

Reading Assignment and Role Planner

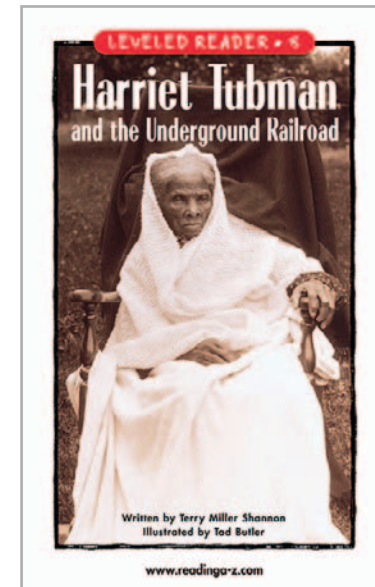
Use this planner to prepare for each literature circle meeting.

Meeting Date	Reading Assignment	Roles
		Predictor: every meeting Questioner: every meeting Specific Role:
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Literature Circles

Journal



Name: _____

Book Title: _____

Author: _____

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Journal Discussion Leader

▶ During the Literature Circle, your job is to keep the discussion going and to make sure everyone has a chance to share ideas.

Begin the discussion with questions like these:

“Will the Summarizer please tell what the selection is mostly about?”

“Who wants to share a prediction?”

“Who has a question to share?”

Ask students with different roles to share their ideas.

“Will the Skill Master for Compare and Contrast please share ideas?”

“Now it’s the Wordsmith’s turn. Which words did you choose?”

Wrap up the discussion with questions like these:

“Do you have any more questions to discuss?”

“Let’s decide what we’ll read next. Which pages of the selection will we choose?”

“What predictions do you have about the next part?”

▶ After you lead the discussion, tell about your job.

- | | |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> I knew what to do most of the time. | <input type="checkbox"/> Sometimes I wasn’t sure what to do. |
| <input type="checkbox"/> Everyone had a chance to participate. | <input type="checkbox"/> Some members did not participate. |
| <input type="checkbox"/> I called on everyone who had a role. | <input type="checkbox"/> Some students with roles did not share ideas. |
| <input type="checkbox"/> I thought the discussion was fun. | <input type="checkbox"/> I did not think the discussion was fun. |
| <input type="checkbox"/> I helped the group plan for the next meeting. | <input type="checkbox"/> The meeting ended before we planned for the next one. |

▶ What will you do when you are Discussion Leader next time? Write your notes below.

What I liked and would do again

What I would change next time

Questions to ask the teacher

Journal Predictor

▶ The predictor role is for all readers. In this role, you predict by making connections with what you already know and the selection.

Before you read, preview the selection. Think about the title, pictures, headings, charts, and other clues. Use them to make predictions about the topic, characters, and key ideas.

As you read, you may find information that is different from what you expected. Then you need to revise your prediction. After you read, ask “Was my prediction correct, incorrect, or partially correct?”

▶ Record your predictions below.

Prediction

Prediction _____

Clues or evidence to support it _____

Revision or change to the prediction _____

Was the prediction correct, incorrect, or partially correct? Why?

Prediction

Prediction _____

Clues or evidence to support it _____

Revision or change to the prediction _____

Was the prediction correct, incorrect, or partially correct? Why?

Prediction

Prediction _____

Clues or evidence to support it _____

Revision or change to the prediction _____

Was the prediction correct, incorrect, or partially correct? Why?

Journal Questioner

▶ The questioner role is for all readers. In this role, you ask questions to understand the selection better.

Before you read, preview the selection and record questions such as “What do I already know about this topic or situation?” and “What do I want to know about this?”

During reading, pause when you don’t understand a part or when a question pops into your mind. Write those questions.

After reading, check that you understand what you read. Ask “What was the most important idea?” in nonfiction. Ask about the setting, characters, plot, and theme in fiction. Discuss answers with the group.

▶ Record your questions below.

Record Questions

Before you read, preview the selection and record your questions. During reading, record questions that come to mind. After reading, record questions and answers about the whole selection.

Questions before reading _____

Answers _____

Questions during reading _____

Answers _____

Record Questions, Continued

Questions after reading _____

Answers _____

Record Questions

Before you read, preview the text and record your questions. During reading, record questions that come to mind. After reading, record questions and answers about the whole selection.

Questions before reading _____

Answers _____

Questions during reading _____

Answers _____

Questions after reading _____

Answers _____

Which questions were not answered? Why? _____

Journal Skill Master: Cause and Effect

▶ As you read the text, notice important examples of cause and effect.

To find a **cause**, ask “Why did this happen?” Sometimes these words and phrases are in the text: *because, since, due to, on account of, for this reason*. Use these words and others as clues to find a cause.

To find an **effect**, ask “What happened?” Focus on an important fact, action, or event. Pay attention to words and phrases that are clues to the effect such as *therefore, consequently, as a result, since, so*.

▶ Use the chart below to record examples from the text.

Cause

Record where you notice a cause. Then describe why it made a fact, event, or action happen.

Page # _____ Paragraph # _____ Line # _____

Effect

Record where you notice an effect. Identify the fact, event, or action that caused it.

Page # _____ Paragraph # _____ Line # _____

Cause

Record where you notice a cause. Then describe why it made a fact, event, or action happen.

Page # _____ Paragraph # _____ Line # _____

Effect

Record where you notice an effect. Identify the fact, event, or action that caused it.

Page # _____ Paragraph # _____ Line # _____

Cause

Record where you notice a cause. Then describe why it made a fact, event, or action happen.

Page # _____ Paragraph # _____ Line # _____

Effect

Record where you notice an effect. Identify the fact, event, or action that caused it.

Page # _____ Paragraph # _____ Line # _____

Journal Character/People Tracker

▶ As you read, choose one character or person that you would like to discuss with the group. Track him or her in the text.

To track your character or person, find clues that tell you about him or her. Sometimes the author describes the character or person directly. You can also learn about the character or person from what he or she says and thinks and from how he or she faces problems. The character or person's actions and reactions are more clues.

Characters and real people have different traits. Decide which traits describe your character or person.

▶ Write what you learn as you track a character or person in the selection.

Character/People Tracker

Name of character or person _____

Page # _____ Paragraph # _____ Line # _____

What he or she says, does, or thinks _____

What this shows about the character or person _____

His or her traits _____

Character/People Tracker

Name of character or person _____

Page # _____ Paragraph # _____ Line # _____

What he or she says, does, or thinks _____

What this shows about the character or person _____

His or her traits _____

Character/People Tracker

Name of character or person _____

Page # _____ Paragraph # _____ Line # _____

What he or she says, does, or thinks _____

What this shows about the character or person _____

His or her traits _____

Journal Literary Reactor

▶As you read, pay attention to what you think and feel.

In this role, you will state your opinions and feelings about what you read. In fiction, notice your feelings about the characters, the setting, and the action. In nonfiction, notice if you agree or disagree with the author's opinions.

Start right after you read by asking "What do I think or feel about this?" Ask questions such as "How would I change the characters, setting, plot, or conflict of the story?" and "How are these characters similar to or different from people I know?" Notice if you think the author's opinions are fair and whether you believe the facts and examples.

▶Record your reactions to different parts of the selection.

Literary Reaction

Page # _____ Paragraph # _____ Line # _____

What this part of the selection is about _____

My reaction to it _____

Literary Reaction

Page # _____ Paragraph # _____ Line # _____

What this part of the selection is about _____

My reaction to it _____

Literary Reaction

Page # _____ Paragraph # _____ Line # _____

What this part of the selection is about _____

My reaction to it _____

Journal Skill Master: Sequence of Events

▶As you read, remember important events and place them in the order they happen.

As you read, ask “What is happening now? What happened before this?” Pause and create a mental picture of the action as it happens.

In nonfiction, notice signal words, such as *first*, *next*, and *last*. In fiction, notice words that signal time such as *that morning*, *later*, *when*, and *as soon as*. Pay attention to events that happen at the same time or out of the order you expect.

▶Describe important events in the order they happened.

Beginning Event

Page # _____ Paragraph # _____ Line # _____

Next Event

Page # _____ Paragraph # _____ Line # _____

Next Event

Page # _____ Paragraph # _____ Line # _____

Next Event

Page # _____ Paragraph # _____ Line # _____

Next Event

Page # _____ Paragraph # _____ Line # _____

Ending Event

Page # _____ Paragraph # _____ Line # _____

Journal Summarizer

▶ As you read, pick out the most important ideas in a selection. Then write the ideas in a brief summary and share it with your group. Let other students discuss the summary and add their ideas.

After you read, check that you understand the big ideas, details, and examples you just read. Figure out which are the most important ideas and state what the selection is mostly about.

If you are reading nonfiction, look at how the article or passage is organized. Choose the most important events, the problem and solution, or the main ideas. For fiction, briefly tell about the main characters, the setting, the plot events, and the conflict. Use your own words when you summarize.

▶ Write your summary from the important ideas below.

Information for the Summary

Important ideas, events, problems

Summary Paragraph

Combine your ideas into a brief summary. Write it below.
