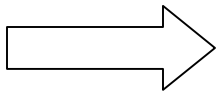


# Overview of the Lit Circle Jobs:

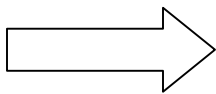
NOTE: Students write complete sentences for all jobs except the Word Wizard and Language Patrol.

1. **Word Wizard:** I ask the students not to write down any nouns. Instead, they are to look for juicy words that are descriptive or an action (verbs, adjective, adverbs). In this way, the students are thinking about the parts of speech while they search for interesting words. Words need to be copied correctly from the book.
2. **Travel Tracer:** The students are to write down WHERE the characters ARE at the beginning, middle, and end of the chapter (draw a picture using words). “State of Being” verbs (are, is, were, was) should be used instead of action verbs.
3. **Summarizer:** The students are to write down WHAT the characters are DOING at the beginning, middle, and end of the chapter. Students use action verbs.



NOTE: The difference between Travel Tracer and Summarizer is WHERE THEY ARE vs. WHAT THEY ARE DOING. I usually have the students do both of these jobs at the same time so that they are working to discern WHERE (location) vs. WHAT (action).

4. **Character Profiler:** The students are to pick out one thing that a character does or says in the chapter, and then ask themselves, “What kind of person would do that or say that?”
5. **Connector Director:** The students are to pick one of the character traits they identified while doing the Character Profiler job, and ask themselves if they ever did anything that would prove the same trait in themselves.



NOTE: I usually have students do both the Character Profiler and the Connector Director at the same time, as they use the trait and evidence from the Character Profiler job to do the Connector Director job.

6. **Discussion Director:** The students are to come up with two questions that do not have a right or wrong answer. Rather, the questions need to ask for an opinion about something. For example: What would you have done if you were \_\_\_\_\_ when \_\_\_\_\_ happened in the chapter?
7. **Language Patrol:** The teacher selects one category of word analysis (i.e. a spelling or phonics rule, a part of speech, etc.) and students go on a hunt for examples that fall in that category. This job does not focus on reading comprehension, but rather on analysis of words or sentence structure.
8. **Art Director:** The students are to illustrate a scene in the chapter and then write a sentence about what they drew.

## How I introduce and teach the Lit Circle Jobs in Third Grade:

For teaching the Lit Circle Jobs, we read *Magic Tree House Midnight on the Moon* (goes with our science unit on the *Sun, Moon, and Earth*) as a whole class. We only read one chapter a week. Each day we do and discuss a different job for the chapter. In this way, the students do about 4 of the Lit Circle jobs per chapter (per week), and gain practice with the same job each chapter, or every other chapter. A benefit of having everyone do and share the same job is that the students have the opportunity to hear what their peers came up with for that job, and thus learn from each other.

After about 5 weeks (5 chapters), I begin to set up the circles of 6 students/circle. For the Lit Circle, each student has his/her own job to do. Thus, six different jobs are done by six different students. Each student is responsible for sharing his/her job with the others.

Once we have finished *Midnight on the Moon*, Lit Circles will be set up according to their instructional reading (guided reading) level, and each Circle will read a book that is appropriate for that level.

The student exemplars are based on Chapter 4 in *Midnight on the Moon*.

I have prepared some Lit Circle Extensions for students who can handle an extra challenge, but I have not yet tried them. They may be better suited for older students. They focus on Point of View, Character Trait, Compare/Contrast, and Independent Research.

