

CCSS: SL1

Question Commander

TASK: YOUR JOB IS TO GENERATE “THINKING” QUESTIONS FROM THE ASSIGNED READING IN ORDER TO PROMPT A DISCUSSION AMONGST YOUR LITERATURE CIRCLE GROUP MEMBERS. THE QUESTIONS SHOULD BE DESIGNED TO GET GROUP MEMBERS THOUGHTFULLY ENGAGED IN THE ISSUES AND TOPICS IN THE READING. OFTEN, GOOD QUESTIONS WILL ATTEMPT TO REVEAL THE NATURE OF THE CHARACTERS AND WHY THEY MAKE THE DECISIONS THEY DO. WAS IT UNCLEAR WHY A CHARACTER DID SOMETHING? WAS PART OF THE PLOT UNCLEAR OR CONFUSING?

I am confused about...
I think that...
Why did...

I wonder...
What do...
How did...

Presenting:

1. Come to the group prepared with at least three “thinking” questions and possible responses.
2. Pose each question to the group and illicit group comments.



CCSS: R.3

Line Illuminator

TASK: YOUR JOB IS TO CHOOSE SELECTIONS FROM THE ASSIGNED READING THAT YOU THINK ARE WORTHY OF BEING READ OUT LOUD AND DISCUSSED WITH YOUR GROUP MEMBERS. THE LINE ILLUMINATOR WRITES DOWN THE PASSAGES WORD FOR WORD IN QUOTES, CITING THE PAGE # FROM WHERE THE LINES COME FROM IN PARENTHESES AT THE END. YOU ARE FREE TO PICK WHATEVER QUOTES YOU LIKE, BUT THEY MUST HAVE SOME SORT OF SIGNIFICANCE OR IMPORTANCE. PICK LINES YOU FIND INSIGHTFUL, OR LINES THAT CONFUSE YOU AND THROW YOU FOR A LOOP.

Citation:

(Collins 32)

(Hinton 256)

(Poe 48)

(Weisel 3)

Presenting:

1. Come prepared with two or more passages to read (cite page numbers).
2. Share your reasons for choosing these excerpts.
3. Decide on a plan for reading / discussing.



CCSS: R.2

Summary Sultan

TASK: YOUR JOB IS TO PREPARE A SUMMARY OF THE ASSIGNED READING. THINK ABOUT WHAT DETAILS, CHARACTERS, OR EVENTS ARE SO IMPORTANT THAT THEY MIGHT BE INCLUDED ON AN EXAM. YOU SHOULD CONSIDER THE FOLLOWING QUESTIONS FOR YOUR SUMMARY: WHAT ARE SOME OF THE MOST IMPORTANT EVENTS IN THE SECTION YOU READ? WHAT MAKES THEM SO IMPORTANT? WHAT EFFECT DO THESE EVENTS HAVE ON THE PLOT OR CHARACTER? WHAT CHANGES – IN PLOT, CHARACTER, OR TONE – DID YOU NOTICE WHEN YOU READ?

Step 1: I V F

(Identify, Verb, Finish the thought – topic sentence)

Step 2: Notes

(bare bones explaining sentences)

Step 3: Summary

(put it all together with detail)

Presenting:

1. Come prepared with your complete summary of the selection.
2. Read your summary aloud to the group.
3. Share why you feel this summary wraps up all of the most important details of the selection.



CCSS: L.4

Word Warlock

TASK: YOUR JOB IS TO SERVE AS A LEXICOGRAPHER, AND CREATE A LIST OF THREE TO FIVE WORDS FROM THE ASSIGNED READING THAT YOU BELIEVE ARE WORTH KNOWING. THE WORDS YOU PICK SHOULD BE WORDS THAT WERE UNKNOWN TO YOU BEFORE, ARE INTERESTING, OR FAMILIAR WORDS USED IN UNFAMILIAR WAYS.

Word

Excerpt
Page #

Sentence from the story containing the word...

This word means...

Part of
Speech

I chose this word because...

Presenting:

1. Come prepared with at least four words, the page numbers, definitions, and notes explaining your choices for each word.
2. Help your group members find the words in the book and discuss why you collected these words.



CCSS: R.1

Illustrious Artist

TASK: YOUR JOB IS TO GRAPHICALLY DISPLAY THE EVENTS IN THE ASSIGNED READING. YOU MAY CHOOSE TO DEPICT AN IMPORTANT OBJECT, CHARACTER, OR SCENE THAT STOOD OUT FROM THE READING. THE ILLUSTRATION MAY BE HAND GENERATED, CONSIST OF MAGAZINE CUT-OUTS OR INTERNET IMAGE DOWNLOADS, OR BE CREATED USING COMPUTER GRAPHICS PROGRAMS (LIKE ADOBE PHOTOSHOP). REGARDLESS OF WHAT YOU CHOOSE, THE ILLUSTRATION SHOULD ACCURATELY DISPLAY WHAT HAPPENED IN THE READING.



Step 1:

I am depicting _____
because _____

Step 2:

Create a Brainstorming Map
to plan out your illustration.

Step 3:

Create your illustration.

Presenting:

1. Come prepared with your illustration to share with the group.
2. First, let the group view your drawing and allow them to explain what they think the drawing represents.
3. Next, share what you believe the drawing represents and why you chose it.

CCSS: R.3

Character Commentator

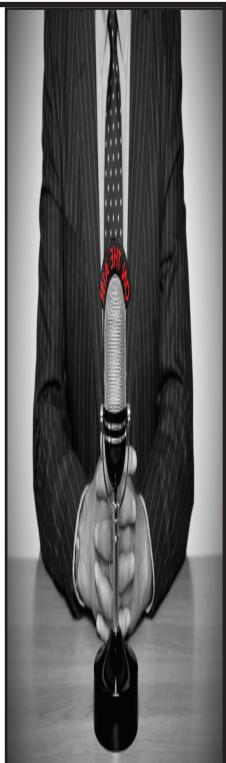
TASK: YOUR JOB IS TO THINK ABOUT THE MAIN CHARACTER OR CHARACTERS FEATURED IN THE ASSIGNED READING. WHAT ARE THEY DOING? WHAT ARE THEY THINKING OR SAYING? HOW ARE THEY FEELING? HOW ARE THEY INTERACTING WITH THE SETTING OF THE STORY? ARE THEY FACING ANY CONFLICTS OR PROBLEMS? HAVE THEY REACHED ANY EPIPHANIES OR MADE ANY INSIGHTS OR REALIZATIONS? WHAT DETAILS ABOUT THE CHARACTER(S) DOES THE AUTHOR REVEAL?

Character:

In this section the character, _____, faced the conflict of _____.

This conflict is important because _____.

Excerpt Page #:



Presenting:

1. Come prepared to share three or more textual citations that contain noteworthy information about a main character or characters conflict(s), actions, and feelings.
2. First, share the detail from the selection that relates to the character.
3. Next, share why you felt this excerpt illustrated important insights about the character.

CCSS: L.5

The Terminator

TASK: YOUR JOB IS TO IDENTIFY LITERARY TERMS AND DEVICES FOUND THROUGH THE ASSIGNED READING. YOU WILL COPY DOWN THE LITERARY DEVICE CITING THE PAGE NUMBER AND PARAGRAPH THE TERM WAS FOUND IN, IDENTIFY THE TYPE OF LITERARY TERM OR DEVICE, AND EXPLAIN WHAT THE LITERARY TERM OR DEVICE MEANS AND HOW IT HELPS TO ENHANCE THE SECTION OR NOVEL AS WHOLE.

Quote:

Excerpt Page #:

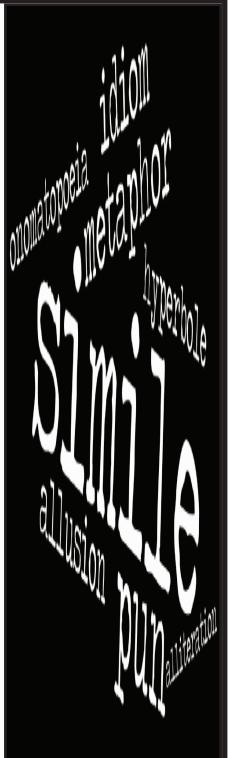
Type of Literary Device:

Meaning of Literary Device:

Paragraph #:

Presenting:

1. Come prepared to share three or more three literary devices you found in the selection and the page numbers you found the devices on.
2. First, share the detail from the selection that contains the literary device.
3. Next, identify the type of literary device that was used.
4. Then, explain what you think the device means and why you chose it.



CCSS: R.1

Uncanny Connector

TASK: YOUR JOB IS TO FIND CONNECTIONS BETWEEN THE BOOK AND YOURSELF, THE BOOK AND ANOTHER STORY, AND / OR BETWEEN THE BOOK AND THE WIDER WORLD. THIS MEANS CONNECTING THE READING TO YOUR OWN PAST EXPERIENCES, TO HAPPENINGS AT SCHOOL OR IN THE COMMUNITY, TO STORIES IN THE NEWS, TO SIMILAR EVENTS AT OTHER TIMES AND PLACES, TO OTHER PEOPLE OR PROBLEMS THAT YOU ARE REMINDED OF, ETC. YOU MAY ALSO SEE CONNECTIONS BETWEEN THIS BOOK AND OTHER WRITINGS ON THE SAME TOPIC, OR BY THE SAME AUTHOR.

Connection:

Type: text-to-text

text-to-self

Excerpt Page #:

text-to-world

This passage reminds me of _____ because _____.

Presenting:

1. Come prepared with four or more connections to share.
2. First, share the excerpt that is the basis for your connection.
3. Next, identify the type of connection you made,
4. Then, share your connections giving full detail and reasoning.

