

## CONNECTOR

Name: \_\_\_\_\_

Book Group: \_\_\_\_\_

Pages Read: \_\_\_\_\_

- **Find connections** between the book your group is reading and the world outside.
- Model connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, or to other people or problems that you are reminded of.
- Perhaps point out connections between this book and other writings on the same topic or by the same author. **There are no right/wrong answers!**

**Some things today's reading reminded me of were:**

## DISCUSSION DIRECTOR

Name: \_\_\_\_\_

Book Group: \_\_\_\_\_

Pages Read: \_\_\_\_\_

- You will be the **facilitator** for your group.
- Develop a **list of questions** that your group might want to discuss about this part of the book. You can come up with questions *before, during and/or after* reading.
- Don't worry about the details; your task is to help people talk over the **big ideas** and then share their reactions. You are in charge of the discussion.
- The best questions for discussion come from your own thoughts, feelings, and concerns as you read.

**List your questions and big ideas here:**

## ILLUSTRATOR

**Name:** \_\_\_\_\_

**Book Group:** \_\_\_\_\_

**Pages Read:** \_\_\_\_\_

- **Draw some kind of picture** related to the reading. (NOTE: Good readers make pictures in their minds as they read.)
- Acceptable illustrations include: sketches, cartoons, diagrams, flow charts, stick-figure scenes, etc.
- Your drawing may be something that's discussed specifically in the book or something that the reading reminded you of.
- Any kind of drawing/graphic is okay – you can even label things with words if that helps.

**Place your illustration here:**

## INVESTIGATOR

**Name:** \_\_\_\_\_

**Book Group:** \_\_\_\_\_

**Pages Read:** \_\_\_\_\_

- Dig up some **background information** on any topic related to your book.
- You might investigate such areas as:
  - Geography
  - Weather
  - Culture
  - History
  - Info about the author
- 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.

**Lay-out your background information here:**

## LITERARY LUMINARY

**Name:** \_\_\_\_\_

**Book Group:** \_\_\_\_\_

**Pages Read:** \_\_\_\_\_

- Locate **a few special sections** of the text that your group would like to talk about or hear read aloud.
- The idea is to help people remember some interesting, powerful, funny, puzzling, or important section(s) of the text.
- Decide how the passage(s) should be shared (i.e. read them aloud yourself, have someone else read them aloud, do a choral reading, do a reader's theater etc.)

**Page No. &  
Paragraph**

**Reason for Picking**

**Plan for discussion**

## SCENE SETTER

**Name:** \_\_\_\_\_

**Book Group:** \_\_\_\_\_

**Pages Read:** \_\_\_\_\_

- Track carefully **where things are happening**. In a well-written text, characters move around a lot and scenes change frequently.
- Describe each setting in detail – either in words or with an action map or diagram.
- Be sure to provide pages where the scenes are happening.

**Describe or sketch the setting:**

## SUMMARIZER

**Name:** \_\_\_\_\_

**Book Group:** \_\_\_\_\_

**Pages Read:** \_\_\_\_\_

- Prepare a **brief summary** of today's reading.
- Make sure your summary is a quick (one or two minute) statement that conveys the gist, the key points, the main highlights, and the essence of today's reading assignment.
- If there are several main ideas or events to remember, you may list your thoughts as key points in bulleted form.

**Summary:**

**Key/main events to remember:**

## WORD WIZARD

**Name:** \_\_\_\_\_

**Book Group:** \_\_\_\_\_

**Pages Read:** \_\_\_\_\_

- Be on the lookout for **a few especially important words** in today's reading.
- Select words that are puzzling or unfamiliar; mark them while you are reading, and then later jot down their definitions.
- You may also include 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.
- Help group members find and discuss these words.

<b>Word</b>	<b>Page No. &amp; Paragraph</b>	<b>Definition</b>	<b>Plan for discussion</b>
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