

Name _____

Group _____

Book _____

Assignment p _____-p _____

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details: your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read, which you can list below, during or after your reading. Or you may use some of the general questions below to develop topics for your group.

Possible discussion questions or topics for today:

1. _____

2. _____

3. _____

4. _____

5. _____

Sample questions:

What was going through your mind while you read this?

How did you feel while reading this part of the book?

What was discussed in this section of the book?

Can someone summarize briefly?

Did today's reading remind you of any real-life experiences?

What questions did you have when you finished this section?

Did anything in this section of the book surprise you?

What are the one or two most important ideas?

Predict some things you think will be talked about next.

Topic to be carried over to tomorrow _____

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Literary Luminary: Your job is to locate a few special sections of the text that your group would like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You decide which passages or paragraphs are worth hearing, and then jot 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.

Location	Reason for Picking	Plan for Reading
1. Page _____ Paragraph _____	_____	_____
2. Page _____ Paragraph _____	_____	_____
3. Page _____ Paragraph _____	_____	_____
4. Page _____ Paragraph _____	_____	_____

Possible reasons for picking a passage to be shared:

Important	Informative
Surprising	Controversial
Funny	Well written
Confusing	Thought-provoking

Other:

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Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. You can draw a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay—you can even label things with words if that helps. **Make your drawing on the other side of this sheet or on a separate sheet.**

Presentation plan: When the Discussion Director invites your participation, you may show your picture without comment to the others in the group. One at a time, they get to speculate what your picture means, to connect the drawing to their own ideas about the reading. After everyone has had a say, you get the last word: tell them what your picture means, where it came from, or what it represents to you.

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Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writings on the same topic, or by the same author. There are no right answers here—whatever the reading connects you with is worth sharing!

Some connections I found between this reading and other people, places, events, authors . . .

1. _____

2. _____

3. _____

4. _____

5. _____

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Summarizer: Your job is to prepare a brief summary of today's reading. The other members of your group will be counting on you to give a quick (one- or two-minute) statement that conveys the gist, the key points, the main highlights, the essence of today's reading assignment. If there are several main ideas or events to remember, you can use the numbered slots below.

Summary:

Key points:

1. _____
2. _____
3. _____
4. _____
5. _____

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Vocabulary Enricher: Your job is to be on the lookout for a few especially important words in today's reading. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definition, either from a dictionary or some other source. You may also run across familiar words that stand out somehow in the reading—words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Mark these special words too, and be ready to point them out to the group. When your circle meets, help members find and discuss these words.

Page No. & Paragraph	Word	Definition	Plan
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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Travel Tracer: When you are reading a book where characters move around a lot and the scene changes frequently, it is important for everyone in your group to know **where** things are happening and how the setting may have changed. So that's your job: to track carefully where the action takes place during today's reading. Describe each setting in detail, either in words or with an action map or diagram you can show to your group. Be sure to give the page locations where the scene is described.

Describe or sketch the setting (you may also use the back of this sheet or another sheet):

Where today's action begins: Page where it is described _____

Where key events happen today: Page where it is described _____

Where today's events end: Page where it is described _____

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Investigator: Your job is to dig up some background information on any topic related to your book. This might include:

The geography, weather, culture, or history of the book's setting.

Information about the author, her/his life, and other works.

Information about the time period portrayed in the book.

Pictures, objects, or materials that illustrate elements of the book.

The history and derivation of words or names used in the book.

Music that reflects the book or the time.

This is **not** a formal research report. The idea is to find one bit of information or material that helps your group understand the book better. Investigate something that really interests you—something that struck you as puzzling or curious while you were reading.

Ways of gathering information:

The introduction, preface, or "about the author" section of the book.

Library books and magazines.

On-line computer search or encyclopedia.

Interviews with people who know the topic.

Other novels, nonfiction, or textbooks you've read.

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