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| --- | --- | --- | --- | --- |
| ***5/15***  *Reading Time* | **5/16**  *Literature Circle Meeting One*  *Reading Due* = The Things They Carried | **5/17**  *Literature Circle Meeting Two*  *RD =* | **5/18**  *Literature Circle Meeting Three*  *RD =* | ***5/19***  *Literature Circle Meeting Four*  *RD =* |
| **5/22**  *Literature Circle Meeting Four*  *RD =*  (27 min classes) | **5/23**  *Literature Circle Meeting Four*  *RD =*  (27 min classes) | **5/24**  *Literature Circle Meeting Five*  *RD =* | **5/25**  *Literature Circle Meeting Five*  *RD =*  (27 min classes) | **5/26**  *Literature Circle Meeting Six*  *RD =*  (32 min classes) |
| **5/29**  *No School* | **5/30**  *Literature Circle Meeting Eight*  *RD =* | **5/31** | **6/1** | ***6/2***    (25 min classes) |
| **6/5** | **6/6** | **6/7** | **6/8** | **6/9** |
| **6/12**  1/2nd period only (graduation) | **6/13** | **6/14**  *Review* | **6/15**  Finals 5/6 | **6/16**  Finals 3/4 |
| **6/19**  Finals 1/2 | **6/20**  Last Day of School ☺ |  | | |

Literature Circles Planning Calendar   
3rd Period *The Things They Carried* by Tim O’Brien

Our Novel is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members AND Contact Info:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0299125.wmf**   
This presentation is considered one of the final culminating pieces of the school year. As such, I should see all group members’ commitment to the presentation excellence (body language, eye contact, visual aid organization, etc). I do not want to see a basic PowerPoint presentation with a quiz at the end – I want you to engage, entertain, and teach. You are extending what we’ve already learned in class and connecting your novel. I ultimately want to celebrate your accomplishments as presenters this year and have a fun time while doing it ☺

Literature Circle Presentations

**ENGAGING.** You have visual aids and creative elements that help bring the book alive. You have selected activities to engage, encourage, and challenge your peers in learning. Bring it beyond a basic lecture and/or just a quick quiz. I should not see a repeat of activities used regularly in class –I want to see something new. Get out of your comfort zone – take some risks ☺

**ILLUMINATING.** Helping your peers make connections beyond class – developing theme & symbols. Modeling excellent analysis. Making the audience feel a part of your novel.

**PROFESSIONAL**. Commitment to a “look”. Prepared note cards or memorized. You work together as a group to meet goals. Structure is easy to follow and visual aids are helpful and easy to understand/read. Every group member is involved and speaking equally.

Names \_\_\_\_\_\_\_\_\_\_\_­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Novel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | ***10 - Exceeds Standard*** | ***8- Standard*** | ***7– Approach Standard*** | ***5 – Does not meet Standard*** |
| **Engagement (x2)** | CREATIVE! Illuminates the text, audience is almost always engaged. | Going beyond a discussion, lecture, or quiz. | Audience mostly engaged. Similar to lecture style. Attempt to engage. | Lecture format. Simple discussion. |
| **Visual Aids** | Thoroughly aids in learning. Both pieces support understanding. NO BLOCK TEXT. Easily readable. Great design. | Presentation structure piece, creative element piece. NO BLOCK TEXT. Readable. Good design. | Missing an element. Shown but not thoroughly used to support learning. Hard to read one of the visual aids. Some longer sentences. Could use some work on design. | Do not connect to presentation. Does not support learning. **BLOCK TEXT!!** Hard to read in places. Design needs much work. |
| **Text Analysis** | *Book comes alive!* Themes are demonstrated, symbols are shown, summary is engaging and not dry. Connection of elements is superb. Connection to class is strong. | General knowledge of the book is presented. Obvious all group members read the book. Themes/symbols are explained. Summary is read. Connection of elements is present. Connection to class is present. | Basic summary, does not fully help audience understand novel. Theme and symbol mentioned. Somewhat unconnected. Connection to class weak. | Connections are not clear. Missing a mention of symbol or theme. Summary weak. Connection to class missing. |
| **Professionalism** | Business attire/costumes from all members. Seamless transitions. Well rehearsed. Memorized by all members. Superb organization. | Some business attire/costumes.  Note cards and/or some memorization. Practiced timing of presentation. Well organized. | Some members missing note cards. Could use more practice. Organization could use another look. No commitment to attire. | **Reading from slides from *any* member.** Somewhat unorganized. Hard to follow. Almost all members missing note cards. |
| **Historical Connection** | Strong connection and explanation. Connects and supports text analysis. | Connection present, some more explanation needed. Somewhat connected to the text analysis. | Connection attempted, explanation vague. | Connection briefly mentioned . |

*Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Book\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Meeting # \_\_\_\_\_\_\_\_\_\_\_\_ Story \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your job is to prepare a brief summary of today’s reading. Your group discussion will start with your 1-2 minute statement that covers the key point, main highlights, and general idea of today’s reading assignment.

Summarizer

*Who is the protagonist?*

*What are their motivations?*

*Summary:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*Key Points:*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don’t worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics for your group.

Discussion Director

*Possible discussion questions or topics for today:*

1.

2.

3.

4.

*Sample Questions*(Don’t just copy these questions. You specify areas of focus… these are really to get you thinking ☺ )

* What was going through your mind while you read this? How did you feel while reading this part of the book?
* What was discussed in this section of the book? Did today’s reading remind you of any real-life experiences?
* What questions did you have when you finished this section? Did anything in this section of the book surprise you?
* What are the one or two most important ideas? What are some things you think will be talked about next?

Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this book brings to mind. You might also see connections between this book and other writings on the same topic or other writings by the same author. There are no right answers here. Whatever the reading connects *you* with is worth sharing!

Connector

*Some connections I found between this reading and other people, places, events, authors:*

1.

2.

3.

4.

End of Meeting Reflections:1. Topic to be carried over to the next session: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Goals for next meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Next story we are reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_