

## Literature Circles / Book Clubs

### *The Hunger Games*



#### TOPICS

Hunger poverty  
tyranny archery  
coal-mining  
competition  
murder



#### Teacher TIP

*Consider using a manila folder for each group to keep in class. You can add the day's assignments to save time passing out materials. Also keep some useful materials such as the rubric for observation and discussion starter tips. One of their assignments can be to decorate the folder relating to the text, or create a timeline. You can then keep these folders to house your materials for that novel.*

#### Teacher Materials

- ❖ **Calendar** – Use the drop down menu to choose which of the following lessons/activities you want to use. Then print for students. THEY can then fill in the dates/pages for reading based on their own book/schedule.
- ❖ **Speaking and Listening Rubric** This observation sheet uses the Speaking and Listening Common Core Standards. Make sure students have a copy of this as well and that you go over these OFTEN and talk about what they mean.
- ❖ **Book Pass** Use this as whole class to get started. Pass out books and this paper to everyone, let them read for 3-5 minutes then switch. They make notes of which they would like to read.

#### Assignments/Lessons (listed alphabetically, not necessarily in order that they should be assigned)

- ❖ **An Important Read Aloud** Students select a passage to read aloud. Must have some significance to the novel. Group will decide why they think it is significant. Then first student will explain why they chose it.
- ❖ **Character Poster** Opinion/Proof graphic about qualities of a character.
- ❖ **Discussion Starters** give as a general handout to help students generate discussions
- ❖ **Elements of Fiction** Complete a chart about the elements of fiction
- ❖ **Evolving Character** Use opinion/proof to determine how a character has changed from an earlier reading.
- ❖ **FCAT 2.0 Stem Questions** – Students use these to generate FCAT style-focused questioning
- ❖ **Final Book Projects** A variety of levels here—worth different points based on time/difficulty.
- ❖ **Group Contract** Use this document before starting lit circles to define what happens when people come unprepared.
- ❖ **Group Reflection** Use this occasionally as an exit slip at the end of class for the students to reflect on their work with each other.
- ❖ **Main Idea and Summary** Use Somebody-Wants-But-So strategy to find the main idea and a concise summary of the plot. Also use this for a related nonfiction current event piece (if applicable).
- ❖ **Multiple Perspectives** Students bring in 4 different mediums related to the topic and address the similarities and differences.
- ❖ **Non-Fiction Reaction:** Good to use when reading nonfiction in groups or historical fiction. Students consider what they are learning, what they question, where they might find more answers.
- ❖ **Text To Self to World** Use this graphic organizer to make connections between text/self/world
- ❖ **Vocabulary Words In Context** – Students generate a list of 12 words individually from their independent reading. Then narrow down to five words that the group had in common.
- ❖ **Writing Style Word Choices** These five questions ask students to choose a selection from the novel and discuss how it is representative of the author's word choice.

## Literature Circles Calendar

Complete with group members on first day to divide the reading and review due dates.

Monday	Tuesday	Wednesday	Thursday	Friday
Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment
Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment
Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment
Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment	Read pgs _____ Assignment

**GROUP** \_\_\_\_\_

<b>COMMON CORE STANDARD for Speaking and Listening</b>	<i>Student 1</i>	<i>Student 2</i>	<i>Student3</i>	<i>Student 4</i>
Come to discussions prepared, having read and researched material.				
Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.				
Set rules for discussions and decision-making, clear goals and deadlines, and individual roles as needed.				
Pose and respond to questions that relate the current discussion to broader themes or larger ideas				
Actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.				
Respond thoughtfully to diverse perspectives.				
Summarize points of agreement and disagreement.				
When warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.				

## Book Pass

Set a timer. Read each book for 4 minutes. Check out the front and back cover. Read the first few pages. Skim through the book to see if the language seems too easy / difficult. When time is called, complete the chart for 1 minute then select another.

Book Title	Author	Notes Brief summary and your thoughts	Yes/ No / maybe

After previewing these books write 1,2,3 next to your 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices.

## An Important Read Aloud

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**Directions:** Choose an important section of the book to read aloud. Min. 2 paragraphs. Write your reasons for choosing this section before meeting with your group. When you meet with the group read your section aloud and then allow each person to say why they think it is significant. Finish by explaining why you chose to read that section.

Page number of selection: \_\_\_\_\_

The group members think this is an important selection because: *(take notes while they respond)*

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Why I chose to read this part: \_\_\_\_\_

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Two things I want to point out in this passage:

1.

2.

**BODY BIO:** Character from short story / novel / biography

NAME: \_\_\_\_\_ pd \_\_\_\_

**Directions:**

- Use a piece of poster paper to outline or draw freehand a body, or use the sample below.
- Next, on the poster/outline write **your** response to each question. Be creative. Make it look appealing.
- On this page, below questions 1-7 **find a quote from the text to support your response.**

**1. HEAD- Intellectual:** What does this character think about or figure out?

Quote and page number:

**2. MOUTH- Communication:** What important idea does he/she share with others or what argument does he/she present?

Quote and page number:

**3. EARS- Hearing:** What does he/she hear someone saying to her/him? How is the character affected by someone else's words?

Quote and page number:

**4. HANDS- Practicality:** What conflict does he/she deal with? In what ways does this person deal with this problem or struggle in his/her life?

Quote and page number:

**5. HEART- Emotions:** What/who does he/she love or hate?

Quote and page number:

**6. TORSO- Instincts:** What does he/she fear? How does he/she protect himself/herself emotionally?

Quote and page number:

**7. LEGS- Physicality:** What physical activity does the person engage to cope with the conflict in the story/book?

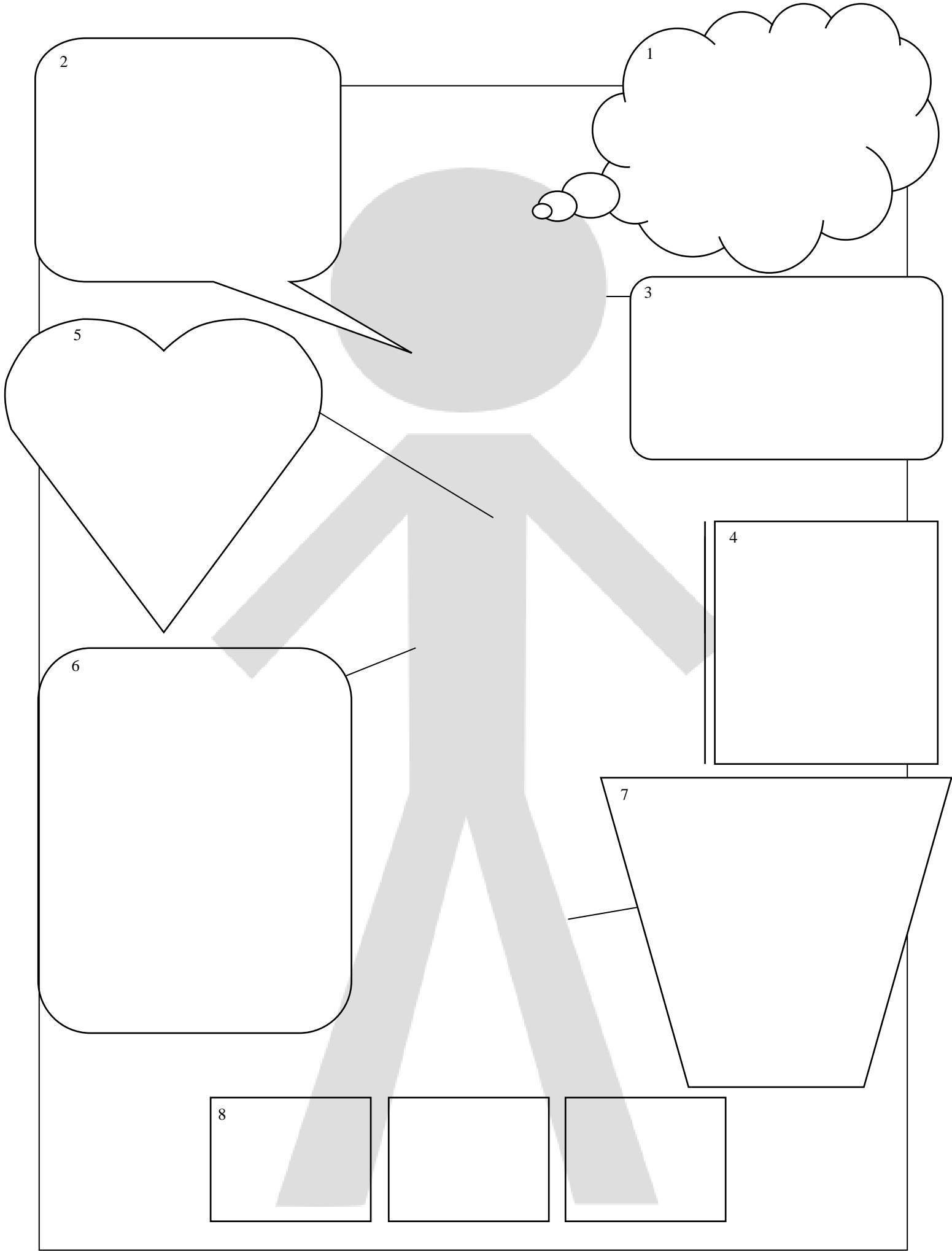
Quote and page number:

**8.** Color each box to represent different **TONE SHIFTS** in the story. Write one TONE WORD and the event that produces each tone/mood.

Use the rest of the space to include:

**9.** Draw a **SYMBOL** that represents this character.

**10.** Illustrate the main **SETTING** in the space remaining.



## Need Help Generating a Discussion? Try these STARTERS

- If I were \_\_\_\_\_, I would \_\_\_\_\_ because \_\_\_\_\_.
- I am a lot like \_\_\_\_\_ because \_\_\_\_\_.
- This scene in the novel reminds me of \_\_\_\_\_.
- I would like to be like \_\_\_\_\_ because he/she \_\_\_\_\_.
- My experience is similar/different because \_\_\_\_\_.
- I understand how you feel because \_\_\_\_\_.
- If I could introduce one character to my family or friends, it would be \_\_\_\_\_.
- What evidence do you have from the book that leads you to believe that \_\_\_\_\_?
- How do you know that \_\_\_\_\_?
- Can you show me where it says \_\_\_\_\_?
- Remember the part when \_\_\_\_\_?
- The author creates conflict when \_\_\_\_\_.
- What do you mean when you say \_\_\_\_\_?
- Why do you think that \_\_\_\_\_?
- Can you give an example?
- Why does \_\_\_\_\_ do \_\_\_\_\_?
- I think \_\_\_\_\_ is confusing because \_\_\_\_\_.
- If I could ask one question, this would be my question:  
Why does the author \_\_\_\_\_?
- I agree that \_\_\_\_\_ because \_\_\_\_\_.
- I think that \_\_\_\_\_ because \_\_\_\_\_.
- I disagree with \_\_\_\_\_'s actions because \_\_\_\_\_.
- I like the way the author uses \_\_\_\_\_ because \_\_\_\_\_.
- If \_\_\_\_\_ had not done \_\_\_\_\_, I think \_\_\_\_\_.
- I like \_\_\_\_\_, because \_\_\_\_\_.
- I would be embarrassed to introduce \_\_\_\_\_ to my family because \_\_\_\_\_.
- I want to tell the author of the story that \_\_\_\_\_.
- I just hate that \_\_\_\_\_ because \_\_\_\_\_.
- If I could change anything in the story I would change \_\_\_\_\_ because \_\_\_\_\_.
- I wonder if \_\_\_\_\_.
- I wish that \_\_\_\_\_.
- I would like to give the following advice to \_\_\_\_\_:  
If only \_\_\_\_\_ had \_\_\_\_\_ I think he/she would have \_\_\_\_\_
- What do you think the characters will do?
- How do you think the book will end?
- \_\_\_\_\_ really stood out to me.
- The author uses strong imagery in the story (similes, metaphors, etc.)? Give examples.
- I love the part that says...
- How did you feel when you were reading this part of the book?
- Did anything surprise you in this section?
- What was the most exciting, interesting, funny, or confusing part?
- Would someone like to read that paragraph aloud?
- I was wondering if anyone knew...
- I just don't understand...
- I'm not sure I understand what you're saying. Could you explain it a little more to me?
- This reminds me so much of...
- What kind of connections can you make between things that happened in the book and something in your own life?
- What information surprised you?
- How can you use this information in your life?
- What information do you question or think might not be correct? How might you check it out?
- What is the most important thing you have learned? Why?
- What is the most interesting thing you read?
- What techniques does the author use to make this information easy to understand?





## Elements of Fiction

**Setting**

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**Main character**

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**Other main  
character(s)**

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**Minor characters**

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**Conflict**

*man vs. man*

*man vs. self*

*man vs. nature*

*man vs. society*

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**Flashbacks or  
foreshadowing**

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**Examples of  
figurative  
language**

*Simile*

*Metaphor*

*Personification*

*Hyperbole*

*Imagery*

*Alliteration*

*Allusions*

## Evolving Character

*RL.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.*

One of the important elements in fiction is characterization and how a character affects the plot and development of the theme. The main character(s) always change(s) in some way. Think about how one of the main characters is evolving/changing during the course of the book so far.

### Earlier Reading

Opinion	Evidence / Proof	
The character _____ could be described as...	Why? Provide quote or passage from book. Include page numbers.	<i>Circle one</i> My proof/evidence is:  IMPLIED  DIRECTLY STATED
The character _____ could be described as...	Why? Provide quote or passage from book. Include page numbers.	<i>Circle one</i> My proof/evidence is:  IMPLIED  DIRECTLY STATED

### Current Reading

Opinion	Evidence / Proof	
The character _____ could be described as...	Why? Provide quote or passage from book. Include page numbers.	<i>Circle one</i> My proof/evidence is:  IMPLIED  DIRECTLY STATED
The character _____ could be described as...	Why? Provide quote or passage from book. Include page numbers.	<i>Circle one</i> My proof/evidence is:  IMPLIED  DIRECTLY STATED

## FCAT 2.0 Based Question Stems for Novels

### VOCABULARY/ CONTEXT CLUES/ MULTIPLE MEANINGS (LA.910.1.6.3, LA.910.1.6.8, LA.910.1.6.9)

- Read the following sentence from the passage. “ \_\_\_\_\_ ”  
What does the word \_\_\_\_\_ mean as used in the sentence above?
- In this text, what does “ \_\_\_\_\_ ” mean?
- What does the author mean by saying, “ \_\_\_\_\_ ?”
- Which words help the author convey the meaning that \_\_\_\_\_ ?
- What does the author imply by saying “ \_\_\_\_\_ ?”
- What does the phrase “ \_\_\_\_\_ ” reveal about the narrator’s view of the situation?
- Read the excerpt from the passage: “ \_\_\_\_\_ ” In which sentence does the word have the same meaning as in the excerpt above?

### CHARACTER & PLOT DEVELOPMENT/ POINT OF VIEW/ SETTING/ CONFLICT RESOLUTION/ TONE (LA.910.2.1.5, LA.910.2.1.7)

- What events lead to the resolution?
- What is the main conflict in the story?
- When is the central conflict between \_\_\_\_\_ and \_\_\_\_\_ introduced in the story?
- What in the passage indicates that the conflict is resolved?
- How does \_\_\_\_\_'s character change from the beginning to the end of \_\_\_\_\_?
- What word best describes the character?
- What pair of words best describes \_\_\_\_\_?
- How do the character’s responsibilities affect how he/she reacts?
- What phrase best describes the narrator’s \_\_\_\_\_?
- How does \_\_\_\_\_ change \_\_\_\_\_’s opinion about \_\_\_\_\_?
- Which of the following sentences from the story mostly expresses its theme?
- How do the changes in the narrator’s feelings toward \_\_\_\_\_ contribute to the theme?
- How does the setting add to the feeling that \_\_\_\_\_?
- How does the setting affect the story?

### CAUSE/ EFFECT (LA.910.1.7.4)

- What caused \_\_\_\_\_ to \_\_\_\_\_ ?
- Why did \_\_\_\_\_ happen to \_\_\_\_\_ ?
- How did the conflict between \_\_\_\_\_ and \_\_\_\_\_ begin?
- What is the main reason/cause that \_\_\_\_\_ happens?
- Which factor forces/influences \_\_\_\_\_ ?
- Why does the author describe the character as \_\_\_\_\_ ?
- Why is \_\_\_\_\_ a significant event?
- What was the effect of \_\_\_\_\_ ?
- What were the results of \_\_\_\_\_ ?
- What effect did \_\_\_\_\_ have on \_\_\_\_\_ ?

### COMPARE/ CONTRAST (LA.910.1.7.7)

- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- Why does the author compare \_\_\_\_\_ and \_\_\_\_\_ in this passage?
- How does the comparison between \_\_\_\_\_ and \_\_\_\_\_ help to illustrate \_\_\_\_\_ ?
- What do \_\_\_\_\_ and \_\_\_\_\_ have in common?
- How is \_\_\_\_\_’s attitude toward \_\_\_\_\_ like his/her attitude toward \_\_\_\_\_ ?
- How does the character’s/narrator’s impression of \_\_\_\_\_ and \_\_\_\_\_ change throughout the passage?
- Explain how \_\_\_\_\_’s opinion about \_\_\_\_\_ changed throughout \_\_\_\_\_ .

## Book Projects

### Worth 50 points

**Interview a character** from your book. Write at least ten questions that will give the character the opportunity to discuss his/her thoughts and feelings about his/her role in the story.

**Write a letter** to the main character of your book asking questions, protesting a situation, and/or making a complaint and/or a suggestion. Use correct letter format.

**Make a mobile** showing pictures or symbols of happenings in the book.

**Make a crossword puzzle** using ideas, symbols, characters from the book. Need at least 25 entries.

Write a **one-sentence summary** of each chapter and **illustrate** the sentence.

Find a **song or a poem** that relates to the theme of your book. Explain the similarities.

Make a **time line** of all the events in the book. Illustrate.

Design a **book jacket** for the book. I STRONGLY suggest that you look at an actual book jacket before you attempt this.

Create a **collage/poster** showing pictures or 3-d items that related to the book, and then write a sentence or two beside each one to show its significance.

Prepare a **book talk**. Talk to the class about your book by saying a little about the author, explain who the characters are and explain enough about the beginning of the story so that everyone will understand what they are about to read. Finally, read an exciting, interesting, or amusing passage from your book. Stop reading at a moment that leaves the audience hanging and add "If you want to know more you'll have to read the book."

### Worth 75 points

Write a **diary/scrapbook** that one of the story's main characters might have kept before, during, or after the book's events. Remember that the character's thoughts and feelings are very important in a diary. Also include memorabilia such as photos, magazine clippings, movie tickets, etc.(all relate to the text) Needs to be a minimum of 15 entries.

Construct a **diorama** (three-dimensional scene which includes models of people, buildings, plants, and animals) of one of the main events of the book. Include a written description of the scene.

**Read a book** that has been made into a movie. (Caution: it must have been a book FIRST. Books written from screenplays are not acceptable.) Write an **essay** comparing the movie version with the book.

Read two books on the same subject and **compare and contrast** them.

Gather a large collection of **current events** that reflect incidents that closely parallel those in your novel.

**Research** and write a 1 page report on the geographical setting of your story. Include an explanation as to why this setting was important to the story.

**Make a test** for the book you read. Include 10 true-false, 10 multiple choice, and 10 short essay questions. After writing the test, provide the answers for your questions.

Make a **mini-dictionary** of at least twenty new, difficult and/or unusual words and expressions from your book.

If the author is still alive, write a **letter** explaining what you liked about the book. Ask any questions you would like answered.

### Worth 100 points

**Compare and contrast** two characters in the story. Minimum 2 typed pages.

Do an **author study** and read several books by the same author and then compare. Min 2 typed pages.

Design an **advertising campaign** to promote the sale of the book you read. Include each of the following: a poster, a radio or TV commercial, a magazine or newspaper ad, a bumper sticker, and a button.

Create a **board game** based on events and characters in the book you read. By playing your game, members of the class should learn what happened in the book. Your game must include the following: a game board, a rule sheet and clear directions, events and characters from the story.

Read the same book as one of your classmates. The two of you make a **video or do a live performance** of MASTERPIECE BOOK REVIEW, a program which reviews books and interviews authors.

Choose any topic from your book and write a 1-2 page **research report** on it. Include a one paragraph explanation as to how it applies to your book (not in the paper itself--on your "title page.")

Create a **newspaper** for your book. Summarize the plot in one article, cover the weather in another, do a feature story on one of the more interesting characters in another. Include an editorial and a collection of ads that would be pertinent to the story.

Rewrite the story for younger children in **picture book** form. Min 20 pages

Create a **comic-book** summary of the book you read complete with bubble-style conversations and illustrations. Min 15 pages

## Group Contract

Working in groups demands that each person do their share. You must come to the meetings prepared. Use this contract to decide what the consequences will be for those who do not come to meetings prepared. You must all agree and sign this contract. The teacher will then sign and agree to the contract. You must then adhere to these rules.

### Speaking and Listening in Group Settings (your teacher will observe and evaluate on the following)

- Come to discussions prepared, having read and researched material.
- Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Set rules for discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- Pose and respond to questions that relate the current discussion to broader themes or larger ideas
- Actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives.
- Summarize points of agreement and disagreement.
- When warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

When someone comes to the group unprepared they must \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student signatures \_\_\_\_\_

\_\_\_\_\_

Teacher signature \_\_\_\_\_

**Group Reflection****NAME:** \_\_\_\_\_

1. What was the best thing about the way this group worked together?
  2. What was one problem the group had?
  3. How did you solve that problem?
  4. What else might you have done?
  5. What specific plans do you have for improvement?
- 

**Group Reflection****NAME:** \_\_\_\_\_

1. What was the best thing about the way this group worked together?
2. What was one problem the group had?
3. How did you solve that problem?
4. What else might you have done?
5. What specific plans do you have for improvement?

## Find the Main Idea and Summarize

	<b>Somebody (character)</b>	<b>Wants (goal or motivation)</b>	<b>But (conflict)</b>	<b>So (resolution)</b>	<b>Optional</b>		
					<b>But (conflict)</b>	<b>So (resolution)</b>	<b>Then</b>
<b>Literary</b>	The main character	To achieve a goal	Something or someone is in the way	How does it get resolved?	Something or someone is in the way	How does it get resolved?	the end...
<b>Nonfiction</b>	<b>Somebody</b>	<b>Wants</b>	<b>But</b>	<b>So</b>	<b>But</b>	<b>So</b>	<b>Then</b>
	The main person, people or thing involved	want something	Another person, people or thing is in the way	How does it get resolved?	Another person, people or thing is in the way	How does it get resolved?	

## Making Predictions

### Prediction

*Ex. The main character will be John Dunbar and he is going to have to make a major decision about what he believes in. Dunbar will be a rugged, tough guy.*

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1.

2.

3.

### Reasons

*Ex. Big picture of a man on the front cover along with the phrase "battle with himself was just the beginning." Back cover mentions name. Guy in photo looks rugged.*

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1.

2.

3.



*RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically so listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

## Multiple Perspectives

### Directions:

By your next meeting each of you must bring a different medium related to a subject of your book.

- First, you must decide what subject/topic you will cover. For instance, if you are reading *The Hunger Games*, you all might decide that your topic will be “poverty.” OUR GROUP TOPIC IS: \_\_\_\_\_
- Next, sign up below for which item you will bring in relating to your chosen topic. Each must bring in one of the following. Sign your name by the item you are bringing.

\_\_\_\_\_ An image (photograph or art) relating to the topic.

\_\_\_\_\_ An article/current event relating to the topic.

\_\_\_\_\_ A written passage from your book that describes the topic. (Approximately 200 words)

\_\_\_\_\_ A poem related to the topic.

### GROUP MEETING

Each person shares what they brought to class. Complete the diagram. Then, write the paragraph based on instructions below.

	<i>Image</i>	<i>Article</i>	<i>Passage</i>	<i>Poem</i>
What is the author’s/artist’s message about this topic?				
What technique(s) does the author use to get their message across?				
Which has the most impact overall? Rate them from 1-4 1=lowest 4= highest				
Reasons why for the answer above.				

Write a brief paragraph explaining which medium best represents the topic of \_\_\_\_\_. Include what was emphasized or absent from your selected one as well as the others. Each student writes their own paragraph, but feel free to peer edit—EDIT, not copy.

**Nonfiction Reaction Questions**  
Complete a few of these weekly AS you read

<p>Why did you choose this book?</p>	<p>What do you want to learn?</p>	<p>What information surprised you? How can you use this information in your life?</p>	<p>What information do you question or think might not be correct? How might you check it out?</p>
<p>What is the most important thing you have learned? Why?</p>	<p>What is the most interesting thing you read?</p>	<p>What techniques does the author use to make this information easy to understand?</p>	<p>Where do you think you could look for more information on this topic?</p>

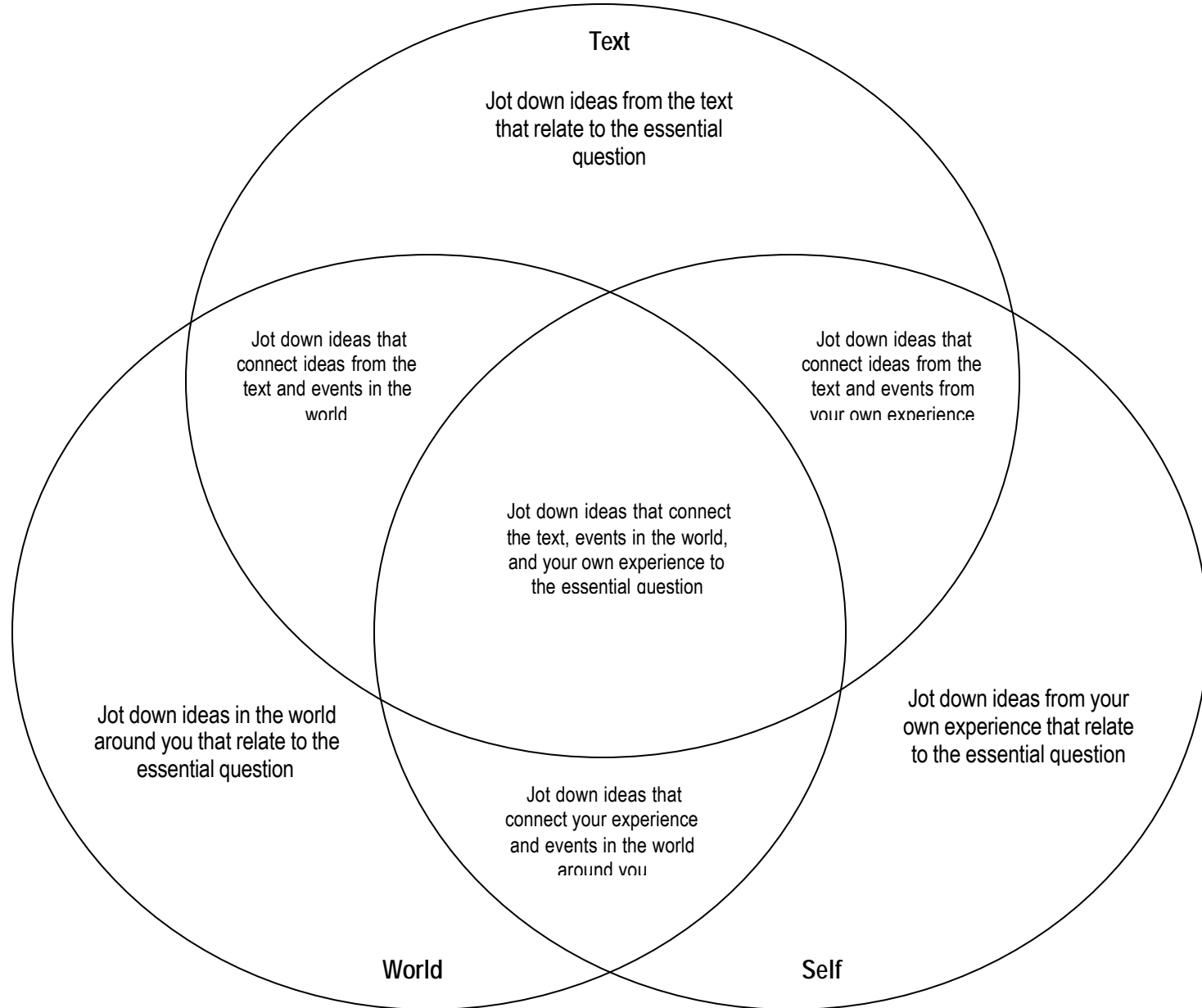


Name: \_\_\_\_\_

Period: \_\_\_\_\_

Essential Question: \_\_\_\_\_

### TEXT CONNECTIONS

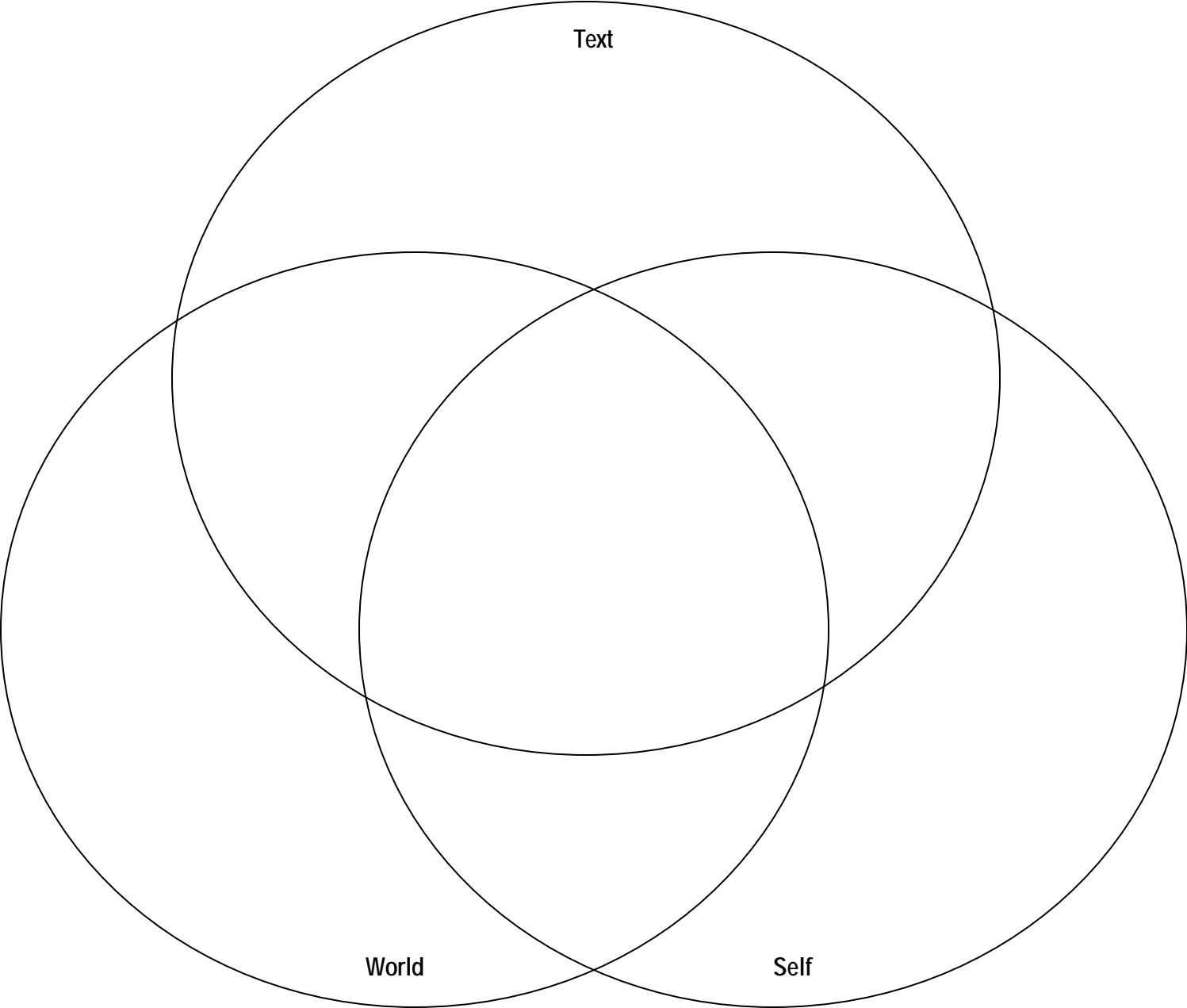


Name: \_\_\_\_\_

Period: \_\_\_\_\_

Essential Question: \_\_\_\_\_

**TEXT CONNECTIONS**



Name: \_\_\_\_\_

Period: \_\_\_\_\_

Essential Question: \_\_\_\_\_

### TEXT CONNECTIONS

**Directions:** Use the chart below to make text-to-self, text-to-world, and world-to-self connections to the essential question

Text	
Self	
World	
Text-to-Self	
Text-to-World	
World-to-Self	
Text-Self-World	

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.  
 L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Vocabulary Words in Context

Directions: As you read find 12 words that are challenging to everyone in the group. This should be ongoing—find one or two each week. Then, select the 5 most important and common words you think you should know as a group.

### INDIVIDUAL WORD LIST

Word	Pg #	Guess the meaning based on context clues	Define using dictionary
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

### FINAL FIVE

Pick the five words from the vocabulary list that were most important / most common.

### Group Word List

	Word:	Word:	Word:	Word:	Word:
Define it with part of speech					
Draw pic of it					
Synonym					
Antonym					
Use in a NEW sentence					

