

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## *A Christmas Carol: Timeline, Expectations, and Roles*

- Background:** Teaching Language Arts to you is a joy and a blessing. Planning in-class reading for the enjoyment of all is challenging, perplexing, and can be downright frustrating.
- Goals:** Students enjoy and develop a personal response to the novel, gain reading comprehension skills, and engage in conversations and discussions about the book.
- Plan:** Break students into "Literature Circles" where students will have roles to complete while reading the book. When available, time will be given in class for students to read, but they are also expected to read outside of class. While reading, each student should look at the book from his/her assigned perspective. The groups then get together separately and review the text with each group member adding dialogue according to their new perspective. Each person will have an opportunity to try out each role at least once, depending on class size.

Chapters with Page Numbers and Proposed Dates:	Reading Sections:	Page #s	Group Meeting Dates:
	Preview book	--	Monday, November 30
	Intro and Stave One: Marley's Ghost	1-27	Thursday, December 3
	Stave Two: The First of the Three Spirits	29-53	Monday, December 7
	Stave Three: The Second of the Three Spirits	55-87	Wednesday, December 9
	Stave Four: The Last of the Three Spirits	89-111	Friday, December 11
	Stave Five: The End of It	113-122	Tuesday, December 15

Yes, people read at different rates and speeds with different levels of comprehension. This is where we can all work as a team and provide the appropriate learning environment so everyone can relax, read, and respond to the text.

Each person in each group should have an opportunity to fill each individual role at least once. Do not take on a role you have previously completed until every one else in your group has concluded all of the roles. The roles will rotate as follows:

Date	Student Name	Role	Date	Student Name
Thursday, December 3		<b>Connector</b>	Monday, December 7	
		<b>Questioner</b>		
		<b>Literary Luminary / Passage Master</b>		
		<b>Illustrator</b>		
		<b>Summarizer</b>		

Date	Student Name	Role	Date	Student Name
Wednesday, December 9		<b>Connector</b>	Friday, December 11	
		<b>Questioner</b>		
		<b>Literary Luminary / Passage Master</b>		
		<b>Illustrator</b>		
		<b>Summarizer</b>		
Tuesday, December 15		<b>Connector</b>		
		<b>Questioner</b>		
		<b>Literary Luminary / Passage Master</b>		
		<b>Illustrator</b>		
		<b>Summarizer</b>		

These roles reflect fundamental kinds of thinking that readers habitually use, whether consciously or unconsciously.

**Connector** Embodies what skillful readers most often do—they connect what they read to their own lives, feelings, experiences, to the day’s headlines, to other books and authors.

**Questioner** Wonders and analyzes: Where is this text going? Why do these characters act as they do? How did the author evoke this feeling? Is this a plausible outcome? Sometimes questioners seek to clarify or understand; at other moments, they may challenge or critique.

**Literary Luminary /  
Passage Master** Returns to memorable, special, important sections of the text to savor, reread, analyze, or share them aloud.

**Illustrator** Reminds us that skillful reading requires visualizing, and it invites a graphic, nonlinguistic response to the text.

**Summarizer** Wraps up the reading by identifying the key points, the main thoughts, the essence of the selection.





LITERARY LUMINARY / PASSAGE MASTER

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

Group: \_\_\_\_\_

Book: A Christmas Carol

Assignment p. \_\_\_\_\_ to p. \_\_\_\_\_

Literary Luminary: Your job is to 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 reading and think about them 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.

Page # and Paragraph	Reason for Selecting	Plan for Discussion

ILLUSTRATOR

Name:

---

Group:

---

Book:

A Christmas Carol

Assignment

p. \_\_\_\_\_ to p. \_\_\_\_\_

Illustrator: Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. 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 something that happened in the book or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay—you can even label things with words if that helps. Create your drawing on this sheet or on a separate sheet of paper.

SUMMARIZER

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

Group: \_\_\_\_\_

Book: A Christmas Carol

Assignment p. \_\_\_\_\_ to p. \_\_\_\_\_

Summarizer: Your job is to prepare a brief summary of today's reading. The other members of your group will be counting on you to give a quick (one- or two-minute) statements that conveys the gist—the key points, the main highlights, the essence—of today's reading assignment. If there are several main ideas or events to remember, you can use the bullets below.

Summary:

---

---

---

---

---

---

---

---

---

---

Key points or events:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_