

Name: _____

Book Author: _____

Story: _____

Pages read: _____ - _____

Super Summarizer



Key points (Use these slots to record events from the selection—they DO NOT have to be complete sentences)

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

(10 points) Summarize the section you read using **at least 5 complete sentences**. **You must use descriptive language and/or include quotations of writing you found interesting for full credit**. Write one additional sentence about something you liked or didn't like about the section (**total 6 sentences minimum for full credit**).

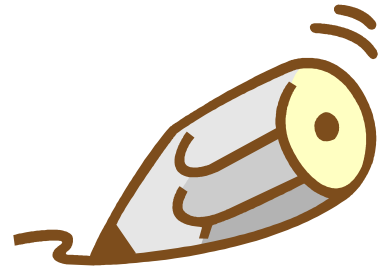
Something we should discuss more the next day...

Prepared

Participation

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Illustrator



Name: _____

Book Author: _____

Story: _____

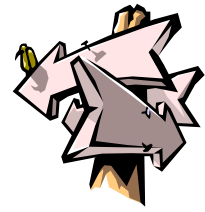
Pages read: _____ – _____

Your job is to draw some kind of picture relating 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 as long as you have created it; you can even label a few items with VOCABULARY words if it helps. Create your illustration below, white paper to draw, paint, or create a picture. *Pictures **must be colored** to receive full credit.* (10 points)

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 guess what your picture means and how it's related to the story. 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.

<i>Prepared</i>	<i>Participation</i>

Passage Master



Name: _____ Book Author: _____

Story: _____ Pages read: _____ – _____

(10 points) Your job is to locate a few special sections of the reading that your group should look back on. The idea is to help people notice the most interesting, funny, puzzling, or important sections of the text. You decide which passages or paragraphs are worth reviewing, then jot plans for how they should be shared with the group. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss, but be sure to mix up these techniques. **Provide the page and paragraph numbers; write the reason for choosing the selected paragraphs in complete sentences.**

1. Page _____, paragraph _____. The **reason** I chose this selection—and **why** it is worth sharing: _____

To share this selection I plan to: _____

2. Page _____, paragraph _____. The **reason** I chose this selection—and **why** it is worth sharing: _____

To share this selection I plan to: _____

3. Page _____, paragraph _____. The **reason** I chose this selection—and **why** it is worth sharing: _____

To share this selection I plan to: _____

4. Page _____, paragraph _____. The **reason** I chose this selection—and **why** it is worth sharing: _____

To share this selection I plan to: _____

Possible reasons for picking a passage to be shared:

important informative surprising funny

controversial Well written confusing etc...

Something we should discuss more the next day...

<i>Prepared</i>	<i>Participation</i>

Connector Connector



Name: _____

Book Author: _____

Story: _____

Pages read: _____ – _____

(10 points) Think about the story and write about any four connections you can relate to with the action **or** characters in the reading. Your job is to make connections between the book and the real world outside the book; these may include world, state, or local events or problems. You may also point out parts of the book which are similar to other authors' writings or books that may be about the same topic.

In addition, write about something you might have changed about the story or done differently if it were you were the author (**minimum 5 good sentences total**):

Connection 1.

Connection 2.

Connection 3.

Connection 4.

Here is one way I might have changed the story if I were the author:

Something we should discuss more the next day...

<i>Prepared</i>	<i>Participation</i>

Actor



Title: _____

Date: _____

Pages read: ____ – ____

(10 points) Pretend you were making a movie, play or show about the selected reading. You are the actor playing the lead character. Write at least five lines that a character or characters in the story would have said or “thought aloud”. If there is action taking place, include the actions in parenthesis (ex – sneaking quietly as he whispered:). Feel free to move around and act out your scene. You will present this scene to your group – for extra points, you may present to the entire class. You may use fellow students as actors in your scene.

Provide **2 sentences** as background about the scene: _____

Character name: _____ (line 1) _____

Character: _____ (line 2) _____

Character: _____ (line 3) _____

Character: _____ (line 4) _____

Character: _____ (line 5) _____

If we continued this scene, this would happen...

Name: _____ Book Author: _____ Pages read: _____ – _____ Story: _____

Word Wizard



Your job is to look for especially important words from the selection read. (10 points) **Find 5** interesting, unknown or “juicy” words in the reading. Use the space provided to write the word, the **page** it was found on, the context clues that indicate what the word means, your guess, and finally, write the correct definition for the story. Use a dictionary for help if necessary. The plan portion of this sheet is “how and what do you want your group members to do to know the vocabulary (*i.e. flash cards, drawing, writing sentences (word Detectives), vocab cut-outs, etc*).

Word/Page #	Context Clues	Your Guess	Actual Definition as Used in Story
1.			
2.			
3.			
4.			
5.			

Prepared *Participation*

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PLAN: Write your plan to share these words here...How will you make sure your team knows what each word means?