

Word Wizard

Name:

Book:

Date:

Assignment p. _____ to p. _____

The Role of Word Wizard:

Your job is to always be on the lookout for new, interesting, strange, puzzling, or unfamiliar words—words that members of the group might want to talk about or learn about. Jot down such words while reading, then look up the dictionary definition. Finally, rewrite the sentence with a synonym for the word you found.

Page _____ Paragraph _____ Location: *top, middle, bottom*

Vocabulary word _____

Your definition: _____

Dictionary definition _____

Rewrite the sentence from the story, replacing the vocabulary word with a synonym _____

Page _____ Paragraph _____ Location: *top, middle, bottom*

Vocabulary word _____

Your definition: _____

Dictionary definition _____

Rewrite the sentence from the story, replacing the vocabulary word with a synonym _____

Summarizer

Name:

Book:

Date:

Assignment p. ____ to p. ____

The Role of 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. _____

Passage Picker

Name: _____

Book: _____

Date: _____

Assignment p. _____ to p. _____

The Role of Passage Picker:

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. At least one of the passages should be read aloud by you. For the others, you can ask someone else to read them or have people read them silently and then discuss.

Start on Page _____ Paragraph _____ Location: *top, middle, bottom*

Stop on Page _____ Paragraph _____ Location: *top, middle, bottom*

Brief description: _____

Reason for picking _____

Plan for reading _____

What did some members of the group say when reading this passage? _____

Start on Page _____ Paragraph _____ Location: *top, middle, bottom*

Stop on Page _____ Paragraph _____ Location: *top, middle, bottom*

Brief description: _____

Reason for picking _____

Plan for reading _____

What did some members of the group say when reading this passage? _____

Possible reasons for choosing the passage to be shared:

Important, Informative, Surprising, Controversial, Funny, Well written, Confusing, Thought-provoking

Illustrious Illustrator

Name:

Book:

Date:

Assignment p. ____ to p. ____

The Role of 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 this sheet or on a separate sheet.

Presentation of Your Illustration:

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.

Discussion Director

Name:

Book:

Date:

Assignment p. ____ to p. ____

The Role of 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 job is to help your group members talk over the main 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 questions to ask: What was going through your mind while you read this? How did you feel while reading this part of the book? What questions did you have when you finished this section? Did anything in this section of the book surprise you? Predict what might happen next.

Discussion questions or topics for today:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Creative Connector

Name:

Book:

Date:

Assignment p. _____ to p. _____

The Role of Creative 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!).

Therefore, you must do two things. Write your own personal connection to what is going on in the reading and ask each member of your group to make a connection by asking questions. These could include: Have you ever felt the way the main character did in the reading? Have you ever been in the same situation as the main character in the story? Your response and questions should be written in the spaces provided.

My Personal Connection:

Questions to Prompt Group Members to Make Connections:

1. _____

2. _____

3. _____
