**Literature Circles: Student roles**

|  |  |
| --- | --- |
| **SUMMARIZER**As the Summarizer, your job is to summarize the events of the chapters. Write a summary (300-400 words) in which you include the most important scenes and actions from the reading. Focus on *who, what, when, where*.**In the group meeting,** you will kickstart the session by sharing your summary. When you’re done, ask your group if they have something to add: did you miss something important? Would they have included something else? Why? Everyone has to speak. | **DISCUSSION LEADER** As the Discussion Leader, your job is to provide questions for an interesting discussion of the novel. Prepare 7-10 questions about the novel based on the reading. Your questions should be open-ended, which means that the answer cannot be *yes* or *no.* Examples: * What do you think went through Connell’s mind when he …?
* Why do you think Marianne …?
* How do you think you would have reacted when …?

**In the group meeting**, you will ask your questions one at a time. Each group member must share their thoughts for each question, and when everyone has spoken, it’s your turn to share your own thoughts. Repeat until you’ve gone through all the questions.  |
| **QUOTATION HUNTER**As the Quotation Hunter, your job is to hunt down the best quotations in the reading. A good quotation can be one that reveals something about a character or the setting, something that sounds good, something that made you feel something – basically, something that stands out to you in one way or the other. Find 3-4 quotations and write a short explanation and interpretation (75-100 words) for each quotation. **In the group meeting**, you will read one quotation aloud at a time. Each group member must comment on the quote and explain their individual views on its significance. When everyone has spoken, share your own explanation and interpretation of the quote. Repeat for every quote. | **CONNECTOR**As the Connector, your job is to connect the text to other things. Connections may include both similarities and differences! Make a connection to each of the following and write 100-150 words explaining each connection:* TEXT-TO-SELF: Your own experiences, your own values and beliefs, your own cultural norms, etc.
* TEXT-TO-TEXT: Something you have read in class or at home, something you’ve watched on TV, YouTube, etc.
* TEXT-TO-WORLD: Current events, historical events, cultural norms, etc.

**In the group meeting**, you will share your connections with the group. When you’re done, ask your group to think of other relevant connections from any of the three categories. Everyone has to make at least one connection. |

|  |  |
| --- | --- |
| **ILLUSTRATOR**As the Illustrator, your job is to illustrate a key scene from the reading. Consider which scenes or events have stuck with you and/or which scenes you found especially interesting/annoying/sad, etc. Then pick one of them! **In the group meeting,** you will simply show the illustration to your group. Next, everyone must comment on the illustration and explain the scene, its significance and how it comes across in your illustration. When everyone is finished, share your own thoughts on the scene and explain the different elements of your illustration.  | **WORD MASTER**As the Word Master, your job is to find and explain new, difficult words in the reading. Make a list of 8-10 words (NB: include page numbers) and write an English definition of each word. Next, use the word in a sentence (not from the novel) to show how it can be used. **In the group meeting,** you will point to one word in the text at a time. Read the original sentence aloud and ask your group to either explain or take a guess on the meaning of the word based on the context. When everyone has spoken, share the correct definition and read your sample sentence aloud. Repeat for every word. |
| **QUIZ MASTER**As the Quiz Master, your job is to create a small quiz to test your group members’ knowledge of the reading. Make a quiz consisting of 8-10 questions. The quiz may be a Kahoot (multiple choice), it may be structured like a round of Jeopardy (you give them the answers, they ask the questions), or a classic round of questions like Trivial Pursuit – the choice is yours!**In the group meeting,** your quiz will conclude the session. Make sure everyone participates and be a strict but fair game show host and quiz master! |  |

**Literature Circles: Structure for group meetings**

**Before you begin,** **please** **read the following out loud in the group:**

*For this meeting, remember that everyone has a role to fill. Everyone has prepared something. But most often, the group members will be the ones to respond to the prepared questions, quotations, illustrations, etc., before the creator does. That means that the success of your meeting rests on everyone’s shoulders and everyone’s participation. Listen to each other, use each other’s arguments as starting points to your own, agree or disagree with your group – but most importantly: speak, share your thoughts and ideas, let the discussion grow! It doesn’t matter if you love the book or find it a bit meh or even if you dislike it: literature circles are all about your individual reading experiences. Good luck!*

**Structure:**

1. The **Summarizer** kicks off the session with their summary. Group members comment on the selected scenes afterwards.
2. The **Discussion Leader** shares their questions with the group. Group members respond to each question, before the Discussion Leader shares their own ideas.
3. The **Quotation Hunter** shares their quotations with the group. Everyone offers a comment or interpretation of each quotation before the Quotation Hunter shares their own ideas.
4. The **Word Master** points to the selected words in the text, group members guess or explain the meaning before Word Master shares definitions and sample sentences.
5. The **Connector** offers their connections to Self, Text, and World before group members make their own connections.
6. The **Illustrator** silently presents their illustration and group members guess and comment on the scene, its significance and how it’s conveyed in the illustration, before the Illustrator explains their own thoughts and ideas.
7. The **Quiz Master** sets fire to the session with a quiz.
8. The session concludes when roles have been divided for your next group meeting.

**Literature Circles: A Helping Hand**

* A character I would like to have known more about
* A character I didn’t like
* The character I liked best
* If I could be best friends with a character, it would be …
* The character I feel the most drawn to
* The most awkward moment in the novel
* The most intense moment in the novel
* The saddest moment in the novel
* The most uplifting moment in the novel
* If I could change one thing in the novel, if would be … because …
* If I were a character, I would like to be … because …
* What I think happens next
* What I would like to have known more about
* I wish that …. because …
* A piece of advice for one or more characters
* Something that upset me or made me angry
* Something that made me want to be friends with one of the characters
* Something I found confusing
* Something I would have done differently than the characters
* Something I could identity with
* Something that annoyed me
* If I could ask one of the characters a question, it would be …