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## **Creating a Culture of Reading in High School: Student Book Clubs Work**

Presented at the

ASLA XXI Biennial Conference  
Perth, Australia  
September 30, 2009

by

**Bonnie McComb**

Executive Member, British Columbia Teacher Librarians' Association  
Teacher-Librarian, Parkland Secondary, Sidney, BC

### **Background:**

In 2003, I started a Masters in Curriculum and Instruction at the University of Victoria. My original plan was to look at student literacy on the internet, but when I considered what made me feel passionate about my job as a teacher-librarian and literacy, I realized it was and is my lifelong love of reading and the enrichment my own book club adds to my life. The wonderful English teachers at Parkland Secondary agreed to be the subjects of my study: How teachers integrate book clubs into their classrooms. We started off having our own book club using Harvey Daniels' very practical book *Literature Circles: Voice and Choice in Book clubs & Reading Groups*. What I discovered over the course of a year is that those teachers who were in their own book clubs found it much easier to integrate book clubs because they had experienced the rich conversations that emerge and that some teachers find it difficult for a variety of reasons. Since that time, a core group of English teachers have used literature circles or book clubs. They teach one class novel and then have the students read a second novel or nonfiction book in a book club. The result has been an astonishing increase in our library circulation as some books become "viral" and students hear about and want to read what their friends are reading. Each year, we add new recently published books to our book club sets. There is nothing more exciting than seeing a class of students rush to sign up for certain books or offer to buy their own books if we don't have enough copies.

This is a practical "how to do it" workshop for those teacher librarians and English teachers who would like to know where to start.

## What Are Book Clubs?

(aka Literature Circles)

*...literature circles are a form of independent reading, structured as collaborative small groups, and guided by reader response principles in light of current comprehension research (Daniels, 2002, p. 38)*

Harvey Daniels, one of the early implementers and influential proponents of literature circles, believes an authentic literature circle will manifest most of these 11 key features:

1. Students *choose* their own reading materials
2. *Small temporary groups* are formed, based on book choice
3. Different groups read *different books*
4. Groups meet on a *regular, predictable schedule* to discuss their reading
5. Kids use written or drawn *notes* to guide both their reading and discussion
6. Discussion *topics come from the students*
7. Group meetings aim to be *open, natural conversations about books*, so personal connections, digressions, and open-ended questions are welcome
8. The teacher serves as a *facilitator*, not a group member or instructor
9. Evaluation is by *teacher observation and student self-evaluation*
10. A spirit of *playfulness and fun* pervades the room
11. When books are finished, *readers share with their classmates*, and then *new groups form* around new reading choices (2002 18).

## Why Do Book Clubs in High School? A Teaching Perspective

1. Book clubs are an excellent teaching and literacy strategy
2. Book clubs are fun. Students love them!
3. Book clubs give students choice:
  - a. Choice of the book to read
  - b. Choice of book club style
  - c. Choice of what to talk about in the book club meeting
  - d. Choice in what to share with the class about their book
4. Book clubs meet individual student reading needs. In a class of 30, not everyone wants to read or enjoys the same book. With book clubs, students can join up with others with similar tastes.
5. Book clubs introduce students to a range of discussion topics. For example, World War I or II, Stockholm Syndrome, schizophrenia, social problems, mountain climbing.
6. Book clubs can be adapted to a teacher's teaching style or the type of class. Some classes need more structure; some students are mature enough to have more freedom.
7. Book clubs are easy to implement. The key to success is a good book the student wants to read.
8. Book clubs introduce students to at least 6 or 7 good books by the end of the unit, not just one that has been over-analysed *ad nauseum*. This has had a huge impact on increasing reading because students often come in to the library to check out the books they have heard about in class or make a list for the summer.

9. Book clubs were endorsed by the National Council of Teachers of English in 1996 and identified as one of the best classroom practices in the teaching of reading and writing.

## How Teacher Librarians Can Initiate and Support Book Clubs What do I do? How Do I Get Started? What comes first?

1. Start small. Remember that significant change takes 3 to 5 years
2. Provide in-service. Host a mini-workshop at an English faculty meeting (Daniels' book provides two step-by-step examples at the back for teachers and parents).
3. Ask if someone is willing to experiment with you. Collaborate with teachers who are open to the idea. It just takes one to start.
4. Initiate the purchasing of book clubs sets. Figure out how book clubs can support the curriculum and teachers in your school. For example, if a teacher does a genres unit, suggest purchasing a variety of titles to support one of the genres. If students need to do connected texts in year 11, suggest book club sets that make good connected text choices. Suggest to History teachers that they encourage students to read one historical novel related to their course then purchase titles with a range of reading levels.
5. Offer to do a book talk for one English class then buy sets of books for the ones students choose to read in groups. This is a very powerful thing to do because students get very excited about choosing books. When books are purchased for them, they feel as though their opinions matter and they feel a deep ownership of their choice.
6. Host a professional book club using Harvey Daniels' *Literature Circles: Voice and Choice in Book Clubs & Reading Groups* or *Mini Lessons for Literature Circles*.
7. Start a student book club as a co-curricular activity at lunch time. Serve tea and cookies.

8. Keep up with new and award winning fiction. Students and teachers who love to read will be delighted when you recommend titles to them. Teachers then promote these titles to students.

## Challenges and Solutions

### **Challenge:**

The idea of giving up a single text and using book clubs can be quite intimidating and scary at first. It means that teachers need to give up the role of literature expert and using one text to giving students autonomy to use multiple texts with multiple meaning. It means teachers have to give up control and facilitate a student-centred classroom.

### **Solutions:**

Teachers who are in their own book clubs often find it easier to try book clubs because they have experienced rich conversations themselves. Teachers need to integrate book clubs into their classroom in their own way to fit their own teaching style but it really helps if they have a book club workshop or a mentor to guide them. Our English teachers share their handouts for book clubs with new teachers who then adapt them.

### **Challenge:**

Some classes have challenging personality combinations and students who hate reading or won't do work.

### **Solutions:**

Even the most experienced teachers sometimes have groups that don't work or lessons that are less than successful. This is the nature of teaching. Like any teaching strategy, teachers need to give it a try and not get discouraged by some of the bumps along the way.

Teachers should start small. They can try the strategy with poems or short stories first. Harvey Daniels books both have excellent chapters on troubleshooting things such as what do I do if the student comes unprepared, what I do if students finish at different time, etc. etc.

When students get to read something they choose themselves and have an opportunity to read and discuss it with their peers in an open conversation, many students who say they hate reading become engaged and enthusiastic. Choice is a powerful motivator.

## Use Library Statistics to Support Literature Circles, School Literacy and Library Funding

There is so much research on the effectiveness of literature circles for improving literacy and reading fluency. Share some of this with your administrators.

Use your library statistics to show the increase in reading in your school. This is good data to support school literacy goals, library funding, and library staffing.

Our circulation statistics have increased significantly over the past 8 years because of our silent reading program and book clubs.

Parkland Library Circulation Statistics have increase significantly over an 8 year period: Book clubs started in 2003

	2000-01	2001-02	2002-03 Fire Yr	2003-04	2004-05	2005-06	2006-07	2007-08
Fiction/ Book Club Fiction	1271	1516	1219	2434	3974	5156	6277	8432
Nonfiction/ Book Club Nonfiction	2504	2620	1817	2433	2649	2134	2316	2424

### Example of How One English 12 Teacher<sup>1</sup> Organizes Her Book Clubs

#### **Overview and Schedule:**

Attached is the schedule for the next 4 weeks. We will be working on three separate but connected units: book clubs, poetry, and essay writing.

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1

Joan Saunders is a senior English teacher at Parkland Secondary, Sidney, British Columbia, who has successfully integrated book clubs into all her English classes for many years. Depending upon the students in her class, she provides more or less structure and scaffolding. She has even used book clubs with her Literature 12 class. She belongs to her own book club and is a voracious reader. She has used and shared the following student handouts with her colleagues and her students. She has presented workshops on book clubs at two BCTLA conferences. I would also like to thank English teachers Dave McKinney, Martha Oleson, Leanne Harrington, Brian Hume, Dennis Lindoff, Chris Irving, Mary Grant, Sally Morgan, Debbie Nikkel, Tasha Libertore, and Steve Newlove for their willingness to experiment, collaborate, and share in our book club journey.

You will have a choice of a number of books and will be put into a group depending on the top three books that you choose. You are guaranteed to be in a club for one of your top three choices. The book club will then decide on your reading schedule for each of the meeting days. Your book club will also keep a file folder with the information recorded from each of your in-class meetings, including attendance and notes taken on the discussion. Marks will be given to your group for each of your meetings on the quality and clarity of the notes. Each session will be marked out of 6 for a total of 30 marks.

Book club discussions will not be for the entire class as scheduled but for approximately half of the class (45 minutes) as we will be studying poetry as well.

The final two book club meetings will be to plan your presentations on your book to the class. Criteria for this will be given separately.

**Semester System: Daily 90 minutes classes; 15 minutes silent reading per day**

Monday	Tuesday	Wednesday	Thursday	Friday
April 24	25 Get books Set deadlines	26	27	28 Meeting 1 45 min
May 1	2 Meeting 2 45 min	3	4	5 Meeting 3 45 min
8	9 Meeting 4 45 min	10	11	12 Final meeting Book is read
15	16	17	18 Time to work on presentations	19 Time to work on presentations
22 Pro-D Day	23	24 Book Club Presentations	25 Book Club Presentations	26 Book Club Presentations

## LITERATURE CIRCLES/BOOK CLUBS

### OVERVIEW:

You will have a choice of a number of books and will be put into a group depending upon the top three books that you choose. You are guaranteed to be in a club for one of your top choices. Your group will then decide on your reading schedule for each of the meeting days. In your groups, you will be responsible for setting deadlines, coming to class prepared for a discussion and compiling a portfolio of your discussions and impressions of the book:

Your book club meeting dates are:

_____	_____
_____	_____
_____	_____

Presentations will be on:

_____	_____
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**For each book club meeting, you must come prepared with**

- The agreed upon chapters/pages read
- Ideas on what you liked/disliked/or are not sure about to help bring focus to your discussions and clear up any questions you have
- The book itself so you can find passages/information discussed
- If you have a comment/passage you would like to look at or discuss, mark the page with a post-it note

### **Meeting Portfolio/Folder:**

At each meeting you will be compiling the ideas and comments from your group. One person should act as a recorder of the comments made and the main topics of discussion. Attendance will be taken and recorded at each meeting by the group. Portfolios must stay in the classroom. Marks will be given to your group for each of your meetings on the quality and clarity of the notes. Each session will be marked out of 6.

At the end of each meeting, your group will write down three things about your meeting that either went well or that need to be worked on. You will then adopt a specific goal for improvement for your next discussion (e.g. "Ask more questions" or "Prove it with the book" or "We need to listen to each other better" or "We need to focus more on ...")

### **Group Presentation:**

Your final project will be to present the book to the class in a form chosen by your group. The presentations should be approximately 15-20 minutes long.

## BOOK CLUB PRESENTATIONS

Your final project will be to present the main ideas about the book to the class in a form chosen by your group. The presentations should be approximately 15-20 minutes long.

### **Some ideas for presenting your book-**

- Panel discussion
- Artwork interpreting the book
- An advertising campaign for the book
- Interviews with characters from the book
- Fictionalized interview with the author
- Pros and cons of the book
- Any other way of presenting the themes or the characters

### **You want to think about-**

- Would we recommend this to others in the class to read? Why or why not?
- What did we like about the book? Didn't like?
- How do we get this across to the class?
- How can we evoke the moods, themes, important information, or events of the book?
- Some people in presentations have brought in food, music, read parts of the book, shown video clips, etc.)

### **Marking Criteria:**

- Well organized, spoke clearly, clear introduction and conclusion
- Clearly focussed on the themes and important information from the book
- Creative and informative; kept class interested
- Each group member was involved and knew his/her role

## Book Club Presentation Evaluation

Names of Group Member: \_\_\_\_\_

Book being presented: \_\_\_\_\_

### Criteria/Comments

Well organized, clear introduction and conclusion, good speaking skills

/6

Clearly focussed on the themes and important information from the book

/6

Creative and informative; kept class interested

/6

Each group member was involved and knew his/her role

/6

Total: /24

## Book Club Presentation Evaluation: 2

Names of Group Member: \_\_\_\_\_

Book being presented: \_\_\_\_\_

### Criteria/Comments

Introduction and conclusion clearly organized

/6

Storyline/main themes and ideas presented well

/6

Recommendations made? For whom? Why or why not?

/6

Overall organization of presentation

Roles set out and members what who is doing what when.

/6

Other comments:

Total: /24

**BOOK CLUB/LITERATURE CIRCLES  
TOP THREE BOOK CHOICES**

Please fill out and give to me today. You will be guaranteed to have one of your top three, depending upon the other students' choices. Book clubs will have 4-5 students in each depending upon the books chosen.

**NAME:** \_\_\_\_\_

**TITLE:** 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

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**NAME:** \_\_\_\_\_

**TITLE:** 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

## Book Club Meeting Reflections Sheets

Use this as a model at the end of each meeting

Date: \_\_\_\_\_

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

1. Describe in complete sentences three things you accomplished during your meeting
2. What are your goals for the next meeting?
3. What do individual group members need to do to reach these goals? (Include names)
4. What went really well during your meeting?
5. What went poorly? Why did this happen? What do you need to do to prevent it from happening again?

## Monthly Book Club Approach

### Schedule based on-

- Semester system: 90 minute classes from February to June
- Students read silently for the first 15-20 minutes of every class
- Students meet every Friday for book clubs
- Students select a new book and a new group each month
- Students complete 4 book clubs in each year level

### Book Club Organization:

1. Students form groups of 4 to 6 based on a book they want to read.
2. Each month students select a new book and a new group of students
3. Fridays are devoted to book club:
  - First Friday: Choose book and group
  - Second Friday: Discuss the book
  - Third Friday: Discuss book and plan presentation
  - Fourth Friday: Present the book to the class.
4. Each month will focus on a different theme so students can select the same book as a previous group but focus on a different theme:

February: Characters

March: Plot

April: Conflict

May: Theme

### Presentations:

- Presentations should be 10 minutes long  
How you present your book is up to you
- Include a brief synopsis of the book
- Discuss the character, plot, conflict, or theme
- Include a creative activity or product: poster, debate, interview with characters, dramatization, etc.
- Rate the book for the rest of the class

**Assessment:**

At the end of each Friday (excluding Presentation days) your group will be responsible for handing in a brief outline of your groups' activities that day. Please include which members were present, what you talked about, and what decisions you made.

## Book Club for ESL Students

### Overview:

Over the next few weeks you will be working in partners or small groups, reading and exploring a novel of your choice, and using a book club format for discussion. Your book club should consist of between 2 to 4 students. You will be responsible for 3 entries in your response journal every Friday, a one page record of your notes from your Friday discussion group, and a group classroom presentation about the book.

### Book Club Discussions

You will have 3 scheduled meetings in class to discuss your book. As a group, you decide how much you will read for each meeting. Individually, you are responsible for having your reading done and taking 3 questions, observations, or ideas to the meeting. At the end of each meeting, you group must submit at least one page of notes that record the main ideas in the meeting. (10 marks each week)

### Reading Response Journal

You are responsible for completing response journal entries each week in your journal from the list of Journal Ideas. (15 marks each week)

### Class Presentations

When you finish the book, share your reading experience with the class. As a group, you decide how best to present the material. Give your audience something of value. The presentation should include

- An introduction to the characters and plot (not the whole story)
- Discussion about the aspect of the book you most enjoyed
- An excerpt from the book
- Discussion about some of the big ideas about life or issues in the book or as an extension to the book.
- A visual display of some kind (poster, storyboard, object, etc.) It's up to your group! Be creative! (25 marks)

### DUE DATES:

In possession of the book \_\_\_\_\_

#### First Friday meeting

1<sup>st</sup> Journal entry due  
one page group notes \_\_\_\_\_

#### Second Friday meeting

2nd Journal entry due  
one page group notes \_\_\_\_\_

#### Third Friday meeting

3rd Journal entry due  
one page group notes \_\_\_\_\_

#### Presentations

\_\_\_\_\_

## Australian Book Club Sets: A Beginning

Anderson, Laurie Halse	Speak
Brooks, Geraldine	People of the book
Brown, Dan	Angels and demons
Burgess, Anthony	A clockwork orange
Card, Orson Scott	Ender's game
Clare, Cassandra	City of bones
Du Maurier, Daphne	Rebecca
Edwards, Kim	The memory keeper's daughter
Forman, Gayle	If I stay
Galloway, Steven.	The cellist of Sarajevo
Goldsworthy, Peter	Everything I knew
Haddon, Mark	The curious incident of the dog in the night-time
Hale, Shannon	The book of a thousand days
Hartnett, Sonya	The silver donkey : a novel for children
Hornung, Eva	Dog boy
Hosseini, Khaled.	The kite runner
Huxley, Aldous	Brave new world
Jones, Lloyd	Mister Pip
Laszczuk, Stefan	I dream of Magda (mature)
MacDonald, Anne-Marie	Fall on your knees
McCaffrey, Kate	Destroying Avalon
Miller, Alex	Landscape of farewell
Moriarty, Jaclyn.	The betrayal of Bindy Mackenzie
Muchamore, Robert	The escape
Picoult, Jodi.	My sister's keeper : a novel
Pullman, Philip	Northern lights
Rees, Celia	Witch Child
Reeve, Philip	Here lies Arthur
Ruiz Zafon, Carlos	The shadow of the wind
Sebold, Alice	The lovely bones : a novel
Shaffer, Mary Ann.	The Guernsey Literary & Potato Peel Pie Society
Suskind, Patrick	Perfume : the story of a murderer
Thomas, Claire.	Fugitive blue
Thompson, Kate	Creature of the night
Umrigar, Thrity.	The space between us
Westerfeld, Scott	Peeps
Wilson, John	Four steps to death
Wilson, John	Flames of the tiger
Winton, Tim	Breath
Wood, Charlotte	The children
Zusak, Markus	The book thief

### NonFiction

Beah, Ishmael	A long way gone : memoirs of a boy soldier	BCNF 920.71 BEA
Danalis, John	Riding the black cockatoo	BCNF 305.89 DAN
Grogan, John	Marley & me : life and love with the world's worst dog	BCNF920.71 GRO
Krakauer, Jon	Into the wild	BCNF 920.71 MCC
McNab, Andy	Bravo two zero	BCNF 956.7044 MCN

## Parkland Book Club Fiction: A Selection

Adams, Douglas	Hitchhiker's guide to the galaxy
Atwood, Margaret	Cat's Eye
Atwood, Margaret	Handmaid's Tale
Austen, Jane	Pride and Prejudice
Boyden, Joseph	Three Day Road
Bronte, Charlotte	Wuthering Heights
Buck, Pearl S	The Good Earth
Burgess, Anthony	A Clockwork Orange
Conrad, Joseph	Heart of Darkness
Culleton, Beatrice	In Search of April Raintree
Diamant, Anita	The Red Tent
Dickens, Charles	Great Expectations
Doyle, Arthur Conan	The Hound of the Baskervilles
Edwards, Kim	Memory Keeper's Daughter
Farmer, Nancy	The House of the Scorpion
Faulks, Sebastian	Birdsong
Follett, Ken	Eye of the Needle
Fowler, Karen Joy	The Jane Austen Bookclub
Frazier, Charles	Cold Mountain
Godfrey, Rebecca	Torn Skirt
Golden, Arthur	Memoirs of a Geisha
Gulland, Sandra	Many Lives and Secret Sorrows of Josephine B.
Harris, Joanne	Blackberry Wine
Hosseini, Khaled	A Thousand Splendid Suns
Hosseini, Khaled	The Kite Runner
Hrdlitschka, Shelley	Dancing Naked
Hughes, Dean	Soldier Boys
Kingsolver, Barbara	The Poisonwood Bible
Kingsolver, Barbara	The Prodigal Summer
Kinsella, Sophie	The Undomestic Goddess
Lamb, Wally	I Know This Much is True
Lamb, Wally	She's Come Undone
Lawson, Mary	Crow Lake
MacDonald, Ann-Marie	The Way the Crow Flies
Martel, Yann	Life of Pi
McCarthy, Cormac	All the Pretty Horses
Moggach, Deborah	Tulip Fever
Myers, Walter Dean	Monster
Niffenegger, Audrey	The Time Traveller's Wife
Nolan, Han	If I Should Die Before I Wake
O'Neill, Heather	Lullabies for Little Criminals
Park, Linda Sue	When My Name Was Keoko
Patchett, Ann	Bel Canto
Picoult, Jodi	My Sister's Keeper
Picoult, Jodi	Nineteen Minutes
Proulx, E. Annie	The Shipping News
Pullman, Philip	The Golden Compass
Quinn, Daniel	Ishmael
Rees, Celia	Witch Child
Ruiz, Zafon, Carlos	The Shadow of the Wind

Schlink, Bernhard	The Reader
Sebold, Alice	The Lovely Bones
Setterfield, Diane	Thirteenth Tale
Shelley, Mary	Frankenstein
Soueif, Ahdaf	The Map of Love
Vonnegut, Kurt	Slaughterhouse-five
Whyte, Jack	The Skystone
Wilson, Jack	Four Steps to Death
Wilson, Jack	Flames in the Morning
Wilson, Jack	And in the morning
Wittlinger, Ellen	Hard Love
Yolen, Jane	Devil's Arithmetic

## Parkland Book Club Nonfiction: A Selection

Ambrose, Stephen	Band of Brothers	WWI infantry; esprit de corps
Beah, Ishmael	Long Way Gone: Memoirs of a Boy Soldier	Child soldiers; redemption
Bowden, Mark	Black Hawk Down:	Urban warfare and peacekeeping in Somalia in 1993
Capote, Truman	In Cold Blood	True crime;
De Vries, Maggie	Missing Sarah	Murdered sister; prostitution
Doidge, Norman	The Brain that Changes Itself	Brain plasticity
Gladwell, Malcolm	Blink	Intuition
Gladwell, Malcolm	The Tipping Point	Sociology; Influencing others
Godrey, Rebecca	Under the Bridge	Teen violence
Harrer, Heinrich	Seven Years in Tibet	Mountaineering
Krakauer, Jon	Under the Banner of Heaven	Mormons; polygamy
McCourt, Frank	Angela's Ashes	Poverty; family relationships
Mortenson, Greg	Three Cups of Tea	One man changes the world
Myers, Walter Dean	The Greatest: Muhammad Ali	Boxing; Biography
Wiesel, Elie	Night	Holocaust; biography
Patchett, Ann	Truth and Beauty: A Friendship	Biography
Roach, Mary	Stiff: Curious Lives of Human Cadavers	Macabre humour about uses of cadavers for research
Spiegelman, Art	Maus: A Survivor's Tale	Graphic novel; holocaust
Tammet, Daniel	Born on a Blue Day: A Memoir	Asperger's
Thompson, Hunter S.	Fear and Loathing in Las Vegas	Drugs; (Warning: Mature)
Walls, Jeannette	The Glass Castle	Poverty; family relationships
Ye, Ting-xing	My Name is Number 4	Chinese girl; Biography

We have over 150 book club sets. We purchase 6 copies of each book. If a book is really popular, we will purchase 10 copies. Some of the books are used over and over. Some become dated (e.g. Dan Brown's books). Some have never been chosen. The best predictor of success is to purchase books that you and all the teachers who love to read like. We allow any students to take out books from the book club area.

## Reading Response to Prepare for Your Discussion: Use Sparingly as Scaffolding When First Introducing to Students

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

### **Some connections I made...**

Find connections between the book and you and/or between the book and the wider world. This means connecting the reading to your own past experiences, school or community, to stories in the news, to similar events at other times and places, to other people or problems that you are reminded of. You may also see connections between this book and other texts or movies on the same topic or by the same author.

### **A few questions I had...**

Write down a few questions that you have about what you have read. What were you wondering about while you were reading? Did you have questions about what was happening? What a word meant? What a character did? What was going to happen next? Why the author used a certain style? Or what the whole thing meant? Just try to notice what you are wondering while you read and jot down some of those questions either along the way or after you're finished.

### **A line or passage I liked and why...**

Locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one. Then jot down some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss.

### **A sketch, picture, diagram, chart...**

Good readers make pictures in their minds as they read. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, or stick-figure scene. You can draw a picture of something that happened in your book, or something the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading.

## Reading Response

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

Date: \_\_\_\_\_

Book Title: \_\_\_\_\_

From page \_\_\_\_\_ to \_\_\_\_\_

**Write or draw your response**

CONNECTOR: Some connections I made...

QUESTIONER: A few questions I had....

LITERARY LUMINARY: A line or passage I liked and why...

ILLUSTRATOR: A sketch, picture, diagram, chart....

## Two Best Resources:

Daniels, Harvey. *Literature Circles: Voice and Choice in Book clubs & Reading Groups*. Markham: Pembroke, 2002.

This is an excellent guide to forming, managing, and assessing literature circles. It includes a summary of the research, four different models, teaching stories, and many practical strategies. It is important to use the 2002 edition (not the 1994 edition) because Daniels has significantly revised his position on role sheets after observing literature circles for 10 years.

Daniels, Harvey and Nancy Steineke. *Mini-Lessons for Literature Circles*. Portsmouth: Heinemann, 2004.

If you can only buy one book, buy this one. Designed for busy teachers, it has 45 mini-lessons with many practical tips about how to make things work and avoid common problems. There are word-by-word instructions for students, reproducible forms, and recommended reading lists.

<http://bctf.ca/bctla/pub/bookmark.html>

[http://virtualbookmark.typepad.com/the\\_virtual\\_bookmark/print-bookmarks.html](http://virtualbookmark.typepad.com/the_virtual_bookmark/print-bookmarks.html)