.

Now write your Reflection. Try to use three complete paragraphs, with a separate topic (and three sentences minimum) for each one. Use detail. Be clear and specific. If you need more room, use more than one paper or page in your book.

When you're finished, go back and reread what you've written. Make sure you've self-edited, and that your spelling and grammar are as good as you can make them! Remember...**three separate paragraphs/ideas** for each Reflection (or more!)

## THE CONNECTOR:

When you are the "Connector," 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...
When Justin panicked and refused to help. "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! <b>(Text to Self)</b>
When Justin found out that Sally was dead, he was devastated. He couldn't believe what he was hearing. "There's no way she's dead. No way." (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. <b>(Text to World)</b>

Use the back of this sheet 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 entries. There are two or three 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 entries. There are between three and 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 five 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!

**My Double-Entry Journal Connections:**

<b>This Part in the Book...</b>	<b>Reminded Me of...</b>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
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## THE ILLUSTRATOR

It is your job as Illustrator to select a scene from the cycle and portray it visually in your own way. Your work must be original, and you may use whatever style or medium you wish (drawing, pencil, marker, pastels, paints, etc.) You must also include a caption for your illustration, which will also be assessed for marks. Be sure to include detail, put forth a good effort, and explain your illustration with a clear and appropriate caption. Use the space below:



Caption:

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## THE DISCUSSION DIRECTOR

The Discussion Director is the person who acts as group leader for this cycle of the project. It is your job as Discussion Director to make sure everyone is on task, listening to each other, and sharing his or her own work and ideas. You will be assessed on how well you complete your leadership task by the teacher's observation of yourself and your group.

The Discussion Director also has another important job: he or she has to create two higher-level thinking questions that will be posed to the whole group, in order to promote discussion. The "DD" will direct the discussion by asking these questions and then encouraging the group to answer them. 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. You will be evaluated on your questions, which you need to write in the spaces below:

Question 1:

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Question 2:

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Self-Evaluation (write on the back of the page or on another sheet please):

- a) What was the hardest part of this DD job?
- b) What would you do differently another time?
- c) What level would you give your group members for the discussion?
- d) Why would you give them this level?
- e) What level would you give yourself for your DD role?

## THE SUMMARIZER

You are the person who gets to select the five most important events that occurred in this cycle of reading, in your opinion. You need to keep track of the "Top Five" and record them in the order they occurred. Use the graphic organizer below to "timeline" your Top Five! (You can write by turning the page sideways if that is easier for you!)

Cycle \_\_\_\_\_ 's "Top Five":

1

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2

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3

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4

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5

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## 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:

<b>Initiative:</b>	<b>Homework Completion:</b>	<b>Cooperation with Others:</b>	<b>Independent Work:</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Shows motivation</li><li><input type="checkbox"/> Displays confidence</li><li><input type="checkbox"/> Demonstrates a positive attitude towards learning</li><li><input type="checkbox"/> Seeks assistance when required</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Completes homework on time and with care</li><li><input type="checkbox"/> Puts forth consistent effort</li><li><input type="checkbox"/> Organizes materials effectively</li><li><input type="checkbox"/> Begins work promptly</li><li><input type="checkbox"/> Utilizes time effectively</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Willingly works with others</li><li><input type="checkbox"/> Listens to, acknowledges and considers differing opinions</li><li><input type="checkbox"/> Helps others</li><li><input type="checkbox"/> Assumes responsibilities in groups</li><li><input type="checkbox"/> Takes turns</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Works well without supervision</li><li><input type="checkbox"/> Accepts responsibility for completing tasks on time and with care</li><li><input type="checkbox"/> Accepts responsibility for own behaviour</li><li><input type="checkbox"/> Demonstrates self-direction in learning</li></ul>

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: \_\_\_\_\_



