

Name: _____ Class: _____ Number: _____

Novel Study Unit

Goals

Reading

- demonstrate understanding of your novel
- provide information about your novel (setting, characters, structure, connections)
- discover similarities and differences between novels in your group

Writing

- create a journal response
- successfully document group discussions

Oral

- reflect on and identify your strengths as listeners and speakers
- participate actively in group discussion

1. Select Text - Due Date _____

You need to select a fiction text at your reading level and interest. It can be from any genre. You will have four weeks to complete the text. You will need access to this novel for 6 weeks (June 14th)

2. Make a Plan

- Using the calendar, circle the numbers of the days you have English.
- Make a plan to have the novel completed by June 2.

Week of	I will read (for example number of pages, these chapters)
May 6-12	
May 13-19	
May 20-26	
May 27-June 2	

3. On days that I have English, I will be prepared to talk about my book.
(Mrs. Barbier will listen to discussions in the groups throughout the class. A reading and oral communication mark will be gathered from this assignment)

Area	Strength
Discussion (Reading)	Participates competently in group discussions. Offers some insightful opinions and makes connections to the text. Asks thoughtful questions Has assigned reading completed on schedule
Listening/ Speaking (Oral)	Listens carefully for information and comments appropriately. Listens to other people's ideas."Piggy-backs" or builds off others' ideas

Discussion Topics and Questions

Discussion Topics	Questions
May 13-17 Setting	<p>Where does the story take place? Discuss the important settings and explain why you believe each is important to the story.</p> <p>When does the story take place? Was it long ago, in the future, or the present? What did you learn about this time period?</p> <p>How much time passes in the story? Skim through your book and find places that show how the author makes time pass and share these.</p>
May 21-24 Characters	<p>Who is the main character? Why is this character important to the story?</p> <p>Are there words a character spoke and/or actions a character took that helped you learn what kind of person he or she was? Find and discuss two important sections.</p> <p>Did any of the characters change? Pick one and discuss how an event, person, and decision change that character.</p>
May 27- May 31 Structure	<p>Is it a continuous story...or interlocking short stories?</p> <p>Does the timeline move forward chronologically...or back and forth between past and present?</p> <p>Does the author use a single viewpoint or shifting viewpoints?</p> <p>Why might the author have chosen to tell the story the way he or she did—and what difference does it make in the way you read or understand it?</p>
June 3-7 Connections	<p>How are your feelings and the feelings of a character in your book alike? How are they different?</p> <p>What feelings did you have as you read the story? Find some places that make you feel that way. Share and discuss these.</p> <p>Have you had experiences similar to the character of the story? Discuss these.</p> <p>How did the story change your thinking? Or can you show how it validated or affirmed your thinking?</p>

4. I will write about my book.

Select **ONE** of these questions, and write a maximum of 500 word reflection (1 page). It will be due sometime during the first week of June 3-7.

- Is the **plot** engaging—does the story interest you? Is this a plot-driven book: a fast-paced page-turner? Or does the story unfold slowly with a focus on character development? Were you surprised by the plot's complications? Or did you find it predictable?
- What **passages** strike you as insightful, even profound? Perhaps a bit of dialog that's funny or poignant or that encapsulates a character? Maybe there's a particular comment that states the book's thematic concerns?
- Is the **ending** satisfying? If so, why? If not, why not...and how would you change it?
- If you could ask the **author** a question, what would you ask? Have you read other books by the same author? If so how does this book compare. If not, does this book inspire you to read others?
- Has this novel **changed you**—broadened your perspective? Have you learned something new or been exposed to different ideas about people or a certain part of the world?

	Check list
Grammar & Spelling	Author makes minor errors in grammar or spelling that distract the reader from the content of the journal
Capitalization & Punctuation	Author makes few errors in capitalization or punctuation, but the journal is still easy to read.
Paragraph Writing	Author has included paragraphs to separate ideas <ul style="list-style-type: none">• restated the question in the introduction
Personal Connections	Author responds to the question prompt by including some/all of the following ideas <ul style="list-style-type: none">• self-questioning• making connections (text to self, text to text and text to the world)• using their own experiences, involving him/herself in the response

Response clarity	Author's response is clear and easily understood
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5. I will reflect on my listening and speaking skills as a group discussion member

Self-Reflection on Listening Skills

	Exceptional	Strength	Needs
I demonstrate an understanding of appropriate listening behaviour			
I demonstrate an understanding of appropriate speaking behaviour			

Justify your response:

6. Bonus - students who complete novel ahead of time are encouraged to further challenge their learning (and of course, improve their overall English marks) by completing an independent project about their novel. The project will be of your choice. It will demonstrate your understanding of the text by incorporating writing and media into your work.