

Lit Group Project

As a group, choose one of the following projects to develop together. You should work on putting your project together as you read your novel. Projects are due on 1/23.

Picture Book: Turn your novel into a young adult's picture book. The main delivery of the plot structure, character development, conflict, and theme must be done through illustrations. Few catchphrases and simple sentences can be used along with each picture. Be sure to represent every element of the plot structure in your picture book. The project must be neat, typed, in color, have a creative cover, summary on back cover, and structurally (plot) accurate.

Poetry Anthology: As you read, author poems that speak to various cultural and / or social issues presented in the novel. Each poem must be typed, illustrated, and presented with a one-paragraph explanation of the poem and its connection to the novel. Create a cover and back for your collection and bind the poems within it. Be creative in your cover design and material you use to make it out of.

Internet Research Project: Research two events in history that are referenced in the novel. Put together a poster that includes: summary of the event, what lead up to the event, consequences/ results of the event, pictures of the time period, and connections to how the event played out in the novel. All text must be typed.

CD Cover: clear Using an actual CD plastic cover, design a cover of a CD for your novel. On the inside of the CD case, write a list of songs which will "tell the story" of your novel. This song listing should fit inside the plastic case. Add another sheet (or sheets) which explain why each song you choose reflects the themes, settings, events, and characters of the novel. Be sure to burn the actual songs you chose on the CD, and you may also include the lyrics to each song.

Jeff + Amanda - CD cover plastic

Jeff - cover

Plaz - Put together + songs list

each 3 songs w/ explanation (1 para each)

Fri - list of 3 songs

Tue - Songs on a cd

Fri - explanation + cover

1/16 - Total Done

1/9 21-24

DD - Amanda

PM - Jeff

S - Emily Andrewson

VT - Plaz

C - AMANDA

I - Emily Andrewson

1/12 25-26

DD - Emily

PM - Amanda

S - Jeff

VT - Jeff

C - Plaz

I - Plaz

1/16 27-29

DD - Plaz

PM - Jeff

S - Amanda

VT - Emily

C - Amanda

I - Emily

1/19 30

DD - Jeff

PM - Emily

S - Plaz

VT - Jeff

C - Plaz

I - Amanda

1977

1977
Quadrant
1977
1977

1977
Quadrant
1977
1977

1977
1977

1977

Quadrant

Nachef

Group Name: Salmon Colored Paper

Novel Title: Nectar in a Sieve

Date: 12/8 Read Pages: Chap 1-3

Discussion Director: Plaz

Summarizer: Amanda

VocabToonist: Emily Andrewson

Passage Master: Emily Andrewson

Connector: Amanda

Illustrator: Jeff B

Performance

Date: 12/12 Read Pages: 4-6

Discussion Director: Jeff

Summarizer: Emily Andrewson

VocabToonist: Amanda

Passage Master: Jeff

Connector: Plaz

Illustrator: Plaz

Performance

12/15 Chap: 7-9

DD Amanda

Summarizer JEFF

Vocab toonist amanda

Passage master Plaz

Connector Emily

Illustrator Emily

12-19 Ch 10

DD - Emily

Passage Master - Amanda

Summarizer - Plaz

Vocab toonist ~~vocab toonist~~ Jeff

Connector - Jeff

Illustrator - Plaz

1/2 11-17

DD - Jeff

PM - Emily

S - Amanda

VT - Plaz

C - Emily

I - Amanda

1/5 - 18-20

DD - Plaz

PM - Amanda

S - Jeff

VT - Emily

C - Plaz

I - Jeff

VocabToonist: While reading the assigned section, your job is to watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context. Develop a list of at least 3 words with their definitions and sentence usage. Then, choose one word and design a vocabtoon that includes: a cartoon that hints at the word definition, a quote using a pneumonic catchphrase, and a definition. The vocabtoon must be scaled to a 8.5 X 11 size paper.

Discussion Director: Your role demands that you identify the important aspects of your assigned text and develop 5 thinking questions for group to discuss. Focus on the major themes or "big ideas" in the text and your reaction to those ideas. The questions should not be "recall" questions that ask for facts from the book. You are also in charge of keeping the discussion focused so that things don't wander too far from the main topic, which is the book. In other words, you are responsible for facilitating an intelligent and sophisticated conversation, analysis, and assessment of the assigned reading section.

Summarizer: Prepare a brief summary of the day's reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a timeline.

*-short answer
-not needed to be typed*

Choose three questions to answer in paragraph format in preparation for your group meeting:

1. Which words are used frequently?
2. Which words are used in unusual ways?
3. What words seem to have special meaning to the characters or author?
4. What new words do you find in this section?
5. What part of speech is this word?
6. What is the connotative meaning of this word?
7. What is the denotative meaning of this word?

Choose three questions to answer in paragraph format in preparation for your group meeting:

1. What do you think this text/passage was about?
2. How might other people (of different backgrounds) think about this text/passage?
3. What *one* question would you ask the writer if you got the chance? Why?
4. What are the most important ideas/moments in this text/section?
5. What do you think will happen next---and why?
6. What was the most important change in this section? How and why did it happen?

Choose three questions to answer in paragraph format in preparation for your group meeting:

1. What are the most important events in the section you read?
2. What makes them so important?
3. What effect do these events have on the plot or the other characters?
4. What changes---in plot, character, or tone---did you notice when you read?
5. What might be a good essay topic for this section of the story? What is the answer to that question?

Lit Circle Notes: Overview of the Roles *2 per date + rotate*

Passage Master: You find at least two separate passages your group should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Choose three questions to answer in paragraph format in preparation for your group meeting:

1. What did the text make you think about?
2. How might people of different cultures think about this text/passage?
3. What *one* question would you ask the writer if you got the chance? Why?
4. What are the most important ideas/moments in this text/section?
5. What do you think will happen next---and why?
6. What was the most important change in this section? How and why did it happen?

Illustrator: Your role is to illustrate what you read to help your group members better visualize the passage. Your drawing must cater to at least three of the five sensory details. You can draw maps or graphic organizers to show how one person, place, or event relates to the others; illustrate an essential scene in a cartoon-like series; etc. Use the notes area to explain how your drawing relates to the text. Label your drawings so group members know who the characters are.

Choose three questions to answer in paragraph format in preparation for your group meeting:

1. Why did you choose this scene to illustrate, and why did you choose to illustrate it the way you did?
2. How does this drawing relate to the story?
3. What do we see---i.e., who and/or what is in this picture?
4. What, if anything, did drawing it help you see that you had not noticed before?
5. What did this quotation/passage make you think about when you read it?
6. What are you trying to accomplish through this drawing?

Connector: Your job is to connect what you are reading with what you have studied in World Cultures. You can connect the story to news events, political events, cultural traditions, or popular trends. Another important source of connections is books, stories, and poems we have read together in class. The connections should be meaningful to you and those in your group.

Choose three questions to answer in paragraph format in preparation for your group meeting:

1. What connections can you make to recent world events in the news?
2. What cultural places or people could you compare this story to?
3. What other books, stories, poems share the same themes, literary devices, or cultural references?
4. What similarities do you see between characters / conflicts and other pieces read in class?
5. How does this section relate to those that came before it?