











## 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 before, during or after your reading. Or you may want to use some of the general questions below to develop topics for your group. Keep an eye on the time and make sure everyone in your group responds to the questions and participates in the circle discussion. After you have finished your part of the discussion, invite the other people in your group to present what they have prepared for the discussion.

### *Sample Questions:*

-  What was going through your mind while you read this?
-  How did you feel while reading this part of the book?
-  What were you reminded of?
-  What was discussed in this section of the book?
-  Briefly summarize this portion of the book.
-  What in today's reading reminded you of a real-life experience?
-  What question 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 in this section of the book?
-  Predict some things you think will be talked about next.







## Literary Luminary:





Your job is to locate a few special sections of the text that you think 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 or reviewing and then decide how they should be shared. You can read the passages aloud yourself, ask someone to read them or have people read silently before discussing what you read. If you decide to read the passage aloud, practice your reading before the meeting.

You could discuss why you think the author chose to use that word choice or sentence structure. Select 3 to 5 sections of the passage.

### *Possible reasons for picking a passage:*

-  Important
-  Surprising
-  Funny
-  Confusing



-  Informative
-  Controversial
-  Well written (discuss writer's craft)
-  Thought-provoking




## Illustrious Illustrator

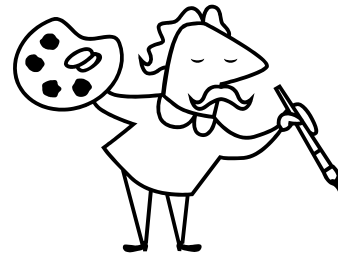
Your job is to draw some kind of picture or graphic organizer that is related to the reading. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. You can draw a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture 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.

### Presentation:

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
-  what it represents to you.



## Word Wizard (Vocabulary)

Your job is to be on the lookout for a few especially important words in today's reading. If you find words that are new, interesting, strange, important, puzzling or unfamiliar, mark them while you are reading, and then later jot down their definition, either from the 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. Ten words is a suggested number.

### Suggestions:

-  Place a post-it note with the word written on it right on the page where you find it.
-  When writing the definition of the word, put in quotation marks the clue words and phrases that help the reader understand the meaning of the word in this context.
-  Write the page number and paragraph number for locating the words easily.
-  Show the parts of the word: affixes, compound, etc.



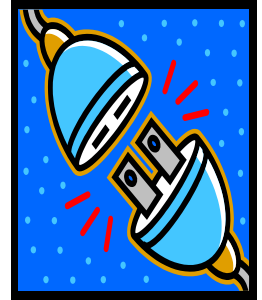
## Connector Captain

Your job is to make connections to the book your group is reading to yourself (similar experiences or feelings), another story (book, movie or TV show), and the world (current events or historical events). This means your connections could relate to things that are happening to you personally at home, to things that have occurred at school or in the community, to similar events at other times and places, to other people or problems you are reminded of as you read this part of the story. Any answer you give will be valuable and worth sharing.

You may want to ask others in the group what they have been reminded of, since your connections may spark thoughts in your group members' minds.

### *Suggestions:*

- 📖 A connection I found between this reading and myself or others I have known ...
- 📖 A connection I found between this reading and other stories or other authors ...
- 📖 A connection I found between this reading and other places or events ...
- 📖 A connection I found between this reading and current events or historical events ...



## Section 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 (two or three sentences) summary that conveys the gist, the key points, the main high-lights, the essence of today's reading assignment.

### *Suggestions:*

- 📖 For fiction with a problem-solution structure, try: Somebody (main ;character), Wanted (goal or need), But (what was the problem), So (response or feelings as a result of the problem), Then (resolution to problem)
- 📖 For informational stories or text, try: Summary Website: WWW@WW.how: Who, Did What, and Why @ Where and When. How—FEELINGS (good or bad) and PROCESS (first, second, third, etc.)
- 📖 List key points of the story and why you feel they are important to the story and tell why you think they are important.
- 📖 For various stories, try: GIST (try to put the main idea of the story into 20 to 25 words—multiple sentences).

