

Literature Circle Roles

In your Literature Circles, you will be responsible for preparing information for each meeting according to your role.

Discussion Leader - Question Person:

Your job is to develop a list of questions you think your group should discuss about the assigned section of the book. Use your knowledge of levels of questions to create thought-provoking literal, interpretive, and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day's discussion.

Literary Luminary - Diction Detective - Word Wizard:

Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. List the words or phrases and explain why you selected them. Then, write your thoughts about why the author might have selected these words or phrases. What is the author trying to say? How does the diction help the author achieve his or her purpose? What tone do the words indicate?

Connector - Bridge Builder:

Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the characters' internal and external conflicts and the ways that these conflicts influence their actions.

Reporter- Summarizer:

Your job is to identify and report on the key points of the reading assignment. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in this section of the book. Consider how characters interact, major events that occur, and shifts in the setting or the mood that seem significant. Share your report at the beginning of the group meeting to help your group focus on the key ideas presented in the reading. Like that of a newspaper reporter, your report must be concise, yet thorough.

Artist:

Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. You can choose to illustrate a scene, an idea, a symbol, or a character. Show your illustration to the group without any explanation. Ask each group member to respond, either by making a comment or asking a question. After everyone has responded, you may explain your illustration and answer any questions that have not been answered.

Discussion Leader Role Sheet**Date:**

Name:

Book:

Group:

Pages:

Your job is to develop a list of questions that you think your group should discuss about the assigned section. Use your knowledge of levels of questioning to create thought-provoking literal, interpretive, and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day's discussion.

Discussion Questions:**Sample question ideas:**

- What kinds of conflicts are the characters facing?
- What do you think about the way the author _____?
- What if _____ had happened instead?
- What would you have done had you been in this character's shoes?
- What did you think about this event?
- Did this surprise you? Why or why not?
- What do you think will happen next?

Questions that should be revisited the next time the group meets:

Diction Detective Role Sheet**Date:**

Name:

Book:

Group:

Pages:

Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. Complete the graphic organizer below on the selected words, phrases, or passages. During the discussion, you can read the words, phrases, or passages yourself; ask someone else to read them; or have people read them silently before sharing your thoughts on it.

Page #	What is the Word or Passage	Reason for Selecting	Why did the author select this word or phrase? What is the author trying to say?

How does the diction help the author achieve his or her purpose?

Bridge Builder Role Sheet

Date:

Name:

Book:

Group:

Pages:

Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the characters' internal and external conflicts and the ways that these conflicts influence their actions.

Event from Book

Types of Connections:

Connection:

- Text to self
- Text to text
- Text to world

What has happened previously in the book? Predict what will happen as the book continues.

Discuss a character's internal and/or external conflict, and the ways that conflict has influenced or will influence his or her actions.

Reporter Role Sheet

Date:

Name:

Book:

Group:

Pages:

Your job is to identify and report on the key points of the assigned section. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in this section of the book. Share your report at the beginning of the group meeting to help your group focus on the key ideas presented in the reading. Like that of a newspaper reporter, your report must be concise, yet thorough.

Setting (Consider shifts in the setting or mood that seem significant.)

Plot (Consider major events that occurred in the assigned section.)

Characters (Consider how characters interact and how characters have changed.)

Artist Role Sheet

Date:

Name: Book:

Group: Pages:

Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. You can choose to illustrate a scene, an idea, a symbol, or a character. Consider how to use color in your illustration for effect. Write a reflection that explains your graphic, symbolic connections, or connections between images and the literature. Show your illustration to the group without any explanation. Ask each group member to respond, either by making a comment or asking a question. After everyone has responded, then you may explain your illustration and answer any questions that have not been answered.