**BOOK CLUB**

**Chunk #1: CHARACTER**

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

Provide a character sketch of the *protagonist* of your novel and label 3 outside traits and 2 inside traits of your character.

|  |
| --- |
|  |

Create *two* discussion (yellow or green) questions (with an answer) based on this section:

1.

Answer:

2.

Answer:

**Chunk #1 Journal (Opinion)**

Select one Hollywood actor (dead or alive) to play the role of one characters in your novel. Establish this actor in your topic sentence and provide 2-3 reasons why he or she would play the role well and explain your reasons clearly. For bonus marks, provide a picture of the actor bellow.

**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:

|  |
| --- |
| Next, draw and label the main setting here: |

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

1.

Answers:

2.

Answers:

**Week #2 Journal**

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.

**BOOK CLUB**

**Chunk #3: CONFLICT**

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

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

|  |
| --- |
| Next, draw a picture of one of the conflicts here: |

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

1.

2.

**Week #3 Journal**

In two short l**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 possible solution for your novel.

**BOOK CLUB**

**Chunk #4: TOPIC**

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

Name and describe three main *topic*s from your book.

Find three significant quotes from your novel with page numbers which you feel are show that ONE of the topics are important.

1.

2.

3.

What is the moral of your novel? What do you learn?

**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.

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: | | | |
| Specifics  1. unique  2. specific  3.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 vocabulary  3. Capital letters  4. Apostrophes  5. Commas  6. 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 |