**LITERATURE CIRCLE ROLES**

Discussion is a MINIMUM OF 20 MINUTES EACH CLUB DAY.

Writing is a MINIMUM of ONE PAGE each day.

There MUST be a Discussion Director and a Summarizer each session.

Illustrator occurs only once and is the final cover for your packet.

If a group member is not prepared EACH SESSION, then he or she is out of the group.

Each member should have at least one of each job in his/her packet (Discussion Director is done every day by every member of the Club).

Decide each member’s task for next time at the end of a Club meeting.

**DISCUSSION DIRECTOR** – Your job is to check that each person has his/her job done, and record it on the Daily Record. If a member has not done his/her job, that member is no longer in the group. You are also to develop a list of four or five questions that your group will discuss during the session. These questions should be open-ended. They should be designed to spark discussion and share reactions. Your task is to help your group talk about the big ideas in the reading and to share reactions amongst yourselves. You should also remember to be specific to this section of the novel. Each member needs to share during this time. Usually the best discussions come from your own thoughts, feelings, predictions, and concerns as you read. Finally, your job is to make sure everyone understands his/her job for next the next Club meeing. Sample questions:

* What was going through your mind as you read this?
* What questions did you have when you finished this section?
* What are some of the most important ideas of this section?
* What do you think may happen?

**POINT OF VIEW** – Choose something important that happened in your reading. Think about this incident from TWO character’s point of view. What do you think they thought about what happened? How did it feel to each of them? Was it important to one more than to the other? Why or why not? Avoid speaking (quoting) as those characters; write from a 3rd person point of view. “**He** probably felt…” or “**She** was probably thinking…”

**Character Analyzer** – Choose one character from your reading. Describe his/her qualities. Why are they making the decisions or choosing to act as they do? What do you like/dislike about the character? How is this character developed from section to section? Is he/she dynamic, static, round, flat? How does he/she affect others? CITE AN EXAMPLE IN THE TEXT.

**Connector**: Your job is to find at least two connections between the book your group is reading and the world. This means connecting the reading to your own life (Text-to-self), to happenings at school or in the community or world (Text-to-world), to other people or problems you are reminded of, or to another book (Text-to-text). Cite an example in the text.

**Summarizer** – Your job is to prepare a summary of today’s reading. This should include statements about the key points and main highlights. Remember, a summary includes discussion about characters, setting, main events, and problem, climax, and resolution (if there is one). Cite an example in the text.

**Vocabulary Enricher**– You are to find a minimum of 5 puzzling or unfamiliar words (note them with a post-it, then go back after your reading), then list them as shown below. The group should turn to the page as you point them out. You may also run across familiar words that stand out somehow in the reading – words that are repeated often or are used in an unusual way.

1. Word \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page #\_\_\_\_\_ Meaning\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Literary Luminary** – Your job is to locate at least **three** special sections of the text to read aloud to the group. The idea is to highlight some interesting, funny, puzzling, well-written, thought provoking, confusing, surprising, important, predictive, controversial, misleading, predictive, or very informative sections. You should read each passage aloud yourself, ask someone else to read them, or have people read each one silently and then discuss. Follow this format:

1. Citation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Reason for choosing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme Sleuth – Your task is to trace the emergence and development of theme/themes in this section of reading. Be sure to identify symbols, turning points, major events that propel the theme, patterns of theme emergence, and how characters and what they say identify and exacerbate theme(s). Cite an example(s) in the text.

Figurative Language Detector – Your job is to identify and cite at least three examples of figurative language (metaphor, simile, personification, hyperbole, understatement, alliteration,…), imagery, allusion, or symbolism in this section of reading. Each one must be correctly cited and explained in your writing.

**Illustrator**: Your job is to design a representative cover for your packet. It can be a sketch, cartoon, diagram, flow chart, time-line, etc. No cutting and pasting from online pictures or magazines permitted.

 \*\*\*\*\*\*\*\*\*\*Remember to do your best work always. You will be graded on thoroughness, effort, grammar, neatness, and how well you participate in group. This will count as a NOVEL STUDY (equal to a test).