

Task for *Us Mob Walawurru*

Literature circles

Students need to be organised in groups of four or five. It's probably better to avoid friendship groups and create strong and varied groups who will nevertheless work well together.

Each student takes on one of the below roles.

1) Summariser

Role: to write a summary of at least one page from the assigned reading, covering important matters such as events, character and developing themes.

2) Discussion Director

Role: write down at least five questions (from other students in the circle) for discussion. Open-ended questions only (no Y/N). Controversial questions are welcome. At question time, the Discussion Director needs to write two to three responses to all questions and be prepared to share them with the group.

3) Connector

Role: to find at least three connections between the reading, and the outside world. Connections could be to other books, films, television, video games, current events, personal experience, news, school – anything. During the Literature circle time, these connections can be shared, and others added.

4) Illustrator

Role: create an image that relates to the assigned reading, e.g. a drawing, a collage, computer graphics, animation, painting, etc. Write an explanation of how the picture fits the text, plus one question for discussion relating to the image.

5) Literary/language expert

Role: write down examples of literary devices (metaphors, similes, symbolism, personification, etc.), unusual vocabulary, effects of punctuation, tone and how it is achieved – and anything else relating to the language/writing world – as opposed to the story world. Discuss during circle time.

Before the Literature circle begins make sure every student in the group is clear about their role.

Rules

- Active listening
- No interrupting
- Contributing ideas
- Referring to the text
- Asking questions and follow-up questions
- Disagreeing respectfully.

Tips to help students

1) Relate to personal experience and other connections:

- 'It's a lot like _____ because _____'
- 'The scene in the novel reminds me of _____'
- 'I understand how _____ feels because _____'
- 'If I were _____, I would _____, because _____'

2) Go to the text:

- 'What evidence from the text do you have that leads you to believe that _____?'
- 'How do you know that _____?'
- 'Can you show me where it says that _____?'
- 'The author creates conflict when _____'

3) Ask a question:

- 'What do you mean when you say _____?'
- 'Why do you think that _____?'
- 'Can you give me an example of _____?'
- 'Why does _____ do _____?'
- 'Why does the author _____?'

4) Express an opinion:

- 'I agree that _____ because _____'
- 'I think that _____ because _____'
- 'I like the way the author _____'
- 'I just hate that _____ because _____'

5) Speculate:

- 'I wonder _____'
- 'I wish that _____'
- 'If I could change anything in the story, I would change _____ because _____'