**Literature Circle Book Repot**

You and your group are reading a historical fiction novel set in the medieval time period. To show your understanding of the book and your mastery of the “I Can Statements” for this unit, you will complete various activities. These activities also fit within the levels of Bloom’s Taxonomy: knowledge, comprehension, application, analysis, evaluation, and synthesis. Each member of your group will choose a different activity from each level so each report will be entirely different. You and your group will then present your reports orally to the class so everyone will learn about each book that was read for this assignment.

Your report will be turned in after your final presentation; however, you will have a conference with Ms. Davis upon completion of each level to ensure understanding and progress.

**Task List (I’d recommend checking them off as you complete these steps.)**

\_\_\_\_\_ 1. Read **all** the steps on this list.

\_\_\_\_\_ 2. Read a historical fiction novel I chose, and Ms. Davis approved, with my literature circle.

\_\_\_\_\_ 3. Filled out my **literature circle worksheets** for each job I did.

\_\_\_\_\_ 4. Chose **one activity for each of the “I Can Statements”** and different levels of Bloom’s (if asked) that was different from everyone else’s in my literature circle.

\_\_\_\_\_ 5. Completed my **five activities** each on one side of a piece of paper **with a title** telling what the activity is. **Each page is numbered** 1 through 5.

\_\_\_\_\_ 6. Made a Title Page for my report which shows the **title of the book (underlined), the author of the book, my name, the date, and the class period.**

\_\_\_\_\_ 7. Made a Table of Contents that **tells which “I Can Statement” it fulfills, which level of Bloom’s Taxonomy it fulfills, and name of the activity, and the page number for each page.** *(Example: Knowledge Activity, I Can Statement #3, Crossword Puzzle, Page 2).*

\_\_\_\_\_ 8. Put the report together **in this order**:

* Title Page
* Table of Contents
* Page 1 – I Can Statement #1 Activity
* Page 2 – I Can Statement #2 Activity
* Page 3 – I Can Statement #3 Activity
* Book Report Reflection

\_\_\_\_\_ 9. **Presented my report** orally with my group to the class and **handed in the book report**.

**The “I Can Statements” for this project include:**

For projects of choice…

I Can…

1. analyze the features of the setting and their importance in a text.

2. identify the main and minor events of the plot, and explain how each incident gives rise to the next.

3. respond to novels showing a reflection using support judgments with references from the text.

The following two will be accomplished by everyone…

I Can…

… use a variety of communication techniques including oral, visual written or multimedia reports to present information that presents a clear position and is supported by examples and evidence relevant to the topic.

… answer a variety of questions from Bloom’s taxonomy to demonstrate comprehension of grade-appropriate text, and media.

For I Can #1, you can choose from the following activities:

1. Describe all parts of the setting in your book. Include sensory (sight, hearing, smell, taste, touch) details. **(KNOWLEDGE)**
2. Draw the setting of the book including as many details as possible. Label your drawing and tell when and where it is. **(KNOWLEDGE)**
3. Select a passage in the book and describe it. Then, write a description explaining what happened before that passage and after it. **(COMPREHENSION)**
4. Select a passage in the book and describe it. Draw two pictures showing what happened before and after the selected passage. Make captions to tell what is in the picture. **(COMPREHENSION)**
5. Transfer the main character to a new setting. Describe the setting and how the character would respond to the different people and situations that he or she might encounter. **(APPLICATION)**
6. Select a meal that one of the main characters would enjoy eating (look in the novel for foods that the characters eat, don’t use hamburgers or tacos for example). Be certain that the food is appropriate for the time and place in which the story occurs. Create a menu and a method of serving it. Menu should include prices from the time period (these prices will be much less than now, and of course, water is free) and graphics. Be creative about how you describe the food; use the kind of words you might see on a restaurant menu. **(APPLICATION)**
7. Decide which character in the book you would most like to spend the day with. Describe what the day would be like. Discuss how it would be different if you visited the character in their world, or if they visited you in your world. **(EVALUATION)**
8. Compare and contrast this book with another one that you have read. Consider literary elements such as setting, characters, and plot. Using those terms, describe which book you liked better. **(EVALUATION)**

For I Can #2, you can choose from the following activities:

1. Create a crossword puzzle that includes at least 12 clues for main characters and 12 clues for events or other details of the book. Your puzzle must have both ‘across’ and ‘down’ clues. Be sure to fill in the answer. **(KNOWLEDGE)**
2. Create and arrange story pictures retelling the story. Include eight important events. Use captions to tell why the events are important. **(KNOWLEDGE)**
3. Explain three ideas or important parts of the story in your own words. Explain why you picked those parts of the story. **(COMPREHENSION)**
4. Create finger puppets and write a one act play depicting an important part of the book. (**APPLICATION)**
5. Think of a situation that occurred to a character in the story and write about how you would have handled it differently. Be specific and use sensory details. **(APPLICATION)**
6. Select a section of the book. Distinguish between what could have happened from what could not have happened in real life. How are the events and characters believable or unbelievable? Use direct quotes (does not have to be something the character said, just something the author said) from the story to support your opinions. **(ANALYSIS)**
7. Select parts of the book that were the funniest, saddest, happiest and most unbelievable. Describe the event or situation and discuss your personal reaction to those parts. **(ANALYSIS)**
8. Compare and contrast this book with another one that you have read. Consider literary elements like setting, characters, and plot. Using those terms, describe which book you liked better and why. **(EVALUATION)**
9. Invent a new (original) product related to the story for something that the characters could have used. Draw an illustration of the product and write out your description. **(SYNTHESIS)**
10. Imagine you are one of the main characters. Write a diary account of their daily thoughts and activities during three important events in the story. **(SYNTHESIS)**
11. Create an original character. Describe that character and discuss how he or she would change the story. **(SYNTHESIS)**
12. Write a dialogue (conversation between two people) or a monologue (one person talking) that could communicate the thoughts and feelings of the main character at the most important part of the story. **(SYNTHESIS)**

For I Can #3, you can choose from the following activities:

1. Retell the story including eight important events. Explain why the events are important. **(KNOWLEDGE)**
2. Match 3 important statements with the characters who said them. Explain why the statements are important to the story. **(KNOWLEDGE)**
3. Create a “Wanted Poster” with a picture, listing the characteristics of the antagonist (villain) in the story. Include a paragraph on the poster explaining why he or she is the villain. **(KNOWLEDGE)**
4. Predict what could happen next in the book – before reading the entire book – and why. **(COMPREHENSION)**
5. Create a mind map (like brainstorming) of either a section of the book or the entire book. Use symbols, color, and pictures to demonstrate your understanding of the story. Tell what the characters are thinking and why. **(COMPREHENSION)**
6. Explain how the main character felt at the beginning, middle, and end of the story and give examples to explain why. **(COMPREHENSION)**
7. Using symbolism, classify the central characters as animals or things. Explain why you chose the symbols that you did. **(APPLICATION)**
8. Give examples of people you know who have the same problems or life situations as the characters in the book. Be specific. How are the characters’ lives different than these same people you know? **(APPLICATION)**
9. Select four central characters from the story. Identify each one’s general qualities. Include in your description passages or statements from the story which support your ideas. Qualities can include both physical as well as personality traits and can be either directly stated or implied by the author. **(ANALYSIS)**
10. Central characters often express their opinions in the course of the story. Using five different statements from the main character, differentiate whether those statements are opinions or could be actual facts. **(ANALYSIS)**
11. Compare and contrast two of the main characters. Quote direct passages from the book that show what the characters are like. **(ANALYSIS)**
12. Select an action of the main character that was similar to something you might have done. Describe what the character did and how and why you would have done the same thing. **(ANALYSIS)**
13. Write a recommendation as to why this book should be read or not. Support your opinion with evidence from the text. **(EVALUATION)**
14. Decide if the entire story really could have happened. Justify your opinions with evidence from the text. **(EVALUATION)**
15. Consider how this book could help you in your own life. Discuss how the story could or could not make a contribution in your life. **(EVALUATION)**
16. Create a poster using quotes from the novel and pictures from the story to advertise the story so that other people would want to read it. **(SYNTHESIS)**
17. Rewrite the roles of the main characters in the book to create new outcomes. Describe what would happen when the characters change roles. **(SYNTHESIS)**
18. Write the lyrics and music to a song that one of the main characters might sing if she or he became a music star. **(SYNTHESIS)**

**Grading Rubric**:

Title Page \_\_\_\_\_ / 5

Table of Contents \_\_\_\_\_ / 9

 \*You will get points as we go

Project 1 \_\_\_\_\_ / 20 along through this process

 after you meet with me for

Project 2 \_\_\_\_\_ / 20 each project.

Project 3 \_\_\_\_\_ / 20

Presentation \_\_\_\_\_ / 15

\*\*Each part of the project will be graded for neatness, spelling/grammar, and other writing conventions. This includes following directions and guidelines for each part.

**Timeline of Meeting Dates:**

**Keep this in a safe place so you don’t forget!!**

By March 25, we will read up to page \_\_\_\_\_\_\_\_\_\_ to be prepared for discussion.

By April 7, we will read up to page \_\_\_\_\_\_\_\_\_\_\_ to be prepared for discussion.

By April 9, we will read up to page \_\_\_\_\_\_\_\_\_\_\_ to be prepared for discussion.

By April 12, we will read up to page \_\_\_\_\_\_\_\_\_\_\_ to be prepared for discussion.

By April 14, we will read up to page \_\_\_\_\_\_\_\_\_\_ to be prepared for discussion.

By April 16, we will finish the book and be prepared for discussion!!

On April 19 & 20, we will spend 2 days finishing up any project work still incomplete.

On April 21, presentations will begin. Be prepared, you never know when you will be called on to present! On your presentation day, you should turn in your report with your reflection, which should be a paragraph typed giving your feedback and ideas regarding the project.

By April 23, all presentations will be complete, and reflections and packets will be turned in.