

Neverwhere

by Neil Gaiman

Course Materials

My Group Members for *Neverwhere* Literature Circle

Name	E-Mail	Phone Number(s)

Literature Circles

Overview

Literature Circles are structured book discussion groups in place until the members finish the book. The class is divided into groups and each group member is given a role as described below. The roles will rotate for each meeting.

Preparing for Literature Circle Meetings: Read the specified selection of the book for homework. Each group member is assigned the same reading selection each day. By the time the literature circle meets, each student must have completed their reading and their written part of the role. The Discussion Director will be in charge of the group and give each member about 3-4 minutes to share/discuss their part before leading a general discussion based on the prepared discussion questions. At the end of the session, each person rotates to the next role and records the next reading assignment.

Roles

Discussion Director/Circle Leader: Your role is to lead the discussion. In order to prepare, you need to think of questions for the group members to discuss. It is important to ask questions that promote thinking. You should not ask questions that require the responder to say yes or know. You need to prepare a minimum of three questions in addition to the ones given by the instructor.

A good strategy is to ask questions like:

Why do you think... What does (event/happening) remind you of and why?... Why do you think the author... Describe... What is another way that... Predict why... Compare (character) to... Do you agree with... What do you think will happen... and why?

Vocabulary Enricher: Your role is to enrich vocabulary by choosing five new words from the assigned reading and completing the vocabulary squares in the story and write about what they mean based on the context of the story. The words should be new, unfamiliar words used in an interesting way in the reading passage. Descriptive words are always a good choice. You will also teach these words to your group. Include the page the word occurs on and the reason you picked the word.

Character Analyzer: Your role is to write about the characters. Pick a character (that has not been analyzed in a previous meeting) and tell what he/she is like and how you know that he/she is like that. Use quotes from the book (by the chosen character or by other characters talking about him/her). Compare the character with other people you know.

Illustrator: Your role is to make an illustration of a specific time in the reading selection. Your illustration can be a scene, poster or comic strip. Your scene should be clear enough to enable other circle members to identify the scene. Be able to explain why you chose the specific moment in the book.

Literary Luminary: Your role is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Record the page number and paragraph prior to coming to class.

Literature Circles – General Guidelines

Preparing for Literature Circle Meetings

- Read the specified selection of the book for homework
- Complete the written part of your role before your literature circle meets
- Be prepared to present your findings orally to your group
- Prepare questions for those parts or words that you had difficulty understanding
- On all five jobs, the job's heading should be completely filled out. This includes student name, date, and chapters/pages (write the number of the chapters or pages covered, and then circle either "Chapters" or "Pages.")

Grading Procedures

- Each week, your group will turn in completed Evaluation Sheets. Additionally, you must have your Literature Circle worksheet and Reading Notes. I will initial/stamp all "on-time" work; however, these assignments will not be turned in until the end of the Module. Therefore, it is IMPORTANT that you keep your work organized and safe until the end of the semester.
- All work that is late will be marked down 50% during the final grading.

DISCUSSION DIRECTOR

Name: _____ Date: _____
Chapters/Pages: _____

DISCUSSION DIRECTOR: Your job is to create a list of questions your group can use to discuss the part of the book you are currently reading. Write questions that will really make your group think. The best discussion questions usually come from your own thoughts, feelings, and concerns as you read. You need to know your own answers to these questions before your group meets. Remember that your questions should have answers that cannot be found in the book.

(**Sample Questions:** What was going through your mind when you read ...? How did you feel when...? Can someone summarize this (specific pages) section? What surprised you about this (specific pages) section of the book? What do you predict will happen in the next section of the book?)

POSSIBLE DISCUSSION QUESTIONS:

1. _____

2. _____

3. _____

4. _____

Remember to get each person's input/answer to your questions!

~This page intentionally left blank.~

ILLUSTRATOR

Name: _____

Date: _____

Chapters/Pages: _____

ILLUSTRATOR: Your job is to create an illustration of a specific scene from the part of the book your group is currently reading. Draw and color a “snapshot” of a funny, scary, emotional, exciting, or interesting scene. Try and make your picture detailed enough that your group will easily be able to guess which scene you illustrated. **Be sure you color the entire picture.** When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you.



Caption: _____

~This page intentionally left blank.~

LITERARY LUMINARY

Name: _____

Date: _____

Chapters/Pages: _____

LITERARY LUMINARY: Your role is to locate a few special sections or quotations in the text to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text and think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one and consider 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. *Remember, the purpose is to suggest material for discussion.* Complete the chart below prior to coming to class.

Page#	Reason for Picking	Plan for Discussion

~This page intentionally left blank.~

VOCABULARY ENRICHER

Name: _____

Date: _____

Chapters/Pages: _____

VOCABULARY ENRICHER: Your role is to enrich vocabulary by completing the vocabulary squares and learning the meaning of five new words from the assigned reading. Use the context clues given by the author. You will teach these words to your group since there will be a quiz on those terms. Include the page the word occurs on, so other group members can go back to the specific pages.

Etymology/ Part of Speech	Synonyms/Antonyms
WORD/pg.:	
Definition	Picture/Representation
Sentence:	

Etymology/ Part of Speech	Synonyms/Antonyms
WORD/pg.:	
Definition	Picture/Representation
Sentence:	

Three more on the back of this page.



Etymology/ Part of Speech	Synonyms/Antonyms
WORD/pg.:	
Definition	Picture/Representation
Sentence:	

Etymology/ Part of Speech	Synonyms/Antonyms
WORD/pg.:	
Definition	Picture/Representation
Sentence:	

Etymology/ Part of Speech	Synonyms/Antonyms
WORD/pg.:	
Definition	Picture/Representation
Sentence:	

CHARACTER ANALYZER

Name: _____

Date: _____

Chapters/Pages: _____

CHARACTER ANALYZER: Your role is to write about the characters. Pick a character (that has not been analyzed in a previous meeting) and tell what he/she is like and how you know that he/she is like that by completing the chart below. Use quotes from the book (by the chosen character and by other characters talking about him/her). Compare the character with other people you know.

Physical Qualities
List 3 physical characteristics of that character

Personality
Tell about the character's personality (What is this person like?)

Character's Name

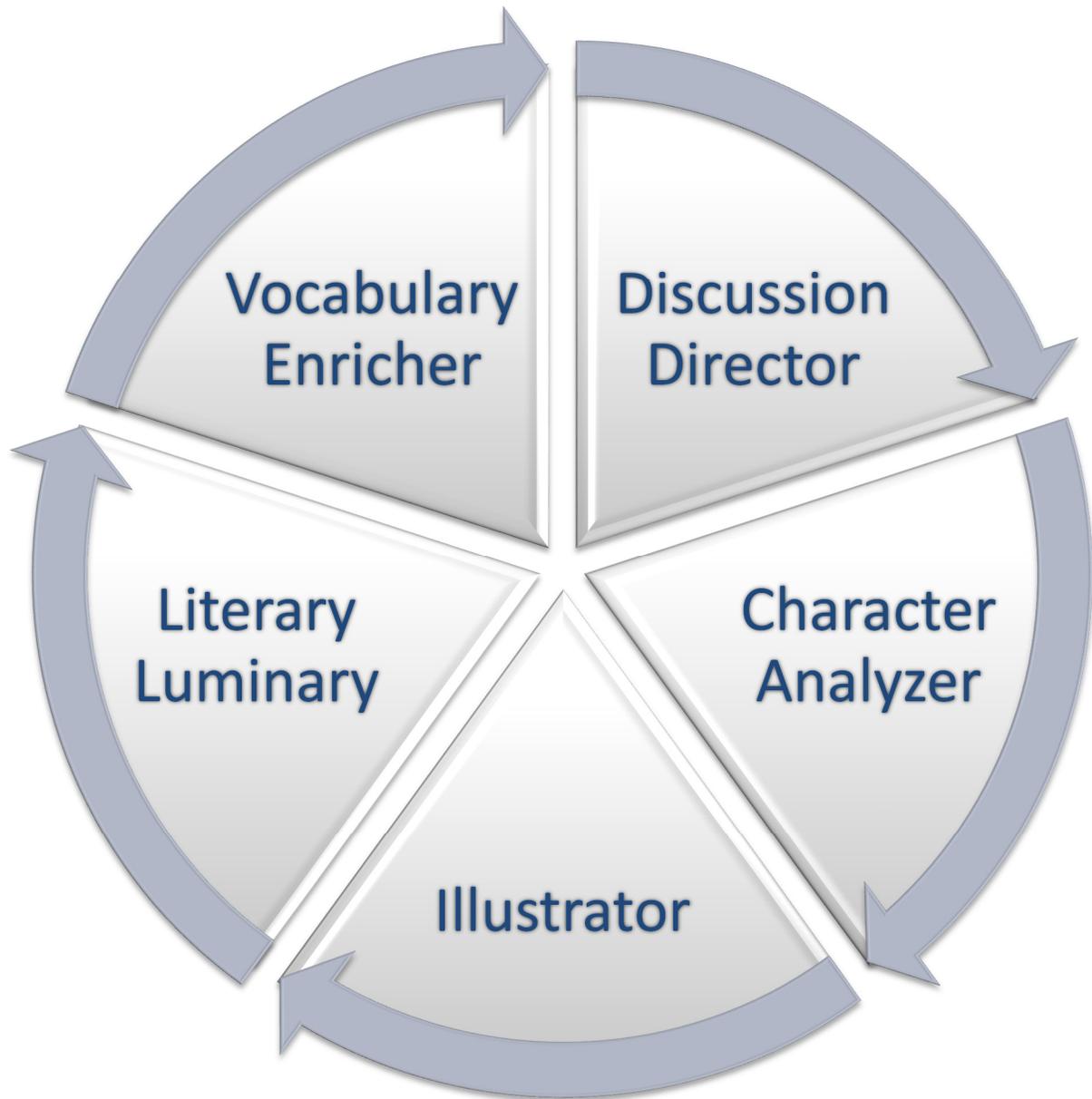
In his/her own words
Find one important thing the character said. Quote it directly, and list the page number you found it. Then, explain why the quote is important.
Quote:
Page #:
Explanation:

Reactions of Others
Explain what other characters think of that character

~This page intentionally left blank.~

Literature Circles

Use this wheel to rotate your jobs for each literature circle meeting.



~This page intentionally left blank.~

Evaluation Form for Discussion Groups

Names: _____

Class Meeting Days: _____

Date: _____

As a group, complete the following evaluation form. Please be honest; your score will not influence your grade. It is important to hold each other responsible and give honest feedback, so you can improve your next meeting. In order to receive full credit, you must provide evidence.

Check appropriate box. Provide evidence where possible.

	Yes	No	Sometimes	Evidence
Everyone read the assigned part and completed the role sheet.				
Everyone participates and shares in the discussion process. Communication is interactive.				
The group is supportive of its individual members. Group climate promotes friendliness.				
Group members often ask questions for clarification or elaboration.				
The group discussion stays on topic, or on directly related issues.				
The group is energetic and enthusiastic				

The person who worked the hardest in our group is _____

because _____

The best thing about the way this group worked together was _____

One problem the group had was _____

Our specific plans for improvement are _____

~This page intentionally left blank.~

Evaluation Form for Discussion Groups

Names: _____

Class Meeting Days: _____

Date: _____

As a group, complete the following evaluation form. Please be honest; your score will not influence your grade. It is important to hold each other responsible and give honest feedback, so you can improve your next meeting. In order to receive full credit, you must provide evidence.

Check appropriate box. Provide evidence where possible.

	Yes	No	Sometimes	Evidence
Everyone read the assigned part and completed the role sheet.				
Everyone participates and shares in the discussion process. Communication is interactive.				
The group is supportive of its individual members. Group climate promotes friendliness.				
Group members often ask questions for clarification or elaboration.				
The group discussion stays on topic, or on directly related issues.				
The group is energetic and enthusiastic				

The person who worked the hardest in our group is _____

because _____

The best thing about the way this group worked together was _____

One problem the group had was _____

Our specific plans for improvement are _____

~This page intentionally left blank.~

Name: _____
Date/Time: _____

Plot Diagram for _____ **BOOK TITLE**

- 9. _____
- 8. _____
- 7. _____
- 6. _____
- 5. _____
- 4. _____
- 3. _____
- 2. _____
- 1. _____

Rising Action →

Falling Action ←

Climax: _____

- 10. _____
- 11. _____
- 12. _____
- 13. _____

Resolution: _____

Exposition

Protagonist: _____
Antagonist: _____
Setting – Time: _____
Setting – Place: _____
Internal Conflict: _____
External Conflict: _____

Author's Theme: _____
Symbolism: _____
Foreshadowing: _____
Irony: _____