**BOOK CLUB**

**Chunk #1: CHARACTER**

**Pages \_\_\_ to \_\_\_**

Using descriptive words, provide a character sketch of the *protagonist* of your novel:

Create *three* questions based on this section with a focus on character-terms:

1.

Answer:

2.

Answer:

3.

Answer:

Interesting/highlights/memorable comments from discussion this week:

Reflections: What went well? What didn’t?

**Chunk #1 Journal**

Select one Hollywood actor (dead or alive) to play the role of one of the prominent characters in your novel. Establish this actor in your topic sentence. Next, use two short but detailed **comparison** paragraphs (min 2 examples per paragraph) to describe their similarities and their differences. You should think about physical characteristics, personalities, and experiences.

Consider proper spelling, grammar when composing your paragraphs. And always use a topic sentence and conclusion sentence to establish the answer and organization of each paragraph.

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**BOOK CLUB**

**Chunk #2: SETTING**

**Pages \_\_\_ to \_\_\_**

In point form, describe the main (or one of the main) settings in this section:

* Physical location:
* Weather:
* Social conditions:
* Time of day:
* Era:
* Mood:

Create *three* questions based on this section with a focus on setting:

1.

Answers:

2.

Answers:

3.

Answers:

Interesting/highlights/memorable comments from discussion this week:

Reflections: What went well? What didn’t?

**Week #2 Journal**

Using one **descriptive paragraph**, thoroughly describe one **setting** of your novel. In the topic sentence and conclusion sentence, establish the place and mood of the location. Make sure to describe more than simply the location, and include your senses and visualization strategies. Include at least one metaphor, simile, alliteration, and symbol. There should be many adjectives and adverbs in your descriptive paragraph.

Consider proper spelling, grammar when composing your paragraphs. And always use a topic sentence and conclusion sentence to establish the answer and organization of each paragraph.

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**BOOK CLUB**

**Chunk #3: CONFLICT**

**Pages \_\_\_ to \_\_\_**

Name three **conflicts** from your book. Use the format: person vs self, person vs person, person vs society.

For each of the above conflicts, provide a quotes which you feel proves the conflict is present in the novel.

1.

2.

3.

Interesting/highlights/memorable comments from discussion this week:

Reflections: What do you believe are the strongest elements of your group’s discussion? What still needs work?

**Week #3 Journal**

In two medium length **problem/ solution** paragraphs, establish what the biggest conflict or problem is (with proof/ examples that it is a large problem) and then, in the second paragraph establish a solution (with proof that it is a reasonable solution for your novel.

Consider proper spelling, grammar when composing your paragraphs. And always use a topic sentence and conclusion sentence to establish the answer and organization of each paragraph.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**BOOK CLUB**

**Chunk #4: THEME**

**Pages \_\_\_ to \_\_\_**

Name and describe three possible *themes* from your book. **Recall, themes are the opinion of the author that is hidden throughout the novel. Theme is not moral, cliché, questions, or plot. Theme is a full sentence stance on an important topic in your novel.**

Find three significant quotes which you feel are significant from this section (these quotes should connect with your chosen themes).

1.

2.

3.

Interesting/highlights/memorable comments from discussion this week:

Reflections: What do you believe are the strongest elements of your group’s discussion? What still needs work?

**Week #4 Journal**

In one **informal** **opinion paragraph** prove that you have found **one possible** **theme** of your novel. The topic sentence should establish the theme, then you should provide at least 3 examples and explanations (links) proving this is a theme.

Consider proper spelling, grammar when composing your paragraphs. And always use a topic sentence and conclusion sentence to establish the answer and organization of each paragraph. Informal means that I, me, you, us, we is acceptable.

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**BOOK CLUB**

**Chunk #5: CRITICISM**

**Pages \_\_\_ to \_\_\_**

What are your favourite parts/elements of your book? Identify at least three below.

**What overarching questions do you have for your group that might fuel conversation?** Remember that the best questions can be answered both using content from the novel and experience from life. Consider also making use of a variety of terms you have learned: symbol, theme, conflict, character, setting, mood, metaphor, simile, alliteration, assonance, onomatopoeia, etc.

1.

Answers:

2.

Answers:

3.

Answers:

Interesting/highlights/memorable comments from discussion this week:

Reflections: Overall, did your group work well together during the last 5 weeks. What were the positives? What were the negatives?

**Week #5 Journal**

Option 1— In one **persuasive paragraph** –Why did the author choose this title? OR, If you could change the title of the book, what would you change it to and why? Use evidence and analysis to prove it is/ would be effective.

Option 2— In two medium length **pro/ con paragraphs**. Describe the positive elements then the negative elements of the book. Use evidence and analysis to explain why it is positive or negative respectively. Consider proper spelling, grammar when composing your paragraphs. And always use a topic sentence and conclusion sentence to establish the answer and organization of each paragraph.

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| **Notes:** | **50-59%** **(Level 1)** | **60-69%** **(Level 2)** | **70-79%** **(Level 3)** | **80-100%** **(Level 4)** |
| **Knowledge and Understanding** -  |
|  | The student: |
| Organizes and formats as writing form requires ex.1. Directional statements.2. Organizing words: first, second. 3. Uses space to separate ideas. (indents new paragraphs) | demonstrates limited knowledge of organizing and formatting writing. | demonstrates some knowledge of organizing and formatting writing. | demonstrates considerable knowledge of organizing and formatting writing. | demonstrates thorough knowledge of organizing and formatting writing. |
| **Thinking** - The use of critical and creative thinking skills and/or processes |
|  | The student: |
| Specifics1. unique2. specific3.appropriate  | Provides limited examples. | provides some examples. | Provides considerable examples.  | provides many suitable examples. |
| Analysis (links) | examples do not link to main idea. | examples link to main idea but are not all or full explained by writer. | examples are mostly linked to main idea. | all examples are all clearly and explicitly linked to main idea. |
| **Communication** - The conveying of meaning through various forms |
|  | The student: |
| 1. Complete sentences 2. Variety and correct vocabulary3. Capital letters4. Apostrophes5. Commas6. Spelling | uses conventions of grammar, vocabulary, and spelling terminology with limited effectiveness | uses conventions of grammar, vocabulary, and spelling terminology with some effectiveness | uses conventions of grammar, vocabulary, and spelling terminology with considerable effectiveness | uses conventions of grammar, vocabulary, and spelling with a high degree of effectiveness |