**The Night Wanderer Reading Journals and Discussion Group Sessions-Miss Ashley-English 10**

For the novel you will be required to complete 4 reading journals for literature circles and participate in various roles, in 4 literature circle discussion groups. If you miss a literature discussion group session you cannot make up for it so it is essential you are here on those days if you wish to get marks for that literature circle discussion session.

The dates and chapters for these are as follows: (each number represents a set linked to each other)

(1) Literature Circle # 1- May 17th (chapters 1-6) Reading Journal #1-May 17th (chapters 1-6)

(2) Literature Circle # 2-May 23th chapters 6-12) Reading Journal #2-May 23th chapters 6-12)

(3) Literature Circle # 3-May 25th -(chapters 13-19) Reading Journal #3-May 25th (chapters 13-19)

(4) Literature Circle # 4-May 28nd -(chapters 20-26) Reading Journal #4-May 28nd chapters 20-26)

You will be expected to hand in this work at the end of the unit, with all of your work combined into one package for the literature circle roles. You will be expected to complete the tasks within each role as homework before each discussion. You must do all roles for each literature circle.

Reading response journals blackboard notes- 1 page for each

|  |  |
| --- | --- |
| What I read about | What I thought about it |
| (brief summary of what happened in the chapters that you read) | (every few chapters you will need to write 1 page about how you felt about what you have read so far) |

**A) DISCUSSION DIRECTOR**

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book/story/poem. You should also prepare a point form list of answers you might have to those questions. You should have a minimum of 3 “juicy” questions. Don't worry about the small details your task is to help your group 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. List those questions below during or after your reading. You also may use some of the general questions below to help you develop topics for your group.

Sample Questions to help guide discussions

What was going through your mind as you read? How did you feel while reading this section of the book (story, poem, etc.)? What was discussed in this section/selection? Can someone summarize briefly?Did today's reading remind you of any real-life experiences?

What questions did you have when you finished this section/selection? Did anything in this section/selection surprise you? What are one or two important ideas? Predict some things you think will be talked about next.

*Discussion Director*

Question 1:

Answer 1:

Question 2:

Answer 2:

Question 3:

Answer 3:

**B) LITERARY LUMINARY**

Literary Luminary: Your job is to locate a few (at least 1) special sections of the text that your group would like to hear read aloud. The idea is to help your group remember some interesting, powerful, funny, puzzling, or important sections of the text. You decide what passages, paragraphs, lines, etc. are worth hearing and then jot down plans for how they should be shared. Some choices for sharing are: a. You read the passages. b. Ask someone else to read them. c. Have the group read the passages silently and then discuss them. Then talk about the passages and what they meant to you, as well as why you think they are important. Reasons for Picking a Passage: Important, informative, surprising, controversial, funny, well-written, confusing, thought provoking

*Literary Luminary*

Passage 1 : pg. \_\_\_\_\_

Reason for choosing passage:

**C) ARTFUL ADVENTURER**

Illustrator: Your job is to create or bring in some kind of artwork related to the reading. You will need 3 reasons for choosing it. It can be a sketch, music, visual arts, diagram, cartoon, flow-chart, stick-figure scene etc. You can draw something that is not discussed directly in your book, something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay and you can even label things with words if that helps.

Presentation Plan: When the Discussion Director invites your participation, you may show your artwork without comment to the others in the group. One at a time, they may speculate what your picture means and to connect the drawing to their ideas about what they have read. After everyone has had a say, you get the last word. Tell them what your artwork means, where it came from, and what it represents to you.

*Artful Adventurer*

Piece of art chosen:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Type of art:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason 1 for choosing it:

Reason 2 for choosing it:

Reason 3 for choosing it:

**D) CONNECTOR**

Connector: Your job is to find 1 connections between the book (poem/story) your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school and the community, to similar events at other times and places, to other people and problems that you are reminded of, to other literary works. You may see connections between this work and other works on the same topic or other works by the same author. There are no right answers here whatever the reading connects you to is worth sharing with your group. Share these connections with the group and discuss what people think about them.

*Connector to Real Life*

Connection #1:

Explanation:

**E) CHARACTER CAPTAIN**

Character Captain: Your job is to reveal at least 3 specific personality traits (usually adjectives that would describe the person) about one of the characters in the story. You will need to find examples in the reading of behaviours and actions that help the other group members become more familiar with that character and who they are. Try to think of adjectives (words that describe nouns) that would suit the character. Then find examples in the story that would support the use of those adjectives. You will be expected to share both with your group. Be able to explain your choices with examples from the novel.

*Character Captain*

Character chosen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adjective 1:

Example:

Adjective 2:

Example:

Adjective 3:

Example:

**F) VOCABULARY ENRICHER**

Vocabulary Enricher: Your job is to be on the lookout for 2 important or interesting words in today's reading. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definition, preferably from the dictionary. You may also run across familiar words that stand out somehow in the reading words that are repeated a lot, words used in an unusual way, or words that are key to the meaning of the text. Mark these words, too, and be ready to point them out to the group. When your group meets, help the members find and discuss these words.

*Vocabulary Enricher*

Word 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pg. \_\_\_\_

Line from story:

Definition:

Word 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pg. \_\_\_\_

Line from story:

Definition: