

Name: _____

Date: _____

Job Description Packet

In this packet is a description of each job that you will have in your literature circle.



Discussion Director



Vocabulary Enricher



Connector



Passage Master



Captain (or Contessa) Comprehension



Tally Master



Discussion Director

Reading for meaning is a collaborative process. As we discuss with others we deepen our own understanding of the story. Your job is to write down five open-ended questions on a separate sheet of paper to lead your group in a discussion of what they have read.

Sample of open-ended questions:

1. What might have happened if...?
2. How is ... like ...?
3. Do you agree with... why or why not?
4. What feelings did you have when ...?
5. What do you think is the most important moment in the story?
6. If the story were to continue, what do you think might happen next?

Create your own interesting questions. Avoid factual, one right answer questions. Often those questions start with who, what, when, where and why.

HOW TO PRESENT THE QUESTIONS TO YOUR GROUP

1. Write down at least five good discussion questions on a clean sheet of paper.
2. Ask one question at a time and try to get as many responses from your group as possible.
3. Do not let one person dominate the group. Everyone should participate.
4. Encourage everyone to address their comments to each other, not just to you, the Discussion Leader.
5. After the discussion is complete, write down some of the opinions that you found interesting.

Name: _____

Team Members: _____



Discussion Director Questions (Homework)

Book Title: _____

Pages Read: _____

Question #1: _____

Question #2: _____

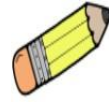
Question #3: _____

Question #4: _____

Question #5: _____

Create questions that:

- ▶ ask why
- ▶ need more than one word answers
- ▶ ask about the main idea
- ▶ ask specific details
- ▶ ask about drawing conclusions
- ▶ ask about making predictions
- ▶ ask about cause and effect
- ▶ talk about the character's feelings



Discussion Director's Notes
(to be done WITH your literature group - in class!)

Directions: After presenting your questions, write down each team member's most memorable responses to a question.

Team Member 1

Team Member 2

Team Member 3

Team Member 4



Connector

Good readers make connections between important ideas in the story and their own lives, the lives of others or other books. You may wish to make connections between characters, settings, or problems in real life, or in other books. You may make comparisons to other authors or works of art. Refer to the connection organizer to understand all of your choices.

HOW TO PRESENT YOUR CONNECTIONS TO THE GROUP

1. Read the connections you have made to your group.
2. Discuss the connection you have made with your team. Be specific and explain with details the connection you have made.
3. Ask the group for their input on your connections.
4. As a group, establish/share one more connection from the pages you read this week.

Connector Ideas

Character:

Character in this book ➡➡➡➡➡➡➡➡➡ character in another book

Character in this book ➡➡➡➡➡➡➡➡➡ someone else's life

Character in the book ➡➡➡➡➡➡➡➡➡ your life

Setting:

Setting in this book ➡➡➡➡➡➡➡➡➡ setting in another book

Setting in this book ➡➡➡➡➡➡➡➡➡ real life setting

Problem:

Problem in this book ➡➡➡➡➡➡➡➡➡ problem in another book

Problem in this book ➡➡➡➡➡➡➡➡➡ problem in real life

Author:

This author's work ➡➡➡➡➡➡➡➡➡ another author's work
(character, setting, plot) (character, setting, plot)

Illustrator:

This illustrator's work ➡➡➡➡➡➡➡➡➡ another illustrator's work

Name: _____

Team Members: _____



Connection Organizer - Homework

Book Title: _____

Pages Read: _____

Page ____ Paragraph ____

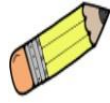
Connection I Made: _____

Type of Connection: text to text, text to self, text to world

Page ____ Paragraph ____

Connection I Made: _____

Type of Connection: text to text, text to self, text to world



Connector's Notes

(to be done WITH your literature group - in class!)

Directions: After presenting your connections, write down your group's feedback and connection.

Step #1: Share your connections

Step #2: Discuss the questions below.

Did anyone share the same connection in your group? yes no

What *other* connections did your group make?

Page _____ Paragraph _____

Connection I Made: _____

Type of Connection: text to text, text to self, text to world

Vocabulary Enricher



Good readers develop new vocabulary as they read. Your job is to pick at least five new vocabulary words from this week's reading that are:

- ▶ Unfamiliar to you - but you can figure them out from the story (context clues)
- ▶ Used in an unusual way - have to look them up (name of a country, person, etc)
- ▶ Interesting describing words
- ▶ hard to say or sesquipedalian words
- ▶ Puzzling to you

HOW TO PRESENT YOUR VOCABULARY WORDS TO THE GROUP

1. As you are reading, search for five vocabulary words. Select the five words you are presenting to your group.
2. Using the graphic organizer, copy the page number and complete the form.

Name: _____

Team Members: _____



Vocabulary Enricher- Homework

Book Title: _____

Pages Read: _____

Word #1

1. Page ____ Write the sentence from the passage. Circle the selected word.

2. My group thinks this word means.

Complete this question *with* your literature group

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.

Word #2

1. Page ____ Write the sentence from the passage. Circle the selected word.

Complete this question *with* your literature group

2.

My group thinks this word means.

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.

Word #3

1. Page ____ Write the sentence from the passage. Circle the selected word.

Complete this question *with* your literature group

2.

My group thinks this word means.

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.

Word #4

1. Page ____ Write the sentence from the passage. Circle the selected word.

2. My group thinks this word means.

Complete this question *with* your literature group

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.

Word #5

1. Page ____ Write the sentence from the passage. Circle the selected word.

2. My group thinks this word means.

Complete this question *with* your literature group

3. Part of speech and dictionary meaning that applies to the passage.

4. My own sentence using the vocabulary word.



Passage Master



Good readers show insight about what they have read and reflect on the story. Your job is to locate a few special sections of the reading that the group should look back on. The idea is to help people notice the most interesting, or funny, puzzling, or important sections of the story. You decide which passages or paragraph are worth looking at again and decide how you will share them with the group. You can either read them to the group and discuss them, or select someone in the group to read them, or ask the group to reread them silently and then discuss why they are interesting paragraphs. Remember to look for passages that:

- ▶ Puzzled you
- ▶ Surprised you
- ▶ Were informative (you learned something)
- ▶ You agree or disagree with
- ▶ Were funny
- ▶ Helped you with a reading skill

HOW TO PRESENT TO THE GROUP

1. Decide how to share the paragraph. (Remember you can read it, someone in your group can read it, or it can be read silently.)
2. After rereading the paragraph, discuss the paragraph with your team. Discuss why you selected the paragraph. Do the team members agree with you? If they disagree with you, get their point of view.
3. Using your graphic organizer, write down the page and paragraph number. Then job down some o the insights shared with your team. Remember to include why you selected the passage.

Name: _____

Team Members: _____

Selected Passages for Passage Master - Homework

Passage #1

1. Page _____ Paragraph _____

The main idea of this passage is: _____

I selected this paragraph because: _____

2.

Complete this question *with* your literature group

My group thought this passage was: _____ because _____

Passage #2

1. Page _____ Paragraph _____

The main idea of this passage is: _____

I selected this paragraph because: _____

2.

Complete this question *with* your literature group

My group thought this passage was: _____ because _____



Captain/Contessa Comprehension

As a class, we have studied other novels and know the types of questions we must ask to ensure our understanding of the novel. The *Captain/Contessa of Comprehension* will develop a total of five questions about the section in the book that you have read. These are *specific* comprehension questions—the type of question that a teacher might put on a test that ask what the story is about.

HOW TO PRESENT THE QUESTIONS TO YOUR GROUP

1. Write down three questions. One from the beginning of the section, one from the middle and one from the end.
2. Write two questions that do the following:
 - Recall specific details
 - Ask the reader to put the story in their own words
 - Ask what came first, next, last
 - Ask someone to tell about a character or a character's actions/choices
2. Ask one question at a time and try to get as many responses from your group as possible.
3. Do not let one person dominate the group. Everyone should participate.
4. Encourage everyone to address their comments to each other, not just to you, the Discussion Leader.
5. After the discussion is complete, write down some of the opinions that you found interesting.

Name: _____

Team Members: _____



Captain/Contessa Comprehension Questions (Homework)

Book Title: _____

Pages Read: _____

Question #1: (beginning) _____

Question #2: (middle) _____

Question #3: (end) _____

Question #4: _____

Question #5: _____

Create questions that:

- ▶ recall specific detail
- ▶ summarize
- ▶ put the story in their own words
- ▶ ask what came first, next, last
- ▶ tell about a character

Comprehension Captain/Contessa's Notes 
(to be done WITH your literature group - in class!)

Directions: After presenting your questions, write down each team member's most memorable responses to a question.

Team Member 1

Team Member 2

Team Member 3

Team Member 4

Name: _____

Team Members: _____



Tally Master- Worksheet/Homework

Book Title: _____

Pages Read: _____

This person's primary responsibilities are on literature circle day. The roll of the tally master is to ensure that all of the assignments are complete, shared with the group, collected and turned in. This person must monitor the time and must also check to see that group is participating and cooperating during literature circle time.

Name	Homework Complete	Turn Taken	Participation (y,n)	Cooperation (s,u)

Key

- Y = yes
- N = no
- S = Satisfactory
- U = Unsatisfactory