

What Should I be Doing?

- Dynamic Discussion Director...** check homework.
- Super Summarizer** (Read aloud your summary, 2mins)
- Passage Picker** (Re-read the passage you chose and give your explanation of why you picked it, 2mins)
- Creative Connector** (Read aloud the connection you made, 2mins)
- Dynamic Discussion Director** (Read your questions, wait for EVERY group member to give a response then read your own answer, 8mins)
- Amazing Art Producer** (Share your drawing and explain it, 2mins)
- Open up to a new page in your novel studies notebook, write down the day number and the vocab words for the day** (2mins)
- Read the assigned chapter or pages for the day** (Take turns in reading, 30mins)
- Discuss what you just read!** (What was it about? What did you find interesting? 5mins)
- Are there new characters to add to your character list? Add them!**
- Vocab** (One person must grab a Chromebook and look up the vocab words from the chapter on kids.wordsmyth.net... each person must write down the actual definition in their notebook, 5mins)
- Complete the assignment of the day** (20mins)

❑ Write down your job in your novel studies notebook

Rules/Requirements

1. Show RESPECT to group members.
2. Determine how it is going to work when it comes to taking turns when reading. Is each person going to read two paragraphs? A page?
3. Sit in a circle so you can look at each other and hear each other.
4. Only one person should speak at a time.
5. Agree or disagree but in a respectful way.
6. Give each member of the group time to ask and answer questions.
7. Use details in the text to back up your answers!
8. Keep an open mind.
9. Be RESPONSIBLE. Do your job.

Passage Picker

Use a sticky note to “tab” a location in your book that contains a funny, interesting, or important passage you would like to share with your group. Read the passage aloud and explain why you chose that particular passage. You must write the passage, the page number, and an explanation of why you picked it.

Why did you like this paragraph?

- Did it make you laugh?
- Did it remind you of something?
- Was it interesting?
- Did it make you make a connection between something else?

Example:

Passage I chose	Explanation of why I chose this passage
I picked paragraph 3 on page 27.	I chose this paragraph because it made me think. It made me wonder what life would be like for me if I were involved in a natural disaster. How would I react? Would my life ever be the same?

Sensational Summarizer

(SWBST or Who, What, When, Where, Why)

Your job is to give a short summary of what you have read. Be sure to focus on the key points and document them in your journal in whatever way you choose.

- Must be at least three sentences

Example:

Hannah wanted to bake cookies for her mom's birthday. However, she realized that she had no eggs so she texted her neighbor to ask if she could use one of her eggs. Then she walked over to her neighbor's house to get the egg and was able to make the cookies just in time for her mom's birthday.

Creative Connector

How does this book connect to you and your life? When reading this book, did it make you remember any text-to-text, text-to-self, or text-to-world connections? Write these in your journal and share with your group.

- What parts connect to your own life?
 - What parts connect to other stories?
 - What parts connect to other people?
1. Must be at least four sentences.
 2. State what type of connection you are making (text-to-text, text-to-self, or text-to-world).
 3. State what your connection is to the story.
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Example:

The connection I am making is a **text-to-world connection**. On **page 17, Peter says** "Little brothers are the worst because they always take our toys!". **I can connect this statement** that Peter said to my own life. My brother is always taking my toys and it really bothers me because I never have any to play with!

Dynamic Discussion Director

You are the leader of the group! Pretend you are the teacher and come up with at least 3 questions to ask the friends in your literature circle about the story you have read. You must have your own answers to your questions written down. You also must check each group members homework for completion. Did they complete vocab? Comprehension questions? Their job for the day? You must also make sure that your group is on task and working effectively. It is your job to talk to the teacher if there are any issues in your group.

1. How did _____ make you feel?
2. What do you think is going to happen next?
4. What is the most surprising statement or action that happened?
5. What is the relationship between _____ and _____?
6. Which character are you most like?
7. How would the lives of others be different if the event did or did not happen?

Example:

1. Chapter 2 ended with Peter saying, "FUDGE!!!!!! What did you do with Dribble?" What do you think happened to Peter's turtle?
 - a. My answer: I think Fudge took Dribble to his room to hide him from Peter.
2. How do you think Peter felt when Fudge was asked to be the star of the Juicy-O commercial?
 - a. My answer: I think Peter felt very upset that he was not asked to be the star of the Juicy-O commercial because he wanted to have the attention.
3. Why do you think Fudge decided not to eat his favorite meal?
 - a. My answer: I think Fudge decided not to eat his favorite meal because he wanted to get attention from his parents.

Amazing Art Producer

Show your imagination! Create some type of artistic representation to summarize the reading you were assigned. You may choose to create a sketch, a picture, cartoon, diagram, or flowchart.

Example:

Vocab Master

You are in charge of taking out your Chromebook and going to kids.wordsmith.net. You must find the vocab words for the chapter and read the definitions, synonyms, and antonyms aloud to your group. After this, you must instruct your group of what definition you would like them to write down. You are in charge of making sure that each group member has written down the definition and the page number. This is THE ONLY JOB that is to be done IN CLASS and NOT at home.

Example:



stub·born ← WVI 2 Free Trial Subscription

pronunciation: **stuh** bərn 

features: [Word Explorer](#)

part of speech: **adjective**

definition 1: not willing to accept change, help, or control; obstinate.
She is very stubborn and won't do what they tell her.

synonyms: **obstinate**, **willful**
antonyms: **docile**
similar words: **contrary**, **headstrong**, **inflexible**, **ornery**

definition 2: hard to deal with.
It was hard to remove the stubborn stain from my shirt.

synonyms: **persistent**
similar words: **inflexible**

related words: **disobedient**, **persistent**, **problem**, **set**

derivations: stubbornly (adv.), stubbornness (n.)

"The definition of stubborn is 'not willing to accept change, help, or control. Some synonyms are obstinate and willful. An antonym is docile. We are going to write down 'not willing to accept change' and this is found on page 12."

Vocab word	Page #	Definition
Stubborn	Page 12	Not willing to accept change

