



SUMMARIZER

Name: _____ Date: _____

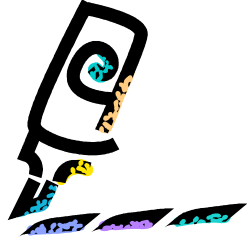
Book: _____ Assignment p ___ - p ___

Summarizer: Your job is to prepare a brief summary of the reading assignment. The other members of your group will be counting on you to give a quick (one- or two-minute) statement that conveys the gist, the key points, the main highlights, the essence of the reading assignment (not a retell). Use the numbered slots below to record main ideas or events to remember.

Summary:

Key Points:

1. _____
2. _____
3. _____
4. _____
5. _____



VOCABULARY ENRICHER

Name: _____ Date: _____

Book: _____ Assignment p ____ - p ____

Vocabulary Enricher: Your job is to be on the lookout for a few especially important words in today's reading. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definition, either from a dictionary or some other source. You may also run across familiar words that stand out somehow in the reading – words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Mark these special words too, and be ready to point them out to the group. When your circle meets, help members find and discuss these words.

<u>Page No.& Paragraph</u>	<u>Word</u>	<u>Definition</u>	<u>Connections/Images</u>
1. _____	_____	_____	_____
2. . _____	_____	_____	_____
3. . _____	_____	_____	_____
4. . _____	_____	_____	_____
5. _____	_____	_____	_____

PASSAGE MASTER

Name: _____ Date: _____

Book: _____ Assignment p ____ - p ____

Literary Luminary: Your job is to locate a few special sections of the text that your group would like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss.

Location

Reasons for Picking the Passages

1. Page _____	_____	_____
Paragraph _____	_____	_____
2. Page _____	_____	_____
Paragraph _____	_____	_____
3. Page _____	_____	_____
Paragraph _____	_____	_____
4. Page _____	_____	_____
Paragraph _____	_____	_____

Possible reasons for picking a passage to be shared:

Important, Informative, Surprising, Controversial, Funny, Well written, Confusing,
Through-Provoking, Other _____

Adapted from *Literature Circles: Voice and Choice in the student-centered classroom* by Harvey Daniels.



DISCUSSION DIRECTOR

Name: _____ Date: _____

Book: _____ Assignment p ____ - p ____

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this reading. Don't worry about the small details: your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read, which you can list below, during or after your reading. Try to think of "large questions" that promote interesting discussion. You may want to use the words why, how, or if to start off your questions.

1. _____

2. _____

3. _____

4. _____

5. _____

Adapted from Literature Circles: Voice and choice in the student-centered classroom by Harvey Daniels.



CONNECTOR

Name: _____ Date: _____

Book: _____ Assignment p ____ - p ____

Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writings on the same topic, or by the same author. There are no right answers here – whatever the reading connects you with is worth sharing.

Some connections I found between this reading and other people, places, events, authors...

1. _____

2. _____

3. _____

4. _____

5. _____



ILLUSTRATOR

Name: _____ Date: _____

Book: _____ Assignment p ___ - p ____

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. You can draw a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay as long as it shows time and effort - - you can even label things with words if that helps. Make your drawing on the other side of this sheet or on a separate sheet.

Presentation Plan: When the Discussion Director invites your participation, you may show your picture without comment to the others in the group. One at a time, they get to speculate what your picture means, to connect the drawing to their own ideas about the reading. After everyone has had a say, you get the last word: tell them what your picture means, where it came from, or what it represents to you.

Describe below what your illustration is of and how it relates to the selected reading assignment.

