



Role Review

Place the Role Review sheets (pages 76–78) in your journal or literature folder. Use them as a reference for completing each role.

Action Plot-O-Graph

Rate the intensity of the action and chart it on a bar graph.

Advice Columnist

Write a letter from a character who has conflict in the story. Then write a response to that character giving him or her advice on how to deal with the conflict.

A Sense of Character

Put yourself in the position of the character and decide how he or she may be using his or her senses.

A Time of Change

Reflect on the experiences a character in the story has had and how he or she has changed because of these events.

Character Connections

Show how you connect with a character based on similar likes, dislikes, or interests.

Character Profile

Based on clues and evidence in the story, complete a profile about the character.

Character Web

Use a web to show how characters are related, and site evidence from the text to support your findings.

Circle Sequencer

Show the main event of a story and the actions that led up to that event.

Commentator

Facts can be proven, but opinions cannot. Give examples of statements in the text that are facts and opinions.

Connection Maker

Show connections between the text you are reading and the same text, other text, the world, and yourself.

Discussion Leader

Create various levels of questions to guide your group in a discussion of the passage.

Dream Weaver

Draw a picture of what one of the characters might dream about and why that is significant to them. Cite examples from the text.



Role Review (cont.)

Efficient Effector

Show cause-and-effect relationships between events in the story.

Emotional Events

Describe events in the story that elicited certain emotions in you or a character.

Fortune Teller

Make predictions about what might happen next in the story, based on evidence from the text.

Illustrator

Draw a picture that depicts an important character, event, setting, or problem. Explain the significance of the picture.

Map Matters

Draw a map and label where significant events took place.

Meaningful Mottos

Create a motto that a character would live by, based on evidence in the reading.

Meeting of the Minds

Investigate two opposing characters' points of view on an issue or conflict in the story.

Memory Maker

Create a scrapbook that a character might keep depicting at least five areas of importance to that character.

New Narrator

Choose a minor character in the story and tell the story from his or her point of view.

News Reporter

Write a news article answering *who*, *what*, *where*, *when*, and *why* about an event in your reading.

Perfect Puzzler

Create a vocabulary word puzzle on paper, or use a computer program if one is available.

Poetic Perceptions

Write a poem about a character in the story. Use the format given or one recently studied in class.

Point/Counterpoint

Explain how you disagree with a character's thoughts or actions and what you would have done differently. Tell how your actions would have changed the path of the story.



Role Review (cont.)

Power Graph

Select two characters and plot their power (intensity, prominence, or influence) throughout the story.

Problem Solver

Identify conflicts in the story and show how they were solved.

Read-Aloud Master

Identify and explain the significance of six interesting sections of the text to share with your group.

Scene Setter

Track the action from the reading. Describe the setting and action in detail with words or an action map.

Sensational Sequels

Use the guided questions to write a sequel to the story.

Sequencer

Write eight events that occurred in the reading, cut them apart, and have your group put them back in order. Decide which event was the most important for that section of the story.

Summarizer

Write a brief summary of the reading. Be sure to include the answers to the following questions: *who, did what, when, and where.*

Timeliner

Create a time line of events on paper or on a computer program if one is available. Have the group decide on time increments, and try to merge the time line with others from history or other parts of the book.

Trait Tracker

List a character's traits and find evidence from the text that supports your finding.

"Wanted!" Poster

Create a "Wanted!" poster for a character in the story. Explain why he or she is wanted, list identifying traits, where he or she was last seen, and what reward is being offered.

Word Webs

List four attributes to help identify four words selected from the text.

Word Wizard

Look up eight new or confusing words in the dictionary, write the definition of each according to its use in the passage, and create an original sentence using the word.

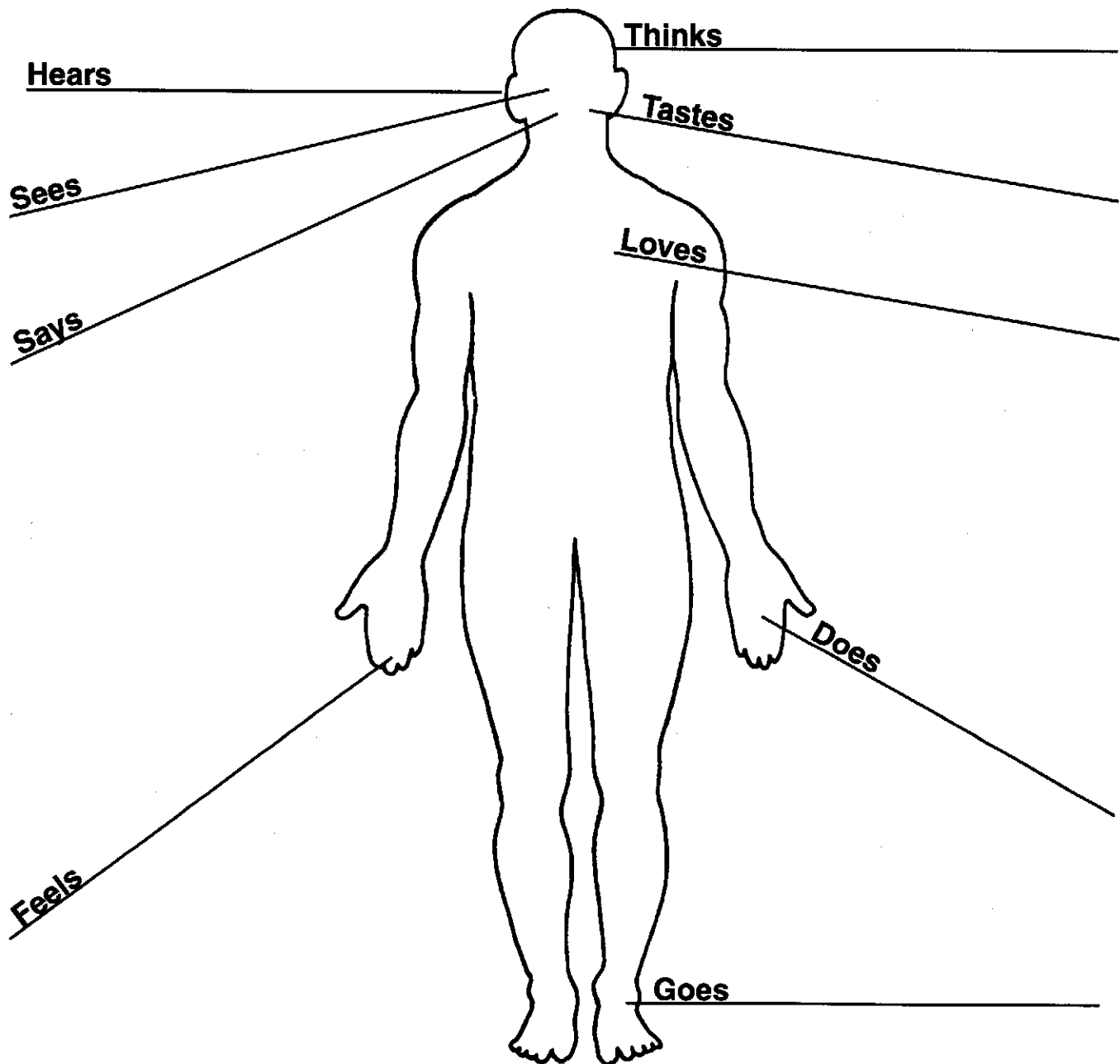


A Sense of Character

Name _____

Book _____

To truly understand a character in a story, you must “walk in their shoes” (that is, think as they think, and feel as they feel). Complete the diagram below to show what a character in the story thinks, feels, smells, hears, loves, does, and where they go to give us a total sense of that character. Find quotes in the book to show how the author provided evidence of these traits. On the back of the paper, briefly discuss how the senses of the character are similar or different from you.

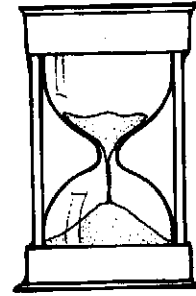




A Time of Change

Name _____

Book _____



We all grow as people from the experiences that we have in our lives. Sometimes we learn valuable lessons that can change our lives, beliefs, and actions. The characters in stories we read change as well. Think of a character in the story and the experiences they had. Explain the lessons they learned that changed them as a person.

I. Character: _____

A. Events or experiences this character had

B. Lessons this character learned

C. Ways this character changed

II. What did you learn from the story? How might that help you change as a person?



Character Connections

Name _____

Book _____

Think of all the different characters in the story and the connections you can make with them. On the left side, complete the sentence with the name of a character in the story. On the right side, give a brief explanation of how or why you connect, or identify, with that character.

Name of Character	Explanation
I most admire _____.	
I mostly dislike _____.	
I would most likely be a friend to _____ _____.	
I could learn the most from _____.	
I would enjoy another book about _____ _____.	
I would like to know more about _____ _____.	

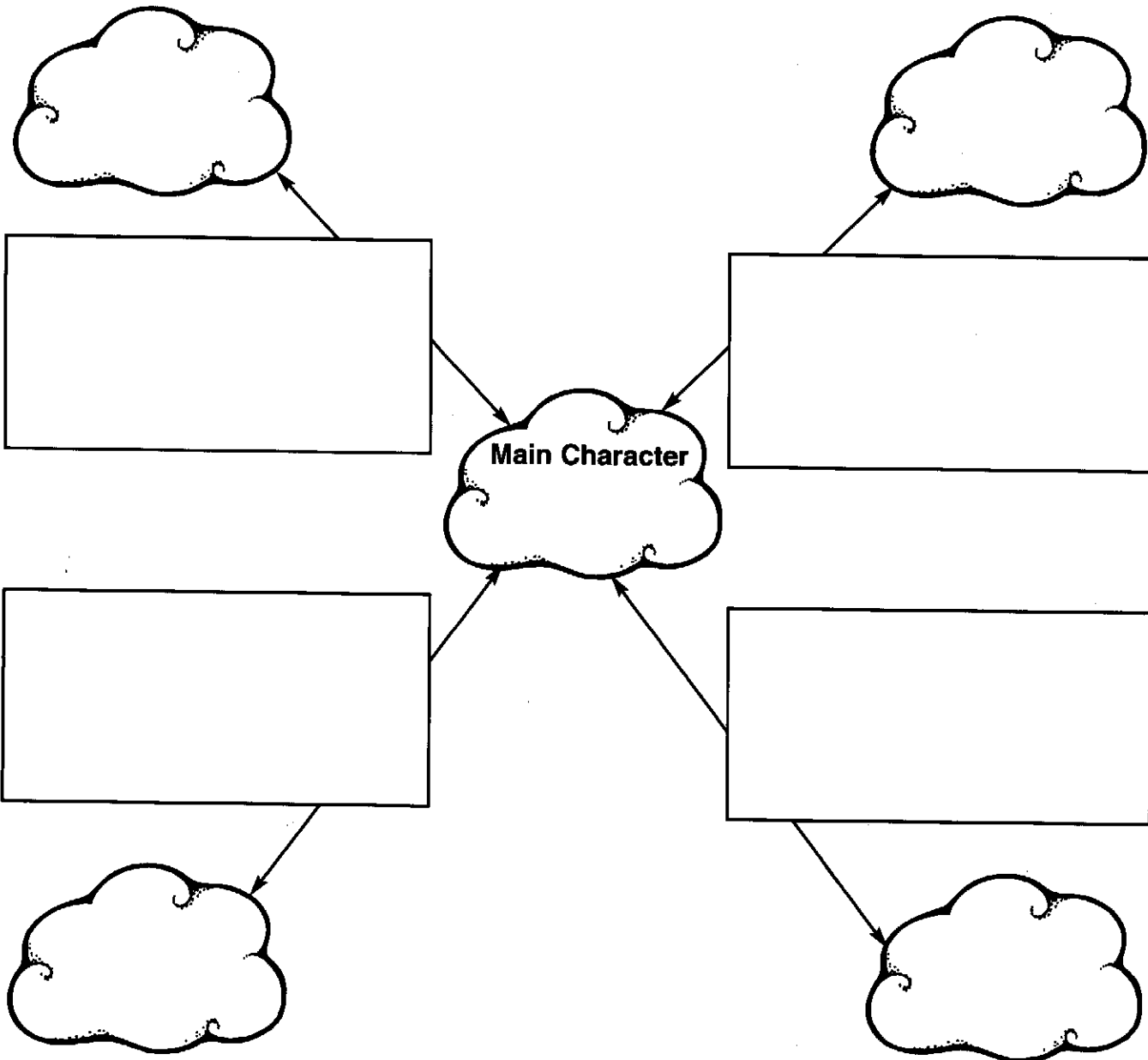


Character Web

Name _____

Book _____

Webs show us how characters, settings, or events are related to each other. Think of the characters in the selection you just read. How are they related to the main character and to each other? They can be related not only like family, but tied together by events or feelings. Write the name of the main character and four other character's names in the clouds. Use the boxes to write a brief statement to show the connection between the characters. Add a cloud to show how you can relate with one or more of the characters.



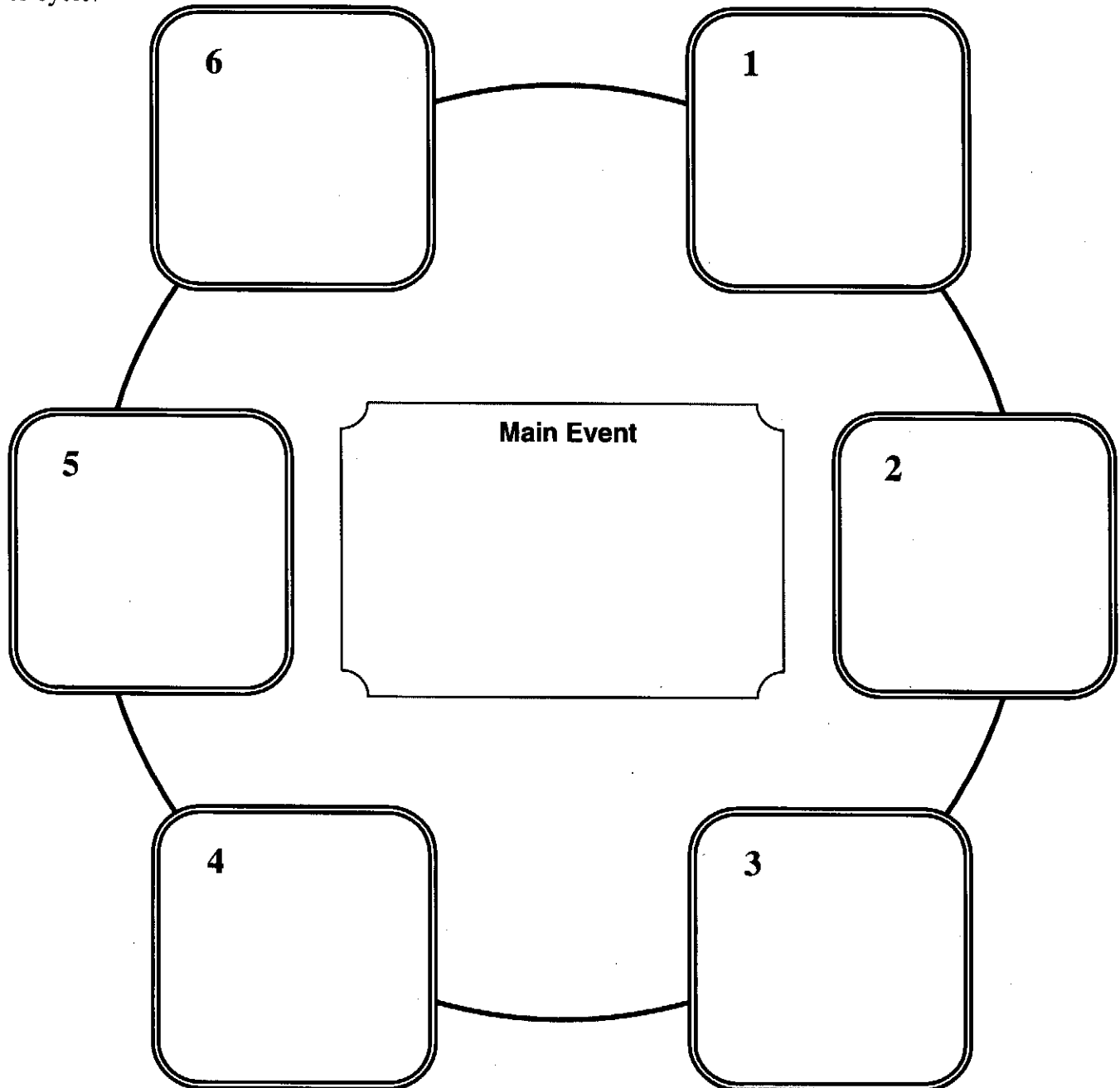


Circle Sequencer

Name _____

Book _____

The sequence of some events is a continuous process or happens in a circle ending where the action began. Some events in the story build on each other to a climax. Use the Circle Sequencer to identify the main event in the story. In the boxes, describe the events that led up to the event and/or followed the event if the main event is not the climax. Pictures may be used to illustrate the steps in the process or cycle.





Commentator

Name _____

Book _____

Write eight statements about your reading. Include both facts and opinions. Read each statement to your group members, and let them debate whether it is a fact or opinion. Share your point of view. Remember, a **fact** is a statement that can be proven true or false. An **opinion** is a belief—it cannot be measured. An opinion uses words such as *best*, *worst*, *should*, *should not*, or *think*.

1. _____

This is a(n) _____ because _____
(fact/opinion)

2. _____

This is a(n) _____ because _____
(fact/opinion)

3. _____

This is a(n) _____ because _____
(fact/opinion)

4. _____

This is a(n) _____ because _____
(fact/opinion)



Commentator *(cont.)*

5. _____

This is a(n) _____ because _____
(fact/opinion)

6. _____

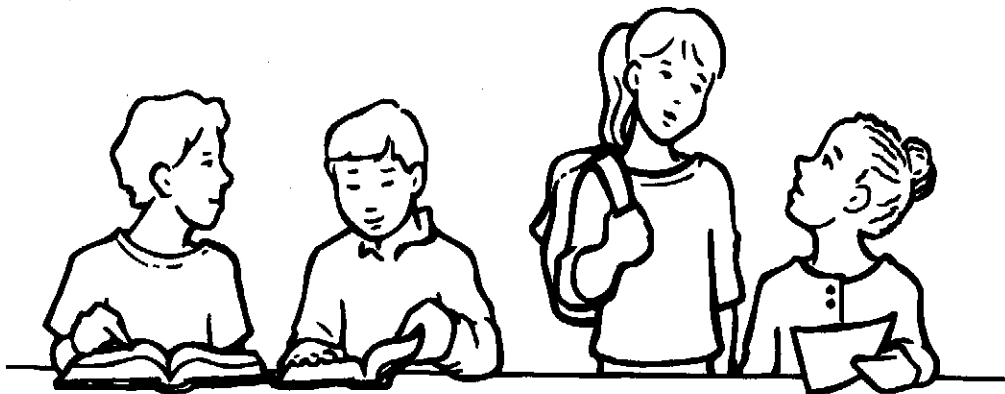
This is a(n) _____ because _____
(fact/opinion)

7. _____

This is a(n) _____ because _____
(fact/opinion)

8. _____

This is a(n) _____ because _____
(fact/opinion)





Connection Maker

Name _____

Book _____

Connecting prior knowledge and experience to reading deepens comprehension. You are to find six connections to share with your group. The four types of connections are as follows:

- **Text-to-Text (T-T)** These are connections made between the text you are reading and what you have read elsewhere.
- **Text-to-World (T-W)** These are connections made between the text you are reading and the bigger issues and events of the world.
- **Text-to-Self (T-S)** These are connections made between the text you are reading and your own experiences.
- **Text-Within-Text (T-W-T)** These are connections made between the text you are reading and another section of that same text.

Label the type of connection you are making and explain the connection. The connection codes are in parentheses above. In your connection be sure to explain both parts. This includes explaining the part of the book the connection relates to and the connection you made. When your group meets, share your connections and invite group members to each share a connection they made during the reading.

Connection Code	Explanation of the Connection Made	How did this help our understanding of the story?
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



Connection Maker *(cont.)*

Connection Code	Explanation of the Connection Made	How did this help our understanding of the story?
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Adapted from Daniels, H. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York, ME: Stenhouse Publishers, 1994.



Discussion Leader

Name _____

Book _____

Create 12 thoughtful questions for your group to answer orally. You must create three discussion questions from each level (literal, inferential, and interpretive). You may choose from the critical question starters below, or design your own. These questions must relate to the section of the text you were assigned.

When your group meets, you facilitate the question and answer session. Be sure to encourage all group members to contribute as well as include your own thoughts. You may be asked to answer these questions in your journal.

Right There Questions (Literal Questions): The answer is right there in the story. You can point to the answer. The words used to make up the question are often the same words that are in the answer.

Define the meaning of _____

Where was _____

Name as many _____

Describe in your own words _____

What happened when _____

What are the characters doing to solve the problem of _____

Which character _____

Create your own literal questions: _____



Discussion Leader *(cont.)*

Think and Search (Inferential Questions): The answer is in the text, but it needs to be put together with different pieces of information from the book. You have to think and search for the answer.

How would you compare _____

Choose the best _____

How could the character _____

What is the difference between _____

Create your own inferential questions: _____

The Author and Me (Interpretive Questions): You need to think about what you know and what the author has said in the text. The answer will be from both the author and you as you infer meaning. The answer won't be found on the printed page, but the information to answer the question is there.

Predict what would happen if _____

Why did the author include _____

Can you prove that _____

What was the author's purpose when _____

What will happen when _____

Why did the character _____

Create your own interpretive questions: _____



Discussion Leader (cont.)

My Own Thoughts: The answer is not in the story. The question is asking for your own thoughts about something in the story. It can be creative or open-ended and there is no right or wrong answer, but the answer should be supported by the text and your personal experiences and beliefs.

Assess how I would feel if _____

How would I improve _____

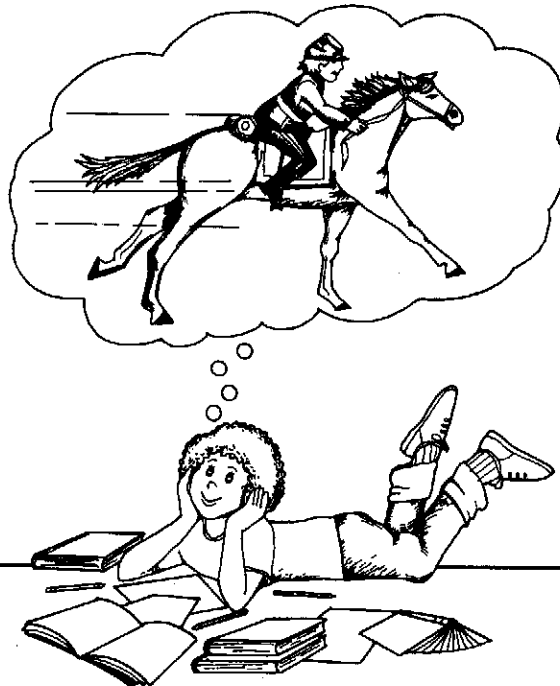
How did I feel when _____

Why do I think _____

Was it fair when _____

Create "My Own Thoughts" questions: _____

Adapted from Daniels, H. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York, ME: Stenhouse Publishers, 1994.



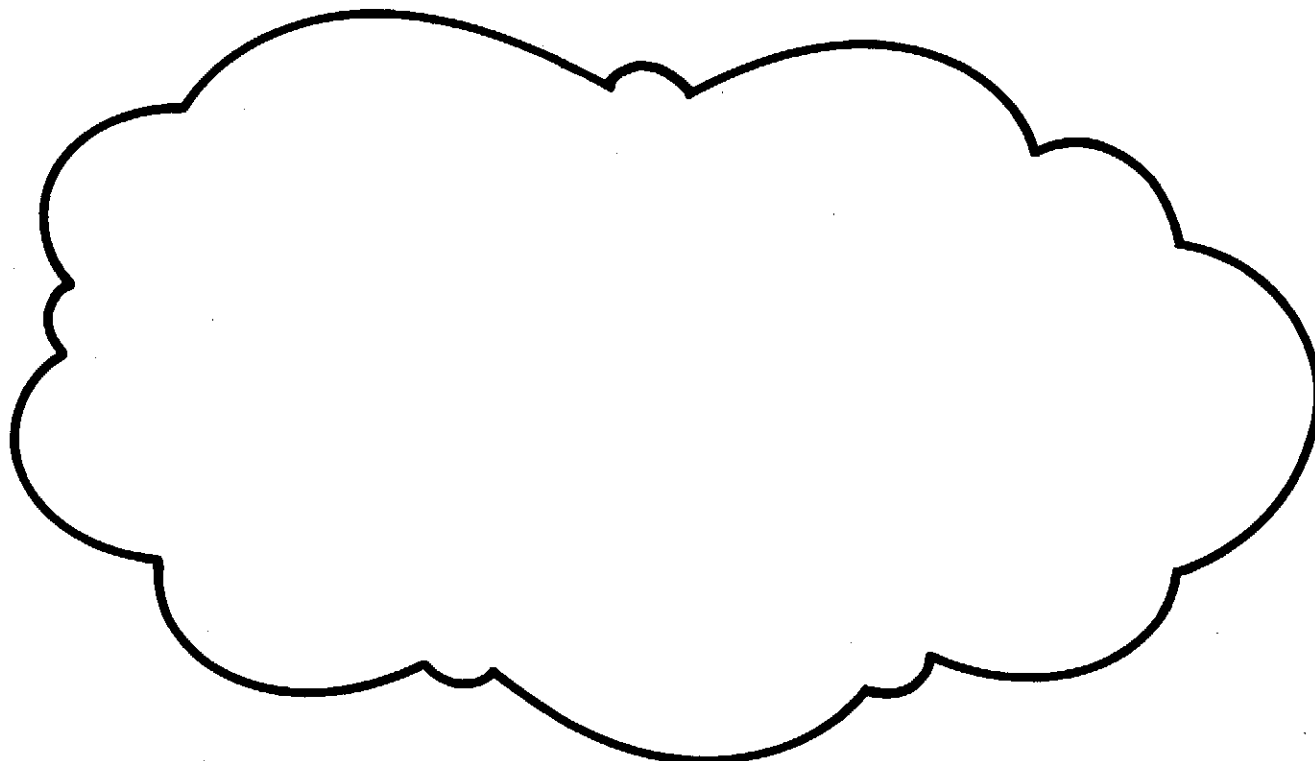


Dream Weaver

Name _____

Book _____

In the area below, draw what you think a character from your book would like to dream about.



Describe why that dream has significance for that character. Cite at least two examples from the book to support your reasoning for the drawing.

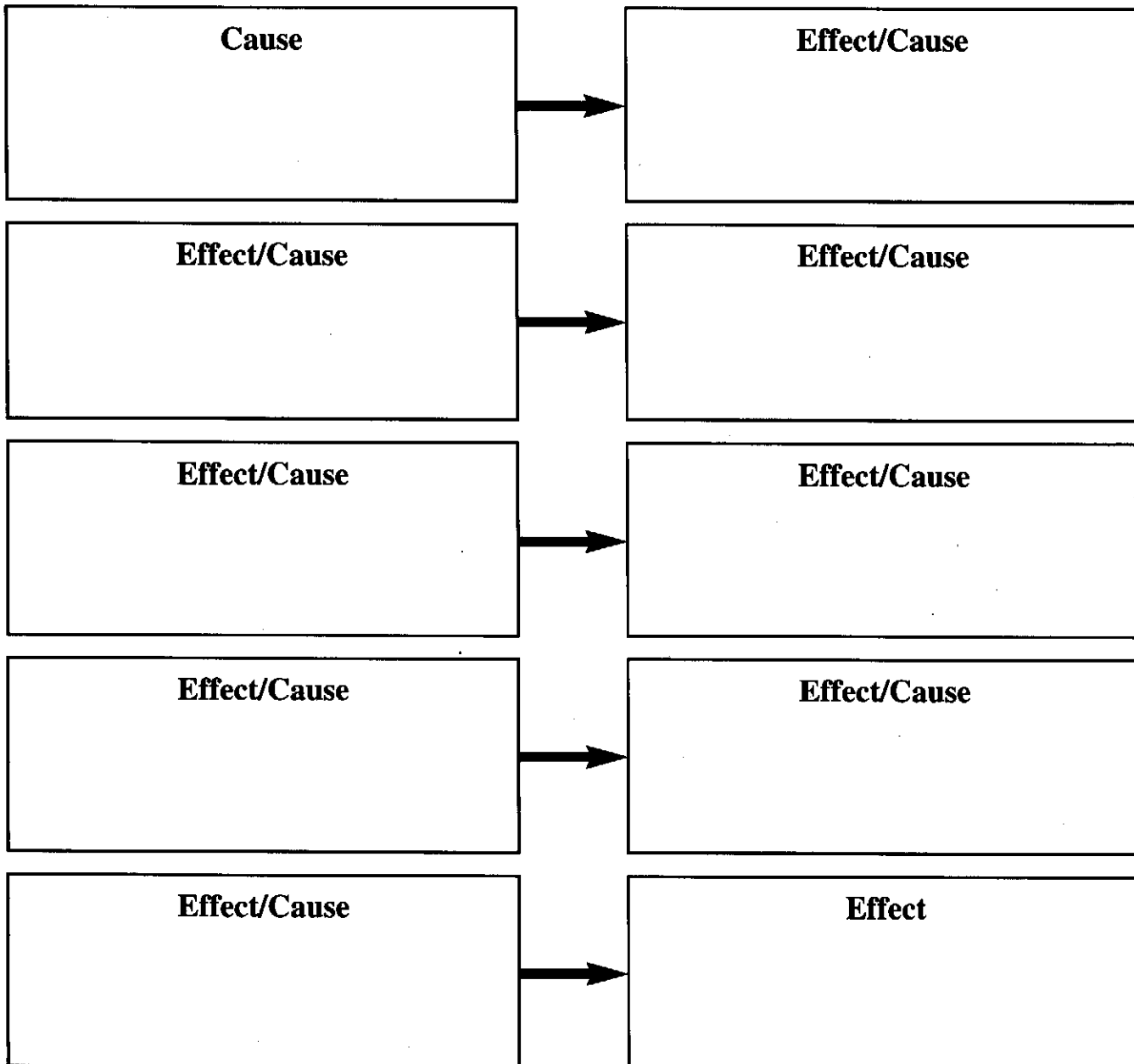


Efficient Effector

Name _____

Book _____

In a cause-and-effect relationship, one event causes another event to happen. What happens first is the cause; what happens as a result is the effect. Effects then become cause. Think about the cause-and-effect relationships in your reading. Identify the linked relationships in the spaces below. When your group meets, read the initial cause and see if your group can discover the links without you telling them. Write in complete sentences. Draw in a diagonal line to show the connection between an effect and the next cause when needed.





Fortune Teller

Name _____

Book _____

Choose a character from your book and predict what that character's life will be like in the future. Base your predictions on your reading and cite examples from the book that support your predictions. Make certain that your predictions are things that could really happen to the character. Have group members share any predictions they have about other characters in the book.

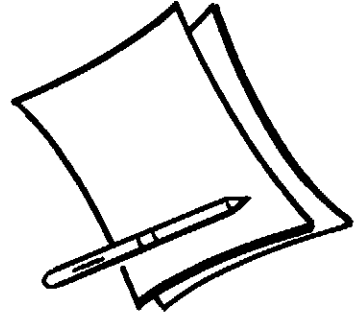




Illustrator

Name _____

Book _____



On the back of this page or on a different sheet of paper, draw a picture of something that is connected specifically to your book. It can be displayed as a cartoon, chart, diagram, or a sketch. Look at the examples below.

Examples: character, setting, problem, an exciting part, a surprise, a prediction, etc.

When your group meets, do not tell what the drawing is. Let them guess and talk about it first. Then you can tell about it. Have your group title the picture. With your group, write a brief description telling the significance of the picture. Your description should explain something that can't be seen by looking at the picture. Do not just describe the picture.

Significance of the picture: _____

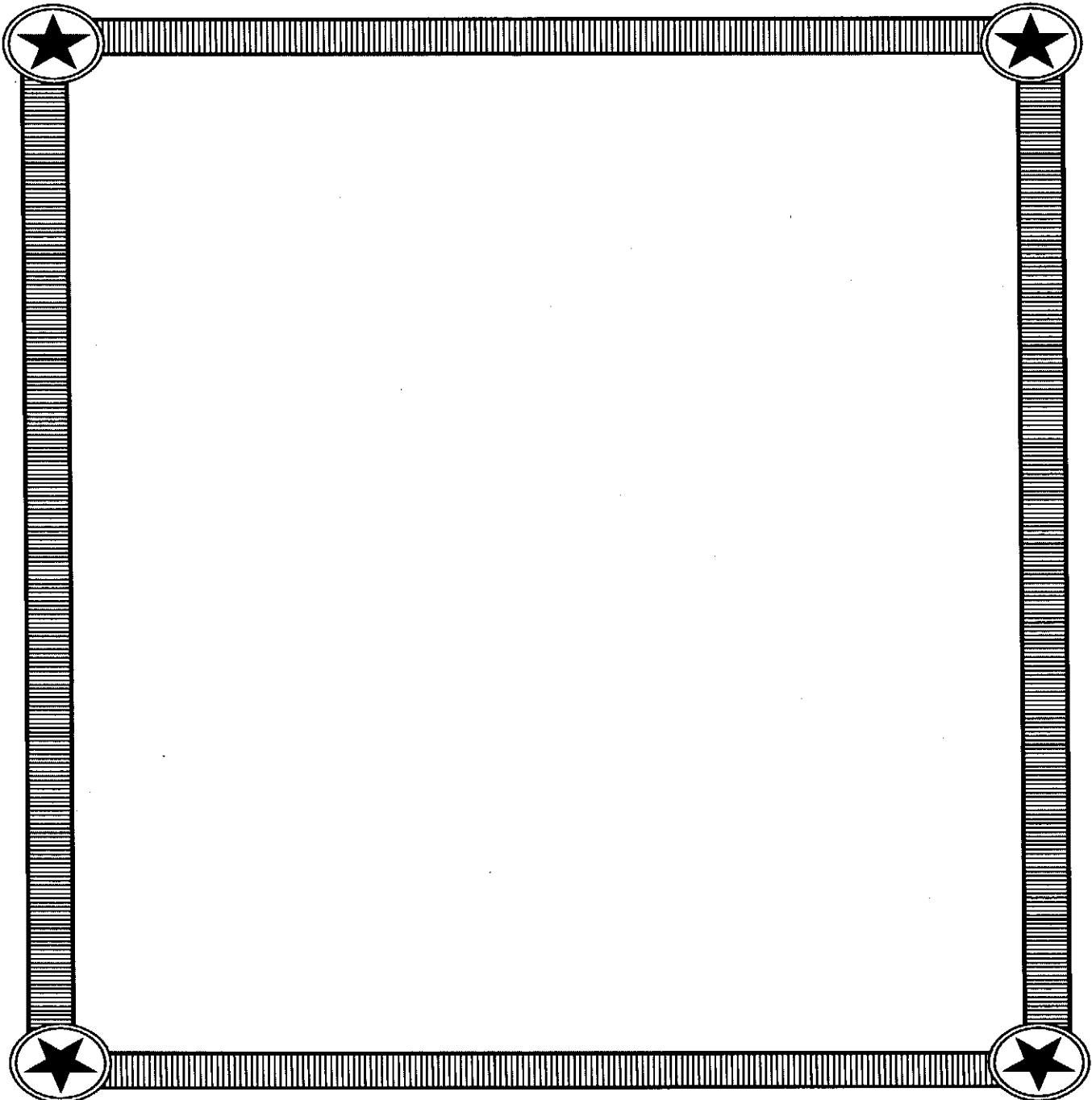


Map Matters

Name _____

Book _____

In the space below draw a map of the places where events occurred in the selection. Label when and where important events happened. Remember, a setting may be within a building, city, country, or whole continent.





Meeting of the Minds

Name _____

Book _____

Often characters in a story have a conflict or disagree about an issue. Think of two characters in the story that you just read. Identify the issue or conflict between the two characters. Label each profile with the character's name. Restate each character's point of view and how he or she changed to reach an agreement. At the bottom explain how the conflict was resolved.



Issue: _____	
Character: _____	Character: _____
View Point: _____ _____ _____ _____ _____ _____ _____ _____	View Point: _____ _____ _____ _____ _____ _____ _____ _____
Resolution: _____ _____ _____ _____	



New Narrator

Name _____

Book _____

Think about who the narrator is in your story. Most stories are told from the main character's point of view. Choose a minor character from your book and retell a scene from that character's viewpoint. Read it to your group and have them guess the narrator.

New Narrator: _____

New Narrator's Viewpoint: _____



News Reporter

Name _____

Book _____

Write a newspaper article about an event that occurred during your reading. Remember that newspaper journalists try to answer the following questions: *who, what, where, when, and why*. Answer the questions below and then use the responses to write the article on the next page. Add a catchy headline. Share your article with your group.

Who? _____

What? _____

Where? _____

When? _____

Why? _____



News Reporter *(cont.)*

_____ *(headline)*

by _____

A large rectangular area with a thick black border, containing 18 horizontal lines for writing the news report.

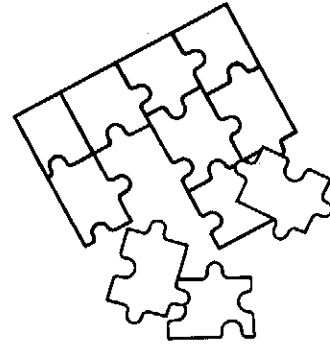


Perfect Puzzler

Name _____

Book _____

Create a word puzzle with 15 vocabulary words for you and your group. The puzzle you create can be done on the computer or with paper and pencil. Use the following guidelines:



- Make enough copies of your puzzle to pass out to your group, for yourself, and to turn in with this page.
- You may create a secret code puzzle, a crossword, word search, etc.
- Use words from the assignment that you may not know, have not heard, or that are not used very often.
- Your puzzle may contain word lists as a reference or sentences and definitions as hints.
- On this paper, list the words you will use in your puzzle and the page number on which they are found.

Vocabulary Words	Page Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	



Poetic Perceptions

Name _____

Book _____

Create a poem about a character in the book. Write the poem in the format presented below and base it on what you have learned about this character in the book. Add your words to the blank lines. Center the poem on your paper as it appears in the box and leave out the line numbering and italic words. If you would rather, you may choose to create your own poem based on a character.

When your group meets, read your poem aloud. On the back of the poem, your group should write three positive comments and two suggestions regarding the content of your poem.

Line 1: _____ (*first name of character*)

Line 2: _____, _____, _____, _____ (*four traits that describe him or her*)

Line 3: Relative of _____ (*father, sister, daughter, teacher, inventor*)

Line 4: Lover of _____, _____, _____ (*list three things or people*)

Line 5: Who feels _____, _____, _____ (*list three emotions*)

Line 6: Who needs _____, _____, _____ (*list three items*)

Line 7: Who fears _____, _____, _____ (*list three items*)

Line 8: Who gives _____, _____, _____ (*list three items*)

Line 9: Who would like to see _____, _____, _____ (*list three changes or places*)

Line 10: Resident of _____ (*where he or she lived*)

Line 11: _____ (*last name of character*)



Point/Counterpoint

Name _____

Book _____

There are times when we disagree with the thoughts or actions of a character in a story. Think about a character in the story you just read. What did they do, think, or feel that you disagree with and would have done differently. Explain the character's point of view on the left side and your counter point of view on the right side. At the bottom describe what you would have done differently. How would this have changed the story?

_____ (Character's Name)	Point of View	My Point of View
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

What I would have done is _____

The story would change in that _____



Problem Solver

Name _____

Book _____

Every story has a basic problem or conflict. Throughout the story there are minor conflicts that the characters experience, in addition to the overall conflict of the novel. Think about the section you just read and identify at least five conflicts. They can be conflicts that characters are experiencing throughout the entire book or ones they encountered during your selected reading.

When your group meets, write how the character(s) solved the problem. If the problem has not been solved, predict your own resolutions based on what you know about the characters.

Problem	Solution (Actual or Predicted)



Read-Aloud Master

Name _____

Book _____

Select six passages from the text that are important or interesting. Mark these passages with a sticky note and write the page/paragraph on the lines below. After you choose your passages, you must explain the author's purpose for each passage. In other words, what message was the author trying to get across or why was that part included?

When your group meets, you may read the passages aloud to the group, or ask another person to read the selection. After your group reads each one, discuss why the author included that part in the story. Allow your group members to share their thoughts first. Then share what you wrote.

Page/Paragraph

Significance of Passage

1. _____

2. _____

3. _____



Read-Aloud Master (cont.)

Page/Paragraph

Significance of Passage

4. _____

5. _____

6. _____

Adapted from Daniels, H. *Literature Circles: Voice and Choice in the Student-Centered Classroom*.
York, ME: Stenhouse Publishers, 1994.



Sequencer

Name _____

Book _____

Write eight sentences that include the important events that occurred during the reading. Each sentence should be a different event. For each event, be sure you have included the answers to the following questions: Who? (character names), Did What? (the event), When?, and Where? (the setting). Cut the sentences apart on the dashed lines and have your group sequence the events.

As a group, decide which sentence tells the most important thing that happened in your reading and place a star next to it. Be careful not to use words like *first*, *then*, or *next*. When you turn these in, staple the events in order with your name on top.

A large rectangular area enclosed by a dashed border, containing eight sets of horizontal lines for writing. Each set consists of two solid lines, with a dashed line above and below each set, indicating where to cut out the sentences.



Summarizer

Name _____

Book _____

Write a brief summary of the reading—beginning, middle, and end. Be sure you have included the answers to the following questions: Who? (character names), Did What? (the events), When?, and Where? (the settings).

When your group meets, share your summary. Then, on the next page, write a one-sentence summary of your reading. Your sentence should include the answers to the following questions: Who? (character names), Did What? (the event), When?, and Where? (the setting).

Beginning: _____

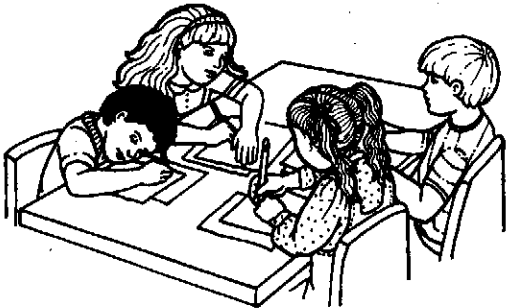
Middle: _____



Summarizer (cont.)

End: _____

Group Summary (1–2 sentences): _____



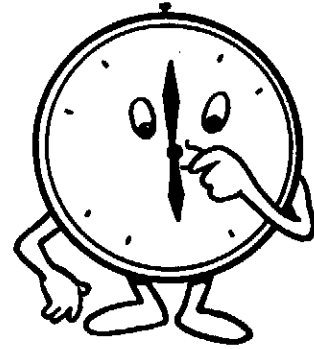
Adapted from Daniels, H. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. Stenhouse Publishers, 1994.



Timeliner

Name _____

Book _____



Timeliner is another way to show events over a period of time. Your job is to create a time line for your reading. The time line may show events over a period of one day, a week, month, year, or many years. If specific times or dates are unknown, discuss this with your group and come to an agreement on a time period or time frame. Collect the data and represent it on a time line that has been created with paper and pencil or on the computer. Use the following guidelines when creating your time line:

- With your group, discuss the time period in which the events take place.
- Decide what increments of time (hours, days, weeks, years, etc.) you will use.
- Select five or more significant events from your reading.
- You may include pictures to enhance your time line.
- Your time line may be merged with other time lines from this book, a different book, or another subject as a final project.

On this paper, brainstorm the time element and the events from your assignment. Attach a copy of your time line with this paper to be turned in to the teacher.

Chapter	When (time element)	Event



“Wanted!” Poster

Name _____

Book _____

Is there a character in the story you just read who is bad? Is there one who is really good? Create a “Wanted!” poster for a character in the story. Decide why he or she is wanted, list identifying traits, where he or she was last seen, and what the reward would be for his or her capture. Complete the poster with an illustration of the character.

WANTED!

Wanted for: _____

Gender: _____ Height: _____ Weight: _____

Eye Color: _____ Hair Color: _____ Skin Color: _____

Identifying Features: _____

Last seen: _____

Reward: _____



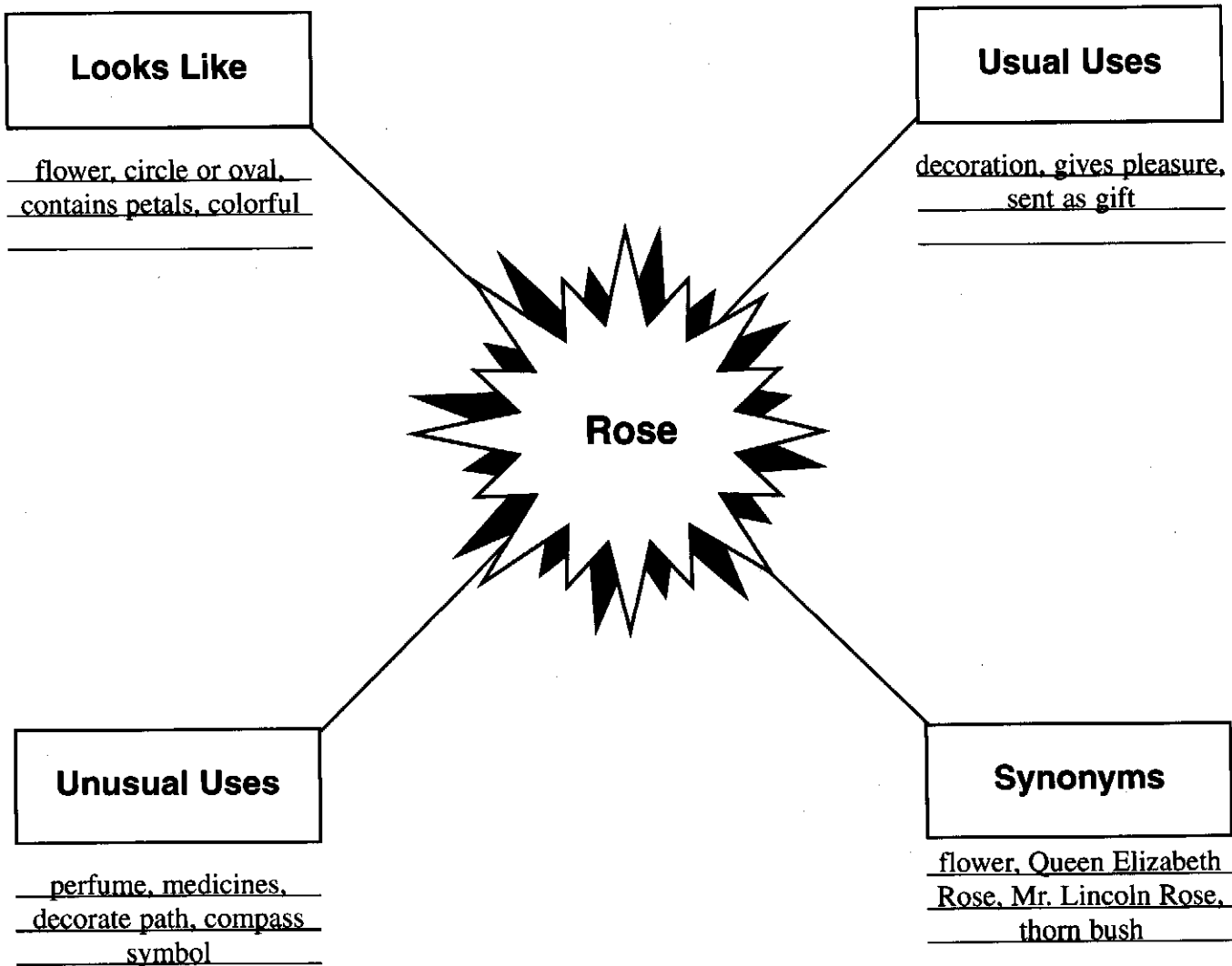
Word Webs

Name _____

Book _____

Select four words from your assignment. Write one word in the center of each web. Decide on four attributes you will use to identify the word, and write them on the spokes of the web (*These may include the following: Looks Like, Sounds Like, Smells Like, Tastes Like, Feels Like, Usual Uses, Unusual Uses, Synonyms, Antonyms*). Then, add words that fit the attribute category and describe the word in the center of the web.

A sample is done for you.





Word Webs (cont.)

A word web diagram for a writing activity. It features a central starburst shape with four lines radiating outwards to four rectangular boxes. Each box is connected to the starburst by a line. Below each box are four horizontal lines for writing.

A second word web diagram, identical in structure to the first one. It consists of a central starburst with four lines connecting to four rectangular boxes. Each box has four horizontal lines below it for writing.



Word Webs (cont.)

A word web diagram consisting of a central starburst shape with four rectangular boxes connected to it by lines. Each box has four horizontal lines below it for writing.

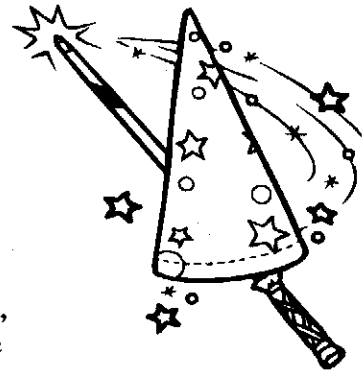
A second word web diagram, identical to the one above, with a central starburst shape and four rectangular boxes connected to it by lines. Each box has four horizontal lines below it for writing.



Word Wizard

Name _____

Book _____



Your job is to pick out eight new or confusing words from your reading. You are to look them up in the dictionary and write their definition according to the use of the word in the story. Be sure to include the page number and paragraph number where you found the word. Then create a new sentence using the vocabulary word correctly. When your group meets, share each word and read aloud the sentence where the word is found in the book. Have your group try to guess the definition before you read it to them.

1. _____ (word) _____ (page) _____ (paragraph)

Definition: _____

Sentence: _____

2. _____ (word) _____ (page) _____ (paragraph)

Definition: _____

Sentence: _____

3. _____ (word) _____ (page) _____ (paragraph)

Definition: _____

Sentence: _____

4. _____ (word) _____ (page) _____ (paragraph)

Definition: _____

Sentence: _____



Word Wizard (cont.)

5. _____ (word) _____ (page) _____ (paragraph)

Definition: _____

Sentence: _____

6. _____ (word) _____ (page) _____ (paragraph)

Definition: _____

Sentence: _____

7. _____ (word) _____ (page) _____ (paragraph)

Definition: _____

Sentence: _____

8. _____ (word) _____ (page) _____ (paragraph)

Definition: _____

Sentence: _____

