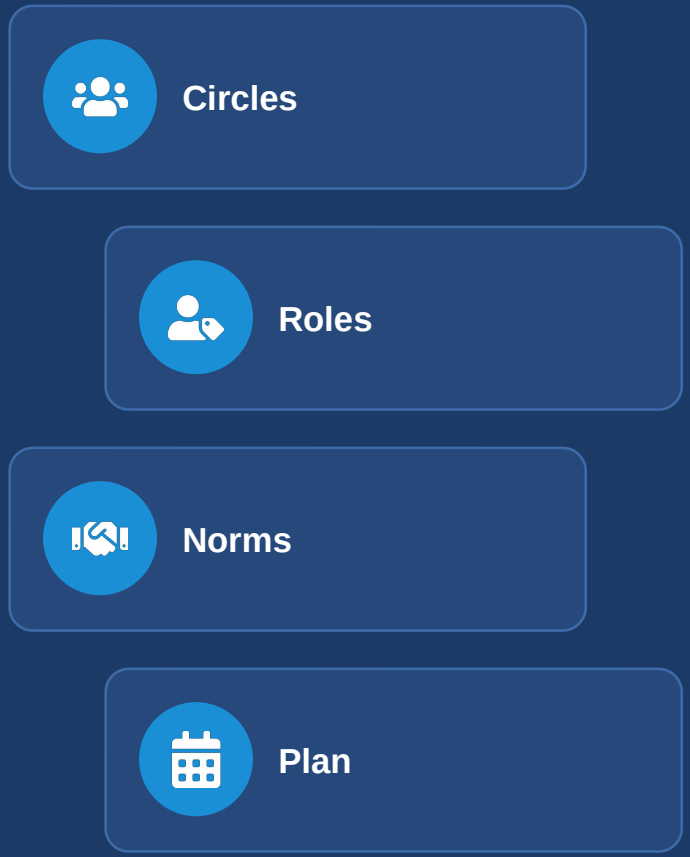
NBE3U Stories Now, Lesson 2

How Circles Work

Roles, norms and a reading plan



Today's goals

We are learning…

- How literature circles work.
- To plan our reading and choose comprehension strategies.

I can…

- Explain the six circle roles.
- Help create and follow our circle norms.
- Build a realistic reading calendar.
- Identify the most important ideas in an opening.

Today's plan

Time	What we're doing	You will…
0–8 min	**Groups**	Meet
8–25 min	**Roles**	Learn
25–40 min	**Norms**	Agree
40–55 min	**Calendar**	Plan
55–75 min	**Try it**	Read and practise

Big idea

A literature circle works when everyone arrives having read and with something to offer. Rotating roles give each reader a job, from asking questions to tracking how communities are represented, and shared norms keep the talk respectful.

What a literature circle is



A small group reading the same book, meeting regularly, each person with a job. The talk belongs to you; I listen and coach.

These are literature circles: small reading groups with rotating roles. They are a classroom structure, not a cultural or ceremonial circle, and we don't call them sharing circles or talking circles.

Six roles

Discussion Director

Writes three open questions and keeps the talk moving.

Passage Picker

Chooses two passages worth rereading and says why.

Connector

Links the reading to other texts, the world and the course themes.

Word Finder

Collects words that matter, including Indigenous-language words, and checks meanings.

Context Researcher

Learns about the author and setting from the author's own words and Indigenous-led sources.

Representation Tracker

Notes how people and communities are shown: full, accurate, complex?

The Context Researcher



Learn about the author from their own words: interviews, author's notes, talks. Note their Nation as they name it. Use Indigenous-led sources where you can.

Never guess an author's identity or community. If you can't confirm it, say so.

Build our norms

In your circle:

1. Each person suggests one norm.
2. Agree on five or more.
3. Include one about how we talk about Nations and communities.
4. Write them on page 1.

Norms that work

Norm	Looks like
Come prepared	Pages read, role done
Quote the page	“On page 34…”
Listen to understand	Ask before you argue
Speak for yourself	“I think…”, never “they all…”
Use the author's terms	The Nation as the author names it

Plan your reading

On page 2:

1. Count the pages; divide by about ten days.
2. Mark meeting days (Lessons 6 and 12).
3. Leave a buffer before each meeting.
4. Initial each day when done.

Try a role

Read the first pages (or chapter):

1. Each person takes one role.
2. Note the most important ideas: who, where, what's wrong or missing, what the narrator wants.
3. Share in two minutes each.
4. What did each role notice that others missed?

Reading strategies



Preview

Chapter titles, epigraphs, maps.



Predict

What will happen? Why?



Annotate

Sticky notes, not highlights everywhere.



Summarize

One sentence per chapter.

Questions that open talk

- Why do you think the author began here?
- What would change if ___ told this part?
- Which moment surprised you, and why?
- What does the narrator want but not say?

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can explain the six circle roles.			
I can help create and follow our circle norms.			
I can build a realistic reading calendar.			
I can identify the most important ideas in an opening.			

Exit ticket

1. Your role for the next meeting.

2. One norm your circle agreed on.

3. The most important idea in your opening.

Next class: Opening Pages.

Teacher reveal

Circles: key points

Roles: Discussion Director, Passage Picker, Connector, Word Finder, Context Researcher, Representation Tracker.

Norms: Come prepared; listen to understand; quote the page; speak for yourself; use the names authors use for their own Nations.

Calendar: Divide the pages evenly across about ten days, with a buffer before each circle meeting.

Important ideas: In an opening, look for who, where, what is wrong or missing, and what the narrator wants.

Strategies: Preview, predict, annotate, summarize each chapter in one sentence, and reread puzzling passages.