







The Wave



Students' handout

BOOKWORMS CLUB

READING CIRCLES SCHEDULE

	1st meeting	2nd meeting	3rd meeting	4th meeting	5th meeting	6th meeting	7th meeting
DATE							
STORY TITLE							
ROLE	NAMES	NAMES	NAMES	NAMES	NAMES	NAMES	NAMES
DISCUSSION LEADER 							
SUMMARIZER 							
CONNECTOR 							
WORD MASTER 							
PASSAGE PERSON 							
CULTURE COLLECTOR 							



Discussion Leader



STORY: _____

NAME: _____

The Discussion Leader's job is to . . .

- read the story twice, and prepare at least five general questions about it.
- ask one or two questions to start the Reading Circle discussion.
- make sure that everyone has a chance to speak and joins in the discussion.
- call on each member to present their prepared role information.
- guide the discussion and keep it going.

Usually the best discussion questions come from your own thoughts, feelings, and questions as you read. (What surprised you, made you smile, made you feel sad?) Write down your questions as soon as you have finished reading. It is best to use your own questions, but you can also use some of the ideas at the bottom of this page.

MY QUESTIONS:

1 _____

Other general ideas:

- Questions about the characters (*like / not like them, true to life / not true to life ...?*)
- Questions about the theme (*friendship, romance, parents/children, ghosts ...?*)
- Questions about the ending (*surprising, expected, liked it / did not like it ...?*)
- Questions about what will happen next. (These can also be used for a longer story.)



Summarizer



STORY: _____

NAME: _____

The Summarizer's job is to . . .

- read the story and make notes about the characters, events, and ideas.
- find the key points that everyone must know to understand and remember the story.
- retell the story in a short summary (one or two minutes) in your own words.
- talk about your summary to the group, using your writing to help you.

Your reading circle will find your summary very useful, because it will help to remind them of the plot and the characters in the story. You may need to read the story more than once to make a good summary, and you may need to repeat it to the group a second time.

MY KEY POINTS:

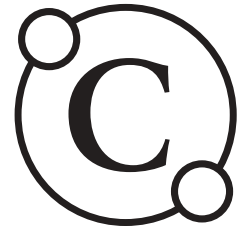
Main events: _____

Characters: _____

MY SUMMARY:



Connector



STORY: _____

NAME: _____

The Connector's job is to . . .

- read the story twice, and look for connections between the story and the world outside.
- make notes about at least two possible connections to your own experiences, or to the experiences of friends and family, or to real-life events.
- tell the group about the connections and ask for their comments or questions.
- ask the group if they can think of any connections themselves.

These questions will help you think about connections while you are reading.

Events: Has anything similar ever happened to you, or to someone you know? Does anything in the story remind you of events in the real world? For example, events you have read about in newspapers, or heard about on television news programmes.

Characters: Do any of them remind you of people you know? How? Why? Have you ever had the same thoughts or feelings as these characters have? Do you know anybody who thinks, feels, behaves like that?

MY CONNECTIONS:

1 _____



Word Master



STORY: _____

NAME: _____

The Word Master's job is to . . .

- read the story, and look for words or short phrases that are new or difficult to understand, or that are important in the story.
- choose five words (only five) that you think are important for this story.
- explain the meanings of these five words in simple English to the group.
- tell the group why these words are important for understanding this story.

Your five words do not have to be new or unknown words. Look for words in the story that really stand out in some way. These may be words that are:

- repeated often
- used in an unusual way
- important to the meaning of the story

MY WORDS	MEANING OF THE WORD	REASON FOR CHOOSING THE WORD
_____	_____	_____
PAGE _____	_____	_____
LINE _____	_____	_____
_____	_____	_____
PAGE _____	_____	_____
LINE _____	_____	_____
_____	_____	_____
PAGE _____	_____	_____
LINE _____	_____	_____
_____	_____	_____
PAGE _____	_____	_____
LINE _____	_____	_____



Passage Person



STORY: _____

NAME: _____

The Passage Person's job is to . . .

- read the story, and find important, interesting, or difficult passages.
- make notes about at least three passages that are important for the plot, or that explain the characters, or that have very interesting or powerful language.
- read each passage to the group, or ask another group member to read it.
- ask the group one or two questions about each passage.

A passage is usually one paragraph, but sometimes it can be just one or two sentences, or perhaps a piece of dialogue. You might choose a passage to discuss because it is:

- important
- informative
- surprising
- funny
- confusing
- well-written

MY PASSAGES:

PAGE _____ LINES _____

REASONS FOR CHOOSING THE PASSAGE

QUESTIONS ABOUT THE PASSAGE

PAGE _____ LINES _____

REASONS FOR CHOOSING THE PASSAGE

QUESTIONS ABOUT THE PASSAGE

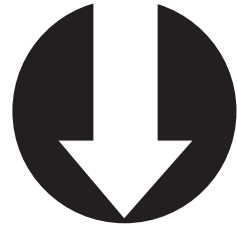
PAGE _____ LINES _____

REASONS FOR CHOOSING THE PASSAGE

QUESTIONS ABOUT THE PASSAGE



Culture Collector



STORY: _____

NAME: _____

The Culture Collector's job is to . . .

- read the story, and look for both differences and similarities between your own culture and the culture found in the story.
- make notes about two or three passages that show these cultural points.
- read each passage to the group, or ask another group member to read it.
- ask the group some questions about these, and any other cultural points in the story.

Here are some questions to help you think about cultural differences.

Theme: What is the theme of this story (for example, getting married, meeting a ghost, murder, unhappy children)? Is this an important theme in your own culture? Do people think about this theme in the same way, or differently?

People: Do characters in this story say or do things that people never say or do in your culture? Do they say or do some things that everybody in the world says or does?

MY CULTURAL COLLECTION (differences and similarities):

1 **PAGE** _____ **LINES** _____ :

2 **PAGE** _____ **LINES** _____ :

MY CULTURAL QUESTIONS:

1 _____

2 _____

3 _____



Role Sheet Examples

🗨️ Discussion Leader **STORY:** *The Five Orange Pips*

MY QUESTIONS:

- 1 *Do you like detective stories? Why or why not?*
- 2 *Imagine that you are John Openshaw, and you get the five orange pips in a letter. How would you feel? What would you do next?*
- 3 *Did anything in this story surprise you?*

📄 Summarizer **STORY:** *Netty Sargent and the House*

MY KEY POINTS:

Main events: *The young, pretty girl's uncle dies before he signs the paper to give her a house. The girl tells a lie and puts her dead uncle in a chair. She moves his hand to sign the papers, and the agent watches.*

Characters: *Netty is a pretty, young girl. Netty lives with her old uncle. He is very ill. Jasper is Netty's boyfriend, but he doesn't love her so much. He wants to get the old man's house.*

MY SUMMARY:

Netty really wants to marry Jasper. But Jasper says he won't marry her if she loses her uncle's house. Netty's uncle doesn't like Jasper. So he waits to sign the papers to give the house to Netty. Finally, Netty's uncle says he will sign the papers, but he dies before the agent comes with them. Then, Netty puts her dead uncle in a chair. And she moves her dead uncle's hand to sign the papers. The agent watches, and Netty gets the house. But Jasper is a bad husband.

📖 Word Master **STORY:** *The Christmas Presents*

MY WORDS	MEANING OF THE WORD	REASON FOR CHOOSING THE WORD
<p><i>One dollar and eighty-seven cents.</i></p> <p>PAGE <i>1</i></p> <p>LINE <i>1-8</i></p>	<p><i>This is a small amount of money in the U.S.</i></p>	<p><i>This tells us how poor they are and shows us that Della thinks she needs to buy something as a gift for her husband.</i></p>
<p><i>curls</i></p> <p>PAGE <i>6</i></p> <p>LINE <i>14</i></p>	<p><i>These are little rings of hair.</i></p>	<p><i>Della was worried about her curls. We think curls are cute. So I don't understand why she was worried. Perhaps, in the story's time, only straight hair was beautiful.</i></p>



 **Connector** **STORY:** *The Christmas Presents*

MY CONNECTIONS:

1 *I was moved by this story because I remember that giving a present to someone is not important. But our heart and mind is important when we try to give a present. When I was an elementary school student, I gave my father a present. I carefully made a very small stuffed toy cat. I sewed it with felt. Then, I wrote a short letter to my father and put it into the cat's mouth. "Finished, I did it." But when I saw my workmanship again, it looked ugly and careless. The next day was my father's birthday. I gave the failure to him, but he was very pleased! I couldn't understand it. But as the years passed, the more I understood it. I am much older, but my father still has my ugly cat. I noticed that he received not my present, but my heart at that time. This is the same feeling that Jim and Della have when they get the presents that are useless.*

 **Passage Person** **STORY:** *The Tell-Tale Heart*

PASSAGE: I could see it clearly, a horrible, pale blue eye that turned my blood cold. I could see nothing of the man's face or body, just his eye.

MY PASSAGES:

PAGE 51 **LINES** 17, 18, 19

REASONS FOR CHOOSING THE PASSAGE

This is interesting because it is easy to imagine the main character's fear and the silence of the scene.

QUESTIONS ABOUT THE PASSAGE

Why does the main character fear only the old man's eye? Is it a magic eye? Is it very ugly? Does the old man have a disease?

 **Culture Collector** **STORY:** *The Joy Luck Club*

MY CULTURAL COLLECTION (differences and similarities)

1 **PAGE** 94 **LINES** 6-10 : *In my primary school days, we had the "open day" when our parents visit our classes. A friend of mine didn't want her mother to come to school. She said that her mother looked ugly and was shorter than the other mothers. She never wanted anyone to know. I remembered this because the Chinese-American daughter in this story is also ashamed of her mother because of her appearance. Like me, my friend is Japanese, and she had the same feeling as the daughter in the story. Maybe it is an Asian idea.*

2 **PAGE** _____ **LINES** _____ :



Final group assignment

The story has come to an end.

Life goes on for the characters, but they all take a moment to look back at what happened and reflect on the events.

As a group, reflect back on the events through the eyes of the assigned character.

What happened? How did he/she feel? What did he/she learn? Any thoughts or lessons your character wants to share?

Choose your own form to present your character's reflection to your class, e.g. by writing a song, making a scrapbook, recording a vlog, writing a diary etc.

Present in class on **(date)**.

