

# Literature Circle Unit Package

Book title: \_\_\_\_\_

1/1/2010

Grade 4

Name: \_\_\_\_\_

Group Members: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## READING PLANNER

|      | Pages/<br>Chptrs     | Discussion<br>Director | Summarizer | Illustrator | Vocabulary<br>Enricher | Literary<br>Luminary | Investigator | Mtg<br>Date |
|------|----------------------|------------------------|------------|-------------|------------------------|----------------------|--------------|-------------|
| WK 1 |                      |                        |            |             |                        |                      |              |             |
| WK 2 |                      |                        |            |             |                        |                      |              |             |
| WK 3 |                      |                        |            |             |                        |                      |              |             |
| WK 4 |                      |                        |            |             |                        |                      |              |             |
| WK 5 |                      |                        |            |             |                        |                      |              |             |
| WK 6 |                      |                        |            |             |                        |                      |              |             |
| WK 7 | SPECIAL PRESENTATION |                        |            |             |                        |                      |              |             |
| WK 8 |                      |                        |            |             |                        |                      |              |             |

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### PART A: Task Requirements

### PART B: Meeting Requirements

### DISCUSSION DIRECTOR ROLE

Meeting Date \_\_\_\_\_

Assignment: Pages \_\_\_\_ to \_\_\_\_

### PART A: Task Requirements

- write a list of questions using Bloom's Taxonomy that your group might want to discuss about this part of the book.
- 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.
- include detailed answers to your list of questions.

### PART B: Meeting Requirements

- hand out the books to each member reads instructions to the group
- ask each group member to share their role including your own
- ask questions to increase comprehension.
- encourage all members to participate in the discussion

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## KNOWLEDGE

- list,
- name,
- describe,
- label,
- state
- define,
- match,

- choose,
- how much,
- select,
- who, what, when, where, why,

Knowledge:

Q \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?

A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## COMPREHENSION

- discuss, tell, explain,
- recount in your own words,
- what does this mean,
- is ... the same as,
- give an example,
- what would you do...say...think...
- what would happen if,

- what is happening,
- what part doesn't fit,
- explain what is meant by,
- select, choose the best...
- this represents...,
- what seems to be,
- show in a graph/ table,
- which statements support,

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- describe in your own words
- show, demonstrate...

Comprehension:

Q \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ?

A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## APPLICATION

- decide, demonstrate, show, find, solve, prove, examine, modify, change, classify/sort,
- compare and contrast
- what is meant by...
- how does...relate to...
- what did you discover
- how is ... an example of...
- what would you do ...
- how is ...related to...
- tell how, when, where, why
- why is... important to the story

Application:

Q \_\_\_\_\_

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\_\_\_\_\_?  
\_\_\_\_\_?

A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## ANALYSIS

- order, classify, explain, compare, and contrast
- distinguish
- what is the function of
- identify
- what is fact, opinion
- what do you believe...
- what statement is important
- what does the author believe, or assume
- what is the difference between...
- what connections to the real world can you make from...
- what conclusions can you make,
- what is the relationship between
- what is the main idea, or theme
- what is inconsistent, or untrue
- what are the similarities and differences in ...

Analysis:

Q \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

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A \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SYNTHESIS

- tell,
- compose, invent, create, hypothesize, design a...
- solve the following
- formulate
- what does the author mean when...
- make a plan about...
- how else would you...
- choose
- state a rule
- develop, create
- rewrite

Synthesis:

Q \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ?

A \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## EVALUATION

- what conclusions, recommendations, advice would you give...
- convince, persuade, debate
- what untruths, consistencies, inconsistencies appear
- what do you think about...
- which is more important, moral, better, logical, valid, appropriate
- summarize
- defend, support, justify ...
- how would you decide to...
- what comparisons can be made

Evaluation :

Q

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?

A

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### SUMMARIZER ROLE

Meeting Date: \_\_\_\_\_

Assignment Pages: \_\_\_\_\_ to \_\_\_\_\_

**Summarizer:**

#### **PART A: Task Requirements**

- write a summary that describes what has happened in this section of the book. Be sure you write in complete sentences and include lots of details, 1-2 pages long.

#### **PART B: Meeting Requirements**

- start with your 1-2 minute statement that covers the **key points, main highlights**, and **general idea** of today's reading assignment.
- read the summary to the group.
- ask group members to tell you about other important parts you may have missed.
- have each person tell you about their favorite part.

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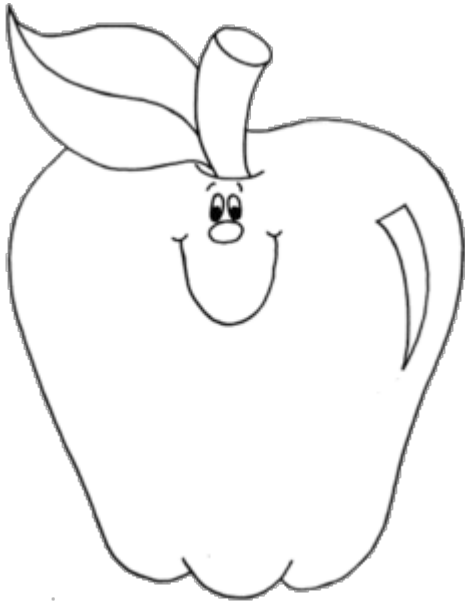
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### ILLUSTRATOR ROLE:

Meeting Date: \_\_\_\_\_

Assignment Pages: \_\_\_\_\_ to \_\_\_\_\_

### Illustrator:

#### PART A: Task Requirements

- draw a picture related to the reading. Your picture should be **colorful** and have **lots of details**. When you meet with your group: Have each member of the group **describe** what's happening in your picture.
- **Possible picture ideas:** a character, the setting, a favorite scene, an exciting part, a surprise, a problem, a prediction of what will happen next,

#### PART B: Meeting Requirements

- Share your picture with everyone.
- Tell about the main subject of your picture. Tell about the background.
- Tell why you choose to use this scene for your illustration.

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### VOCABULARY ENRICHER ROLE

Meeting Date: \_\_\_\_\_

Assignment Pages: \_\_\_\_\_ to \_\_\_\_\_

**Vocabulary Enricher:**

#### **PART A: Task Requirements**

- be on the lookout for a few especially **important words** in this week's reading. Look for words that are **puzzling** or **unfamiliar**, mark them while you are reading. Locate the word origins and try to find out unique and interesting qualities and tid-bits about the words.
- Using the chart below, write the words and their definitions. Remember to include page number and paragraph number. You can use a dictionary or some other source.
- When you come across familiar words that stand out somehow in the reading - words that are repeated a lot, are used in an unusual way, or provide a key to the meaning of the text. Mark these special words, and be ready to point them out to the group.

#### **PART B: Meeting Requirements**

- share your chart of unique words and their definitions. Lead a discussion about the words and their meanings. What is unique and interesting about the words? Do you have any tid-bit information to share? Etc.

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- how is the word origin important to the meaning of the story? How are they important to the text? Why has the author chosen to use these words? Etc.
- locate and help group members find familiar yet 'special words'. Lead a discussion about these words. Why are they repeated? How are they used in an unusual way? How are they important to the text? Why has the author chosen to use these words? Etc.

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| Page No.<br>&<br>Paragraph |  |  |  |  |
|----------------------------|--|--|--|--|
| Word                       |  |  |  |  |
| Word Origin                |  |  |  |  |
| Definition                 |  |  |  |  |

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| Page No.<br>&<br>Paragraph |  |  |  |  |
|----------------------------|--|--|--|--|
| Word                       |  |  |  |  |
| Word Origin                |  |  |  |  |
| Definition                 |  |  |  |  |

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### LITERARY LUMINARY ROLE

Meeting Date: \_\_\_\_\_

Assignment Pages: \_\_\_\_\_ to \_\_\_\_\_

Literary Luminary:

### PART A: Task Requirements

- locate **4 sections** of text to **share aloud** with the group. The idea is to help people remember some **interesting, powerful, funny, puzzling, or important** sections of the text. You decide which sections are worth hearing, locate them and state the reasons for choosing the selections.
- **Possible reasons for picking a passage to be shared aloud:** good dialogue, surprising, tells about characters, well-written, funny, confusing, sets a mood, thought-provoking, controversial, informative, important, etc
- Fill out the chart below with the four sections. Make sure you explain your reasoning in detail.

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| Page & Paragraph | Reason for choosing |
|------------------|---------------------|
|                  |                     |
|                  |                     |
|                  |                     |
|                  |                     |

### **PART B: Meeting Requirements**

- read aloud the four sections you choose to share
- present your chart to the group
- lead a group discussion on your choices and reasons

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## INVESTIGATOR:

Meeting Date: \_\_\_\_\_

Assignment Pages: \_\_\_\_\_ to \_\_\_\_\_

Investigator:

## PART A: Task Requirements

- research one background information on any topic related to your book. This might include:
  - ❖ the geography, weather, culture, or history of the book's setting
  - ❖ information about the author - her/his life and other works
  - ❖ information about the time period portrayed in the book
  - ❖ pictures, objects, or materials that illustrate elements of the book
  - ❖ the history and derivation of words or names used in the book
  - ❖ music that reflects the book or its time.

This is not a formal research report. The idea is to find bits of information or material that helps your group better understand the book. Investigate something that really interests you - something that struck you as puzzling or curious while you were reading.

### Sources for information

- ❖ the introduction, preface, or "about the author" section of the book
- ❖ library books and magazines
- ❖ on-line computer search or encyclopedia
- ❖ interviews with people who know the topic
- ❖ other novels, nonfiction, or textbooks you've read

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### **PART B: Meeting Requirements**

- present your information with your group. You can decide how to present the information i.e., poster, recording, power point, Did You Know Question period, etc.
- discuss why you choose to research this topic and explain how it is important to the book.

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### LITERATURE CIRCLE PRESENTATION GUIDELINE AND PLAN

**Your Special Project Plan must include:**

- 1) Title
- 2) A description of the project medium choice
  - a) Diorama, 3-D model, Power point, Pod cast, Mobile, Tri-fold, report, etc.
- 3) A visual representation of the plan
  - a) Labeled diagram
  - b) Pictorial web
  - c) Storyboard
- 4) A list of who's doing what
- 5) A list of needed materials

**Must be handed in person to teacher for project acceptance**

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### LITERAURE CIRCLE CHECK LIST

MEETING DATE: \_\_\_\_\_

WEEK NUMBER:   1  

| ROLES               | MEMBER'S NAME | Task Completion | Meeting Completion |
|---------------------|---------------|-----------------|--------------------|
| DISCUSSION DIRECTOR |               |                 |                    |
| SUMMERIZER          |               |                 |                    |
| ILLUSTRATOR         |               |                 |                    |
| VOCABULARY ENRICHER |               |                 |                    |
| LITERARY LUMINARY   |               |                 |                    |
| INVESTIGATOR        |               |                 |                    |

NOTE: HAND-IN THIS WEEK'S BOOKLET AT END OF MEETING

### LITERAURE CIRCLE CHECK LIST

MEETING DATE: \_\_\_\_\_

WEEK NUMBER:   2  

| ROLES               | MEMBER'S NAME | Task Completion | Meeting Completion |
|---------------------|---------------|-----------------|--------------------|
| DISCUSSION DIRECTOR |               |                 |                    |
| SUMMERIZER          |               |                 |                    |
| ILLUSTRATOR         |               |                 |                    |
| VOCABULARY ENRICHER |               |                 |                    |
| LITERARY LUMINARY   |               |                 |                    |
| INVESTIGATOR        |               |                 |                    |

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NOTE: HAND-IN THIS WEEK'S BOOKLET AT END OF MEETING

### LITERAURE CIRCLE CHECK LIST

MEETING DATE: \_\_\_\_\_

WEEK NUMBER: \_\_\_3\_

| ROLES               | MEMBER'S NAME | Task Completion | Meeting Completion |
|---------------------|---------------|-----------------|--------------------|
| DISCUSSION DIRECTOR |               |                 |                    |
| SUMMERIZER          |               |                 |                    |
| ILLUSTRATOR         |               |                 |                    |
| VOCABULARY ENRICHER |               |                 |                    |
| LITERARY LUMINARY   |               |                 |                    |
| INVESTIGATOR        |               |                 |                    |

NOTE: HAND-IN THIS WEEK'S BOOKLET AT END OF MEETING

### LITERAURE CIRCLE CHECK LIST

MEETING DATE: \_\_\_\_\_

WEEK NUMBER: \_\_\_4\_

| ROLES               | MEMBER'S NAME | Task Completion | Meeting Completion |
|---------------------|---------------|-----------------|--------------------|
| DISCUSSION DIRECTOR |               |                 |                    |
| SUMMERIZER          |               |                 |                    |
| ILLUSTRATOR         |               |                 |                    |
| VOCABULARY ENRICHER |               |                 |                    |
| LITERARY LUMINARY   |               |                 |                    |
| INVESTIGATOR        |               |                 |                    |

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NOTE: HAND-IN THIS WEEK'S BOOKLET AT END OF MEETING  
**LITERAURE CIRCLE CHECK LIST FORMAT**

MEETING DATE: \_\_\_\_\_

WEEK NUMBER:   5  

| ROLES               | MEMBER'S NAME | Task Completion | Meeting Completion |
|---------------------|---------------|-----------------|--------------------|
| DISCUSSION DIRECTOR |               |                 |                    |
| SUMMERIZER          |               |                 |                    |
| ILLUSTRATOR         |               |                 |                    |
| VOCABULARY ENRICHER |               |                 |                    |
| LITERARY LUMINARY   |               |                 |                    |
| INVESTIGATOR        |               |                 |                    |

NOTE: HAND-IN THIS WEEK'S BOOKLET AT END OF MEETING

### **LITERAURE CIRCLE CHECK LIST**

MEETING DATE: \_\_\_\_\_

WEEK NUMBER:   6  

| ROLES               | MEMBER'S NAME | Task Completion | Meeting Completion |
|---------------------|---------------|-----------------|--------------------|
| DISCUSSION DIRECTOR |               |                 |                    |
| SUMMERIZER          |               |                 |                    |
| ILLUSTRATOR         |               |                 |                    |
| VOCABULARY ENRICHER |               |                 |                    |
| LITERARY LUMINARY   |               |                 |                    |
| INVESTIGATOR        |               |                 |                    |

NOTE: HAND-IN THIS WEEK'S BOOKLET AT END OF MEETING

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### Approved Alberta Grade 4 Reading List for Social Studies

| Author      | Title                                | Reading Level | Web Link – Author info, reading passages, etc.   |
|-------------|--------------------------------------|---------------|--|
| Bachusky    | <u>Ghost Town Stories</u>            | Ages 9-12     |  |
| Chan        | <u>Mystery of the Frozen Berries</u> | Ages 9-12     |  |
| Ellis       | <u>The Girl From Turtle Mountain</u> | Ages 9-12     | <a href="http://www.umanitoba.ca/cm/profiles/ellis.html">http://www.umanitoba.ca/cm/profiles/ellis.html</a>  |
| Essien      | <u>Friends in a New Land</u>         | Ages 8-11     |  |
| Fairbridge  | <u>Tangled in Time</u>               | Young Adult   |  |
| Feutl       | <u>Rescue at Fort Edmonton</u>       | Ages 9-12     | <a href="http://www2.canada.com/edmontonjournal/NIE/pdfs/RAFTGuide.pdf">http://www2.canada.com/edmontonjournal/NIE/pdfs/RAFTGuide.pdf</a><br><a href="http://www.yabs.ab.ca/artistinfo.asp?ID=75">http://www.yabs.ab.ca/artistinfo.asp?ID=75</a>         |
| Fitz-Gibbon | <u>Lizzie's Storm</u>                | Ages 8-11     |  |
| Freeman     | <u>Ambush in the Foothills</u>       | Ages 8-13     | <a href="http://books.google.ca/books?id=uk5PXtDCR8cC&amp;printsec=frontcover&amp;f=false">http://books.google.ca/books?id=uk5PXtDCR8cC&amp;printsec=frontcover&amp;f=false</a>  |
| Gaetz       | <u>Alberta Alibi</u>                 | Ages 9-12     | <a href="http://www.orcabook.com/contributorinfo.cfm?ContributorID=10">http://www.orcabook.com/contributorinfo.cfm?ContributorID=10</a>  |
| Holubitsky  | <u>The Mountain that Walked</u>      | Ages 11-14    | <a href="http://biography.jrank.org/pages/1933/Holubitsky-Katherine">http://biography.jrank.org/pages/1933/Holubitsky-Katherine</a>  |
| Hughes      | <u>The Ghost Dance Caper</u>         |               | <a href="http://biography.jrank.org/pages/1726/Hughes-Monica">http://biography.jrank.org/pages/1726/Hughes-Monica</a>  |
| Kalman      | <u>The General Store</u>             | Ages 9-12     | <a href="http://www.edupaperback.org/showauth2.cfm?authid=10">http://www.edupaperback.org/showauth2.cfm?authid=10</a>  |
| Lottridge   | <u>Wings to Fly</u>                  | Ages 9-12     | <a href="http://www.umanitoba.ca/cm/profiles/lottridge.html">http://www.umanitoba.ca/cm/profiles/lottridge.html</a>  |
| Lottridge   | <u>Ticket to Curlew</u>              | Grade 3-5     | Same as above  |
| Loyie       | <u>As Long as the Rivers Flow</u>    | Grade 3-5     | <a href="http://www.firstnationswriter.com/Text/author_illustrator.php?author=Loyie">http://www.firstnationswriter.com/Text/author_illustrator.php?author=Loyie</a>  |
| Morck       | <u>Five Pennies</u>                  | Grade 3       | <a href="http://www.canscaip.org/bios/morcki.html">http://www.canscaip.org/bios/morcki.html</a>  |
| Peacock     | <u>Bone Beds of the Badlands</u>     | Ages 9-13     | <a href="http://www3.sympatico.ca/farini/peacock/pages/Aexcerpts/BoneBeds.html">http://www3.sympatico.ca/farini/peacock/pages/Aexcerpts/BoneBeds.html</a><br><a href="http://www.shanepeacock.ca/index2.html">http://www.shanepeacock.ca/index2.html</a> |
| Spalding    | <u>The</u>                           | Ages 7-       | <a href="http://www.andreaspalding.com/a_about.htm">http://www.andreaspalding.com/a_about.htm</a>  |

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|---------|----------------------------------|-----------|--|
|         | <u>Disappearing Dinosaur</u>     | 14        |  |
| Taylor  | <u>Finders Keepers</u>           | Grade 3   |  |
| Taylor  | <u>Angelique Long Way Home</u>   | Grade 3-5 |  |
| Taylor  | <u>Summer of Mad Monk</u>        | Grade 4+  |  |
| Truckey | <u>Adventures of Caraway Kim</u> | Grade 4+  | <a href="http://books.google.ca/books?id=xzYvuYmtEXIC&amp;print_hElzSM4jvvOwG&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;res">http://books.google.ca/books?id=xzYvuYmtEXIC&amp;print_hElzSM4jvvOwG&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;res</a><br><a href="http://www.wgc.ca/magazine/articles/truckey.html">http://www.wgc.ca/magazine/articles/truckey.html</a> |