



# Guidelines for Book Clubs/ Honors 1-2

You have been selected to participate in a Book Club often called a "lit circle." Instead of me directing your every move throughout a book, you will step into that role and become the director. You will be grouped with 5-7 of your classmates. This creates your "Book Club." You each will have a role to fulfill and be responsible for both your own learning and your group's progress.

## Each week, you will be expected to:

1. Participate in all group discussions.
2. Read outside of class.
3. Take on a role and be responsible for that role.
4. Complete all assignments ON TIME!
5. Be respectful of rules, peers, and other groups.
6. Have integrity, be honest and communicative.

Name of Book Club:


\_\_\_\_\_


Book Title:

\_\_\_\_\_

Role options: Choose a different role weekly	Description:																																																	
<div>1. Discussion Director (EVERY WEEK SOMEONE MUST ROTATE TO BE THIS PERSON)</div>	<p>Write down at least five questions (not “yes/no” questions) for the group to discuss during each meeting. Questions that are controversial or require students to think about what they would do in a situation that relate to the story are good conversation starters. <b>DO NOT WRITE CLOSED QUESTIONS- OR QUESTIONS THAT ARE BASIC FACTS ABOUT THE BOOK AND CAN BE ANSWERED IN A FEW WODS OR WITH A SIMPLE YES OR NO.</b> Use the question matrix to help with developing questions if needed.</p> <p>You also must write a 3-5 sentence response to each of your questions to share with your circle after they have had a chance to answer.</p> <p>During the discussion, your job is to encourage all group members to participate by involving them in the discussion and to ask follow-up questions when conversation lags.</p> <table><tr><th></th><th>is</th><th>did</th><th>can</th><th>would</th><th>will</th><th>might</th></tr><tr><th>Who</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>What</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>Where</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>Why</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>When</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>How</th><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		is	did	can	would	will	might	Who							What							Where							Why							When							How						
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<p><b>2. Character Captain</b></p>	<p>Responsible for sharing and developing an artistic representation of the characters in the novel from the weekly reading using STEAL. <b>You must include a picture, printed or drawn, for this portion to represent your character (s).</b></p> <p>This student will be responsible for logging the 5 methods of characterization (STEAL- see STEAL supports) for the novels main characters and finding supporting quotations to accompany the weekly picture (You can draw a picture or find a digital picture).</p> <table border="1" data-bbox="412 359 1507 953"> <tr> <td data-bbox="412 359 607 499">S</td><td data-bbox="607 359 1507 499">Speech: What is the character saying? Is it nice/mean? Also, how are they saying it? Is there a dialect?</td></tr> <tr> <td data-bbox="412 499 607 604">T</td><td data-bbox="607 499 1507 604">Thoughts: What are these character's innermost thoughts? Are they good/evil?</td></tr> <tr> <td data-bbox="412 604 607 745">E</td><td data-bbox="607 604 1507 745">Emotions: How does this character feel about certain people/things/ideas? Is this character hostile or gentle?</td></tr> <tr> <td data-bbox="412 745 607 850">A</td><td data-bbox="607 745 1507 850">Actions: What does this character do? How are they doing it? Nicely? Aggressively? Passionately?</td></tr> <tr> <td data-bbox="412 850 607 953">L</td><td data-bbox="607 850 1507 953">Looks: What does this character look like? How are they described?</td></tr> </table>	S	Speech: What is the character saying? Is it nice/mean? Also, how are they saying it? Is there a dialect?	T	Thoughts: What are these character's innermost thoughts? Are they good/evil?	E	Emotions: How does this character feel about certain people/things/ideas? Is this character hostile or gentle?	A	Actions: What does this character do? How are they doing it? Nicely? Aggressively? Passionately?	L	Looks: What does this character look like? How are they described?
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<p><b>3. Real World Advocate</b></p>	<p>Find at least two connections between the story and the world. These connections might relate to current or historical events, personal experiences, movies, art, poetry, music, other books. <b>You are not using personal connections for this task.</b></p> <p>Write a paragraph explanation of each connection.</p> <p>This student is responsible for understanding the time-period the novel is set in and how this affects the story.</p> <p>During the meeting, present each connection to your group and ask them if they can provide additional connections for that section of the text.</p>										
<p><b>4. Quotation Collector</b></p>	<p>Compile at least four quotations from the reading that you think are significant or include interesting/poetic language.</p> <p>For each quote, write a paragraph discussing what the quote means and what role it plays in the story.</p> <p>During the meeting, you will read each quote to your group, then ask your group what they notice about the quote, what they think it means, and what role the quote plays in the story.</p>										

Role options:	Description:
<p><b>5. Summarizer Secretary</b></p>	<p>Write an objective summary <b>WITH A POWER STATEMENT</b> of at least one page covering all the important events from the assigned reading and explaining why these events were significant. How did they change the characters? How did they develop themes? <b>USE THE OBJECTIVE SUMMARY HOW TO GUIDE TO HELP.</b></p> <p>During the meeting read your summary to your group and discuss what is the most important event and why.</p> <p><b>STEP 1: Making your message statement</b></p> <p><b>Name it-</b> (Title/Author) In "Open Window" by H.H. Munro</p> <p><b>Verb it-</b> Pick a <b>TONE</b> verb the author illustrates</p> <div data-bbox="1047 682 1367 919"> <p>insists proposes discusses illustrates observes addresses compares emphasizes recommends suggests</p> <p>describes explains explores lists warns teaches argues asserts claims lectures</p> </div> <p><b>Focus it-</b> What is the main idea? people will deceive you for the pleasure of it.</p> <div data-bbox="698 976 1328 1060"> <p>●                      ●                      ●</p> <p>Name it                      Verb it                      Focus it</p> </div> <p>In "The Open Window" by H.H. Munro, the author illustrates people will deceive you for the pleasure of it.</p> <p><b>STEP 2: List ideas/events <u>IN ORDER</u></b></p> <p>The story began with ...</p> <ul style="list-style-type: none"> <li>✓ Stay <b>IN ORDER</b></li> <li>✓ Avoid small details</li> <li>✓ Use transitions words (Next, However, In addition)</li> <li>✓ <u>Do NOT include your opinion-</u> ONLY FACTS</li> </ul>
<p><b>6. Literary Terms Expert</b></p>	<p>Responsible for tracking literary devices found in the novel.</p> <p>Your job is to write down at least four examples of figurative language (metaphors, similes, symbolism, etc.) in the selected reading.</p> <p>For each example, write a paragraph discussing the example's meaning and what role it plays in the story.</p> <p>During the meeting, share these examples with your group and ask them to discuss their meaning before you offer your answers.</p> <p>Here is a video to help you out with selecting/ identifying figurative language:</p> <p><a href="https://www.youtube.com/watch?v=aYMnD3Vs_yo">https://www.youtube.com/watch?v=aYMnD3Vs_yo</a></p> 

<b>7. Illustrator</b>	<p>Create/Draw or find computer images that relate to the assigned reading (digital or drawn). Consider drawing a picture, downloading images from the internet, creating a collage, etc.</p> <p>Write an explanation of how the images relate to the reading (two full paragraphs) <b>and devise a question for discussion relating to the image.</b></p> <p>During the meeting, show your group the image with our reading the explanation. Ask your group to discuss how they think the image relates to the reading. Then, read your explanation and ask your discussion question.</p>
<b>8. Travel Tracer</b>	<p>With a chart, keep track of when and where things are happening and vocabulary that might stop someone on his/her journey of understanding the text. <b>For this task, you should have a timeline chart AND a list of 2 or more vocabulary words for the weekly reading.</b></p> <p>This student describes each setting or scene in detail in either words or with a map, diagram, or picture to show the group and includes any new words that came u</p>  <p>In the meeting, this student gives important key events in each setting. The group should then discuss or ask questions about the scene changes.</p>

## Weekly Journal Ideas-

Once we finish each book club meeting, will spend time on journal writing with our books. A journal should be 3-4 paragraphs and I will provide you some possible topics that you help you get started. Overall, you should use your discussion during book club to guide your journal responses.

## Video Support:

For a video on how to complete each task, please view the following video at the selected time stamps:

<https://www.youtube.com/watch?v=09kZylshAyA&feature=youtu.be>

DISCUSSION DIRECTOR: 2:55

CHARACTER CAPTAIN: 5:54

REAL WORLD ADVOCATE: 8:40

QUOTATION COLLECTOR: 10:05

SUMMARIZER SECRETARY: 11:30

LITERARY TERMS EXPERT: 13:48

ILLUSTRATOR: 15:40

TRAVEL TRACER: 16:38



**Book Plan-** Please fill in the charts below to be sure that your book is completed on time. You need to stick to your reading schedule. Your calendar will provide class meeting times. How you divide the pages is up to you but divide wisely! **YOU WILL FILL OUT YOUR ROLE WEEKLY AND TURN THIS PAPER IN AT THE END OF THE UNIT- MAKE SURE YOU ARE COMPLETING A DIFFERENT TASK EACH WEEK.**

Date:	Start	End
Week 1		
	Discussion Director:	
YOUR ROLE THIS WEEK:		
Week 2		
	Discussion Director:	
YOUR ROLE THIS WEEK:		
Week 3		
	Discussion Director:	
YOUR ROLE THIS WEEK:		

Date:	Start	End
Week 4		
	Discussion Director:	
YOUR ROLE THIS WEEK:		
Week 5		
	Discussion Director:	
YOUR ROLE THIS WEEK:		
Week 6		
	Discussion Director:	
YOUR ROLE THIS WEEK:		

# Weekly Check-out Log

One of these forms must be completed at the end of each class meeting with your Book Club.

Date	Absent Members	What was accomplished?
Who was unprepared this time:	What pages will we read for the next book club?	NEXT ROLES & DUE DATE

## Group Evaluations

	YES	NO	WHY?
Everyone participated and shared in the discussion process. Communication is interactive.			
The group is supportive of its individual members. Group climate is friendly and welcoming.			
Group members often ask questions for clarification or elaboration.			
The group discussion stays on topic or on directly related issues.			
The group is energetic or ecstatic.			

1. What was the best thing about the way this group worked together?
2. What was one problem the group had? How did the group solve that problem?
3. Was each role prepared? Who was not and why?

## WEEKLY BOOK CLUB MEETING CHECKLIST:

- ☐ Each person in your group will go through their individual assignment roles (as a group you will discuss their contributions for the week).
- ☐ Write down which role each group member (1<sup>st</sup> and last name) had and staple all sheets together for the week (unless completed on Teams). Make sure the title for each role is on the stapled pages. Ex: Discussion Director will write “Discussion Director” on top of his/her page with 5 questions and responses for the week.
- ☐ Complete the check-out log, group evaluation sheet, and check off list.
- ☐ Review what the reading expectations are for the upcoming week.
- ☐ Write your individual journal entry after the weekly book club is finished (keep these in your journal labeled as week 1, week 2, etc...).

Discussion Director \_\_\_\_\_

Character Captain. \_\_\_\_\_

Real World Advocate \_\_\_\_\_

Quotation Collector \_\_\_\_\_

Summarizer Secretary \_\_\_\_\_

Literary Expert \_\_\_\_\_

Illustrator \_\_\_\_\_

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