

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 funky roles to experience literature in a whole new way.

Everyone Needs to Reflect...

In addition to the different jobs, 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 write back to each of you personally. We will try to 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.

Everyone Needs to Reply...

Once you read what we've written to you after your Reflection, it is your job to do your best to answer our questions in your next cycle, under the heading "Reply." You will "reply" to your teacher in cycles 2, 3, and 4. You can also include some of what you've discussed in your discussion in your Reply as well, if you want to show your new learning!

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 Reflection.

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 _____ Reading Day: _____
Read up to page _____ Discussion Day: _____
Hand in lit log work on: _____

CYCLE TWO: Begins on _____ Reading Day: _____
Read up to page _____ Discussion Day: _____
Hand in lit log work on: _____

CYCLE THREE: Begins on _____ Reading Day: _____
Read up to page _____ Discussion Day: _____
Hand in lit log work on: _____

CYCLE FOUR: Begins on _____ Reading Day: _____
Read up to page _____ Discussion Day: _____
Hand in lit log work on: _____

RULES:

- 1) You may read ahead once your lit log has been handed in. You must read aloud on the reading day, however, at the place where your slowest reader left off.
- 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 altered 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.

I am aware my child has this project and I have made note of due dates.

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. 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 RUBRIC

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<p>READING: Communication Uses tone of voice, gestures, and other non-verbal clues to help clarify meaning when reading aloud, with limited effectiveness. (Oral Reading)</p>	<p>Occasionally uses tone of voice, gestures, and other non-verbal clues to help clarify meaning when reading aloud, with some effectiveness.</p>	<p>Often uses tone of voice, gestures, and other non-verbal clues to help clarify meaning when reading aloud, with considerable effectiveness.</p>	<p>Consistently uses tone of voice, gestures, and other non-verbal clues to help clarify meaning when reading aloud, 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. 1.6 (Double Entry Journal)</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: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. 1.8 (Reflection)</p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.</p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p>READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. 1.4 (Retelling and jot notes)</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p>WRITING: Knowledge Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. 3.3 (Word Wizard)</p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.</p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.</p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.</p>
<p>READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. 2.4 (Descriptive Language Lifter)</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>

<p>READING: Communication Expresses and/or responds to a range of ideas and opinions concisely, clearly, and appropriately with limited effectiveness. Seldom asks or answers questions to obtain and clarify information. (Discussion Director Self-Evaluation Skills))</p>	<p>Expresses and/or responds to a range of ideas and opinions concisely, clearly, and appropriately with some effectiveness. Occasionally asks or answers questions to obtain and clarify information.</p>	<p>Expresses and/or responds to a range of ideas and opinions concisely, clearly, and appropriately with considerable effectiveness. Often asks or answers questions to obtain and clarify information.</p>	<p>Expresses and/or responds to a range of ideas and opinions concisely, clearly, and appropriately with detail with a high degree of effectiveness. Consistently asks or answers questions to obtain and clarify information.</p>
<p>READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. (Discussion Director's Questions) 1.7</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>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. (Illustrator) 3.4</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>
<p>ORAL AND VISUAL COMMUNICATION: Communication With limited effectiveness, expresses or responds to ideas and opinions. Contributes or works constructively in groups with limited success, and rarely contributes ideas to help solve problems. Seldom listens and/or responds constructively to others when working in a group. (Group Discussion Skills)</p>	<p>Expressed and/or responds to some ideas and opinions concisely, clearly, and appropriately. Contributes and/or works constructively in groups with some success, and occasionally contributes ideas to help solve problems. Sometimes listens and responds constructively to others when working in a group.</p>	<p>Expresses and responds to ideas and opinions with considerable effectiveness. Contributes and works constructively in groups with considerable success, and often contributes ideas to help solve problems. Usually listens and responds constructively to others when working in a group.</p>	<p>Expresses and responds to ideas and opinions in detail, with a high degree of effectiveness. Contributes and works constructively in groups with a high degree of success, and always contributes ideas to help solve problems. Consistently listens and responds constructively to others when working in a group.</p>
<p>WRITING: Communication Produces pieces of writing using a variety of forms with limited effectiveness, and uses conventions (spelling, grammar, etc.) with limited effectiveness. (Written work)</p>	<p>Produces pieces of writing using a variety of forms with some effectiveness, and uses conventions (spelling, grammar, etc.) with some effectiveness.</p>	<p>Produces pieces of writing using a variety of forms with considerable effectiveness, and uses conventions (spelling, grammar, etc.) with considerable effectiveness.</p>	<p>Produces pieces of writing using a variety of forms with a high degree of effectiveness, and uses conventions (spelling, grammar, etc.) with a high degree of effectiveness.</p>

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:
<ul style="list-style-type: none"><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	<ul style="list-style-type: none"><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	<ul style="list-style-type: none"><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	<ul style="list-style-type: none"><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...
When Justin was told he had to spend time with the evil visitor, James. "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. "It can't be true. It just can't!" (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) 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!

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!

<p>READING: Thinking</p> <p>Makes judgements or draws conclusions about ideas presented in the novel with limited effectiveness. Explains his/her personal interpretation of events in a limited way, and supports ideas with limited evidence from the novel and from his/her personal knowledge and experience.</p> <p>(Reflection)</p>	<p>Makes judgements or draws conclusions about ideas presented in the novel with some effectiveness. Explains his/her personal interpretation of some events, and supports ideas with some evidence from the novel and from his/her personal knowledge and experience.</p>	<p>Makes judgements or draws conclusions about ideas presented in the novel with considerable effectiveness. Explains his/her personal interpretation of events in a considerable way, and supports ideas with considerable evidence from the novel and from his/her personal knowledge and experience.</p>	<p>Makes judgements or draws conclusions about ideas presented in the novel with a high degree of effectiveness. Explains his/her personal interpretation of events in a thorough way, and supports ideas with a high degree of evidence from the novel and from his/her personal knowledge and experience.</p>
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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 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, as well as your self-evaluation (two levels):

Question 1:


Question 2:

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 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:

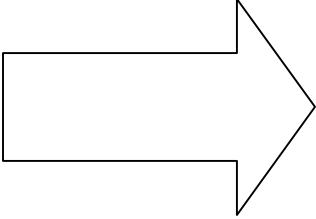
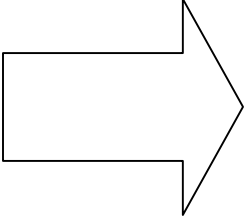
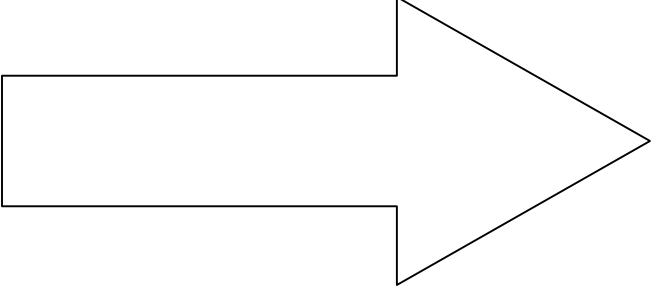
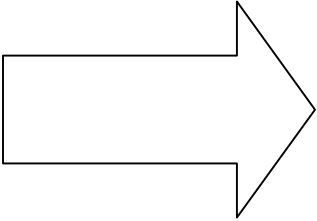
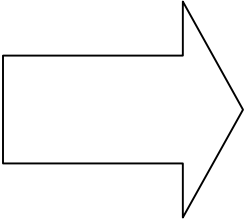
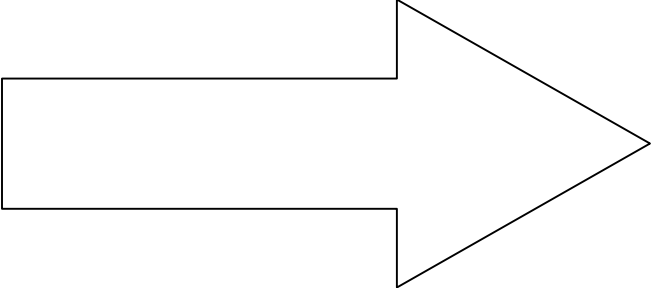
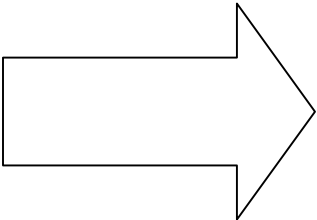
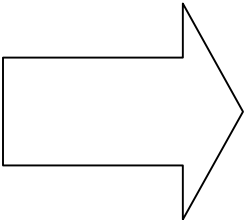
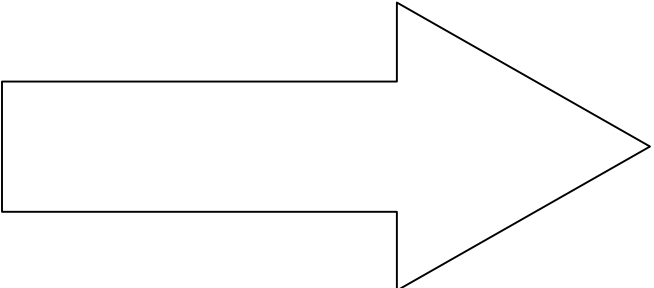
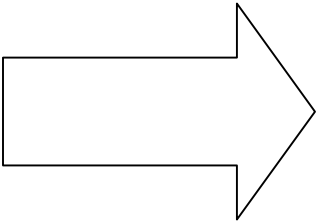
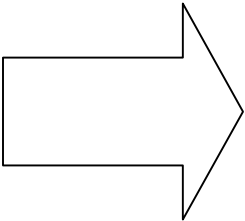
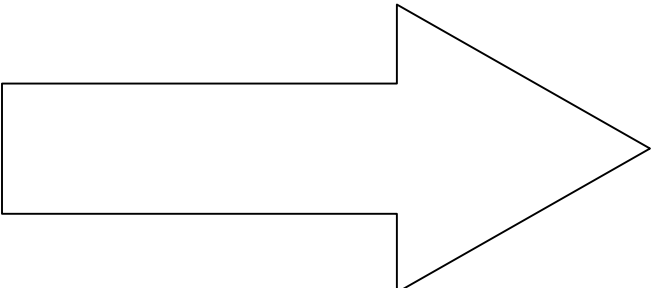
DESCRIPTIVE LANGUAGE "LIFTER"

When you are the "Descriptive Language Lifter," your job requires post-it notes. As you're reading, look for significant passages that are examples of descriptive language (similes, metaphors, alliteration, personification, and onomatopoeia). Then plop post-it notes on the pages beside the examples to help you remember what you found, and where. When you're finished reading the section, use the graphic organizer below to complete your task:

Passage (quote as much of it as you can)	Page where it is found	Type of descriptive language ("example of...")

WORD WIZARD

As the Word Wizard, your job is to select some interesting, challenging, or really "cool" words and define them for your group. Try to pick words that will be really important if the group is going to understand the passage they've just read. In this way, you can help your group understand the book better, when you share your sheet with the group in discussion. Use a dictionary and/or thesaurus to help you define the word. It isn't enough that you "know what the word means." You have to find the actual definition for it.

AT THE END OF EACH CYCLE, MAKE SURE YOU'VE COMPLETED:

- ❑ The Assigned Reading
- ❑ A Double Entry Journal
- ❑ A Reflection
- ❑ Your Designated Role:
 - ⇒ Discussion Director
 - ⇒ Illustrator
 - ⇒ Descriptive Language Lifter
 - ⇒ Word Wizard
- ❑ Your Learning Skills Assessment for the Cycle
- ❑ Jot notes for your whole-group retell (summary)
- ❑ A whole-group retell (summary) on chart paper

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 - ⇒ Discussion Director
 - ⇒ Illustrator
 - ⇒ Descriptive Language Lifter
 - ⇒ Word Wizard
- ❑ Your Learning Skills Assessment for the Cycle
- ❑ Jot notes for your whole-group retell (summary)
- ❑ A whole-group retell (summary) on chart paper

