

# Literature Circles: Facilitating Students' Voice and Choice



## Literary Luminary

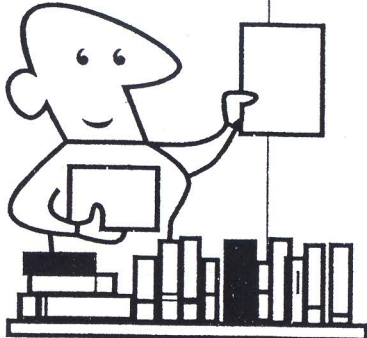
Name: \_\_\_\_\_

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

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

Reading: page \_\_\_\_\_ to \_\_\_\_\_

**Literary Luminary:** Your job is to locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading to think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you chose each one. Then jot down some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss.

Page Number & Paragraph	Reason for Choosing	Plan for Discussion
		

From *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, 2d edition, by Harvey Daniels.

Kasha Kikkert SD 36 March 2005





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## Word Wizard



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

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

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

Reading: page \_\_\_\_\_ to \_\_\_\_\_

**Word Wizard:** The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definitions, either from a dictionary or some other source. You may also run across 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 the words that seem most important in this text.

Word	Page Number & Paragraph	Definition	Plan for Discussion



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Questioner



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

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

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

Reading: page \_\_\_\_\_ to \_\_\_\_\_

**Questioner:** Your job is to write down a few questions that you have about this part of the book. What were you wondering about while you were reading? Did you have questions about what was happening? What a word meant? What a character did? What was going to happen next? Why the author used a certain style? Or what the whole thing meant? Just try to notice what you are wondering while you read and jot down some questions either along the way or after you are finished.

Questions about today's reading:

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## Connector



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

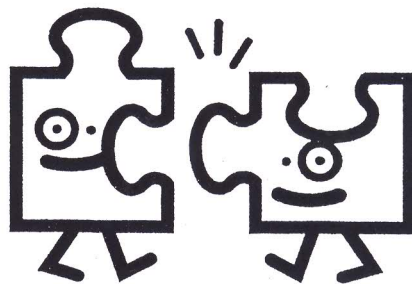
Group: \_\_\_\_\_

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

Reading: page \_\_\_\_\_ to \_\_\_\_\_

**Connector:** Your job is to find connections between the book and you, and 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 time and places, to other people or problems that you are reminded of. You may also see connections between this book and other writings on the same topic, or by the same author.

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:



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# Literature Circles: Facilitating Students' Voice and Choice

## Illustrator



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

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

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

Reading: page \_\_\_\_\_ to \_\_\_\_\_

**Illustrator:** Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, or stick-figure scene. You can draw something that happened 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 – 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 of paper.*

**Presentation Plan:** Whenever it fits in the conversation, show your drawing to your group. You don't necessarily have to explain it. You can let people speculate what your picture means, so they can connect your drawing to their own ideas about the reading. After everyone has had a say, you can always have the last word: tell them what your picture means, where it came from, or what it represents to you.



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