

Dec. 3 2010

Literature Circle Curriculum

Invitation

First Presbyterian Church is forming a very special kind of book club, one that brings together people of all ages to explore the wonderful world of children's literature. Small mixed groups of five to eight children, youth, and adults will meet at scheduled times to discuss books and engage in activities to enrich the reading experience. This is a wonderful opportunity to make new friends, strengthen our Christian community, and provide an environment for learning and sharing ideas.

Our first circle will meet on [dates] to discuss Natalie Babbitt's *Tuck Everlasting*, a novel about people who have gained, quite by accident, the ability to live forever. There are timeless truths to be discovered in this work of masterful prose and memorable characters. If you are interested in participating in this exploration, please call [name, phone number].

Book information

Tuck Everlasting Audience: 12 to adult.

Author: Natalie Babbitt

Publisher: Scholastic, Inc ISBN9-780590-988865

Number of meetings: Four 90-minute weekly (or monthly) sessions to correspond to four segments of the book:

- Prologue through Chapter 7 sets the dramatic scenario and introduces the main characters.
- Chapters 8-12 has lots of dialogue between the main characters ideal for reader's theatre, and ends with a crisis that builds suspense.
- Chapters 13-20 escalates to another crisis that sets the stage for:
- Climax and resolution in chapters 21 - Epilogue.

Week 1 Reading: Prologue through Chapter 7

Technique: Critical Thinking Conversation

Materials: Name tags, flip chart, markers, role sheets for Summarizer, Scene Setter, Illustrator, Word Wizard, and Questioner From Harvey Daniels' *Literature Circles*. (copies attached)

1. Welcome and Prayer (5 min)
As people arrive, have them prepare a name tag. Start the session with a prayer for insight, fellowship and thanks for the opportunity to explore life in literature.

Dec. 3 2010

2. Introductions (10 min)
Have each member give a brief introduction to the group with their name, occupation, and special interests.
3. Explain role sheets and ask for role volunteers (15 minutes)
4. Summarizer statement (15 min)
Before Summarizer speaks, ask others to fill in their role sheets as the Summarizer gives the main points and highlights. Upon completion, ask the group if there's anything to add to the summary.
5. Scene Setter statement (10 min)
Write on the flipchart the scenes and page numbers identified by the Scene Setter. Ask if other groups members can add to the details.
6. Illustrator statement (10 min)
Illustrator passes around her drawing and gives a brief explanation. Ask others for comments.
7. Word Wizard statement (10 min)
Write on the flip chart words identified by the Word Wizard. Ask the group for insights on these words and any additional words to consider and why.
8. Questioner statement (10 min)
Write the questions on the flip chart as he reads them. Ask the group to volunteer answers. Encourage others to challenge each others' answers.
9. Prepare for next session (10 min)
Explain reader's theatre method and ask for volunteers to take the role of narrator, Winnie, and each of the Tuck family members and to think about their characterization for next session's reading. Narrator part can be divided among several people to give all members a reading part.

Week 2 Reading: Chapters 8-12	
Techniques:	Reader's Theatre and Tag Discussion.
Materials:	Script (Text marked with reader parts identified) Flip chart marker

1. Welcome and prayer. (5 min)
2. Reader's Theatre (25 min)
3. Launch Open Discussion (10 min)
Ask someone to open discussion on any part of today's reading by commenting on any of the following (write them on the flip chart as you list them):
 - a. Characterization

Dec. 3 2010

- b. Advancing the plot
 - c. Developing themes
 - d. Symbolism
 - e. Imagery
4. Continue Discussion (40 min)
Ask the person who starts the discussion to call on someone else. Repeat 3 and 4 until everyone in the group has shared.
 5. Wrap-up and prepare for next session (10 min)
In the next reading other characters introduced in the earlier chapters will be developed and some new characters will be introduced. Ask them to pay attention to these characters and be prepared to write about them in the next session.

Week 3 Reading: Chapters 13-20	
Techniques:	Journaling and Reader Response
Materials:	Journaling guidelines, pads, pens, role sheets for next session: Connector, Researcher, Literary Luminary, Illustrator

1. Welcome and prayer (5 min)
2. Hand out and go over the journaling guidelines: (15 min)
 - a. Pick one character you found particularly interesting
 - b. Briefly describe the character's appearance and personality
 - c. Explain the character's role in the overall plot
 - d. Why do you think this character is important to the story?
 - e. Confine your characterization to the reading thus far, that is, discuss only what the reader knows at this point in the story.
3. Journaling (15 min)
4. Journal sharing (30 min)
Before starting the discussion, tell the group that their character might be reported by someone else. This is not a problem as it will bring out alternative points of view. Call on someone to read her journal to the group. Continue around the circle until everyone had read. Write the characters on the flip chart as each one is discussed.
5. Additional Characters (15 min)
Ask the group if there are other characters not yet considered and briefly discuss items b, c, and d of the guidelines. Write the additional characters on the flip chart as they are discussed.

Dec. 3 2010

6. Reader Response (10 min)
Read the last paragraph of Chapter 20. Open the floor to discussion on overall development of the story so far. If there's a lull in response, ask: What was the "terrible necessity" that Winnie realized as she was taken away by the constable? Why was it so terrible?
7. Prepare for next session (10 min)
Distribute the role sheets (alternatively, ask group members to choose a role sheet, but make sure all roles are assigned to someone and everyone has a role). Ask them to be prepared to contribute to next session's discussion in the context of this role.

Week 4 Reading: Chapter 21 - Epilogue	
Activity:	Interacting with the book
Materials:	Large (at least 3X5) sticky note pads, pens, art supplies (construction paper, glue, markers, decorations), magazines, recent newspapers, (if possible) copier, online computer and printer, four large blank wall sheets, each with a different headline: Connections, Research, Literary Elements, Illustrations

1. Welcome and prayer (5 min)
2. Explain the final session (5 min)
For the next 20 minutes we will hear reports from the four perspectives of Connections, Literary Elements, Research, and Illustration. As they speak, write thoughts and impressions on sticky notes and attach them to relevant pages of the book. After that each of us will choose a perspective (other than the one you just presented) and avail yourself of the tools at hand to fill in the empty space on the four wall sheets. You have art supplies, magazines, newspapers and (if possible) a copier, online computer and printer to find and create things to add to the display. Work individually or with others, explore, imagine, experiment with new ideas and ways of expressing your experience with the Tuck Family, Winnie's journey, and the human drama that has unfolded before you. Have fun. We will return to our seats at (give a time about 10 minutes before closing) to wrap up.
3. Sharing (10 min each, 40 min total)
 - a. Connections
Ask the Connectors to share thoughts on their personal lives and the world.
 - b. Literary Elements
Ask the Literary Luminaries to share favorite passages.
 - c. Research
Ask the Researchers to share their findings based on the role sheet guidelines.

Dec. 3 2010

- d. Illustrations
As the Illustrators present their work, ask others to comment on its relationship to the story.
4. Build Display (30 min)
5. Wrap-up (10 min)
Thank everyone for their participation and contributions. Distribute evaluation forms and close with a prayer of thanksgiving.

Literature Circle Evaluation

	Strongly Agree	Agree	Disagree	Strongly Disagree
The book chosen was appropriate for Christian Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The book chosen was worth reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions were well managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials were appropriate and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities enhanced my experience of the reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would join another circle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the circle to someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments _____

Books I would recommend _____

