

RUNNING HEAD: Literature Circles

Literature Circles in the High School English Classroom

Lena E. Moore

Bachelor of Science in Education

June, 2008

Master's Research Project in Partial Fulfillment of the Requirements for the Degree Master of
Education

Signature Page

Master's Research Project has been approved for the College of Education

Goufang Wan, Ph.D.
Professor, Department of Teacher Education

Ginger Weade, Ph.D.
Professor and Interim Chair of the Department of Teacher Education

Abstract

The purpose of this project is to determine the effectiveness of using literature circles in a secondary English classroom. Two different sophomore English classes were used during the course of this research project. Each class was divided into literature circle groups for the duration of reading a novel. The first class read Chris Crutcher's *Staying Fat for Sarah Byrnes* while the second class read *A Lesson Before Dying*. The first class received no prior instruction on the process of a literature circle; and the second group received instruction on the process of literature circles before the reading of their novel. Short-term results support the use of literature circles for engaging secondary English readers with text when well-prepared, but further study would be needed to determine if there is a long-term benefit.

Table of Contents

| | |
|--|--------|
| Chapter One: Introduction | Pg. 5 |
| Chapter Two: Perspectives and Previous Studies | Pg. 7 |
| What is Reader-Response Theory? | Pg. 7 |
| Literature Discussion Applications | Pg. 9 |
| Literature Circles | Pg. 10 |
| Previous Studies | Pg. 12 |
| Chapter Three: Research Design | Pg. 15 |
| Research Questions | Pg. 15 |
| Participants | Pg. 15 |
| Methods and Instrumentation | Pg. 15 |
| Procedures | Pg. 16 |
| Chapter Four: Results of the Study | Pg. 18 |
| Class 1 | Pg. 18 |
| Class 2 | Pg. 18 |
| Chapter Five: Discussion of the Results | Pg. 20 |
| Chapter Six: Conclusions and Recommendations | Pg. 22 |
| References | Pg. 23 |
| Appendix | Pg. 25 |

Chapter One: Introduction

In today's schools, students feel the pressure to succeed more than they ever have before. From performing well in the classroom to scoring "Proficient" on state-mandated tests, students are constantly being pushed towards a level of success they may not have experienced before. Students aren't the only ones who are being pressured to succeed; teachers are feeling the pressure as well from the district to the state level. According to the state, by 2014 all students in Ohio school districts will be "Proficient" on reading and mathematic achievement tests. With this pressure being felt by teachers and students, how do we meet state mandates for testing but still make classroom content interesting and accessible to all students?

I began this research project by trying to answer this question. Many of my students are reluctant readers, only reading when it is required of them and then reading just enough to "get by." Since we are in the digital age with video games, iPods, and an ever-growing computer industry, students are finding other things to keep their interests and to occupy their time. Literature to them is simply not interesting.

In the past when teaching a novel to my students, I would have them read chapters either independently or we would read them as a class. Every three or four chapters we would take a break to answer guided questions about the novel. The problem with this method is that it would become monotonous for the students. At first students would show an interest in the novel, but as the unit continued, students would stop reading and only pay attention during discussions to get a basic idea of the plot. In an attempt to bring their interest back to the novel and engage them more with the text, I would like to try a new strategy: literature circles.

I was first introduced to the concept of using literature circles as a reading strategy two years ago when learning about the theory of reader-response. However, the strategy was mostly

introduced for use in an elementary classroom. I began to think, though, about how they could be implemented in a secondary classroom. The questions I set out to research were: Is there a benefit to using literature circles in a secondary classroom, do literature circles engage secondary reluctant readers, and what is the best way to implement it?

Chapter Two: Perspectives and Previous Studies

What is Reader-Response Theory?

Many literature discussions in a secondary classroom take place in the reader-response body of knowledge. Reader-response theory is based on the body of work by Louise Rosenblatt where she explained that each reader brings his or her own personal experiences and his or her own personal traits to the act of reading (Moore, 1997). According to the theory, when students read, their comprehension depends on their prior knowledge and will take experiences from the literature that is relevant to them.

Rosenblatt's work centered on the concern that students be provided with literature that they can relate to and participate in (Bushman & Bushman, 1997). Oftentimes teachers choose literature that they think students need to know because it is part of the literary cannon or that the teacher thinks will be beneficial to the student without thinking of the student's needs for reading. Teachers will often do this because they feel students need an understanding of the world around them without thinking of the negative impact it will have on students (Bushman & Bushman, 1997). Because of this, teachers need to think of the students when selecting literature for inclusion in the English curriculum.

Utilizing reader-response theory in the classroom breaks teachers out of the mold of teaching students how to respond to questioning in a specific manner. Bushman & Bushman write (1997):

Often teachers think that they are teaching literacy when in fact they are teaching and testing students on how well they can determine what the teacher wants. Teachers thought they were measuring performance, when in fact they were actually testing how well students could determine the

teachers' expectations and answers (p. 49).

This presents a problem when trying to get students to think about and analyze literature on a personal level because they have been trained to look for what the teacher thinks is the correct answer. An interesting example with this is in my Advanced Placement English Literature class. Students were attempting to answer an open discussion prompt and one student responded that she tries to answer essay questions based on what I, the teacher, would be looking for. Based on what Bushman writes, though, breaking students of this habit is difficult to do because they have been trained, whether consciously or not, to do this. Reader-response theory helps break students out of this habit.

Reader-response theory has many benefits in the secondary English classroom. Cynthia Urbanski (2006) writes that "reader-response is a great way to get students to think on their own and to get the conversation flowing (p. 73)." It's the goal of many educators to teach students how to think on their own and to be the ones to ask questions about what they have read. The problem is that many teachers are used to asking the questions and expecting specific student responses. Reader-response theory helps teachers break this traditional mold.

Another benefit of using reader-response theory is that it creates a positive classroom atmosphere. The classroom composition changes so that students know it is a place for them to convey ideas, discuss freely, and not be judged for what they say (Bushman & Bushman, 1997, p. 56). When students feel comfortable with the atmosphere in the classroom, they are often more likely to contribute responses to the discussion, especially if they feel like they have an important role in the discussion.

One concern of using reader-response theory in the classroom is the responsibility and role of the teacher in the process. As students provide responses to literature, teachers must be

prepared to give equal weight to all student responses even if the teacher has differing opinions about those responses (Urbanski, 2006). When teaching literature, it is important for the teacher focus on the possibility of more than one interpretation of what the author meant. It is also important for the teacher to know that some student responses are based on their own experiences and levels of understanding to make meaning in the work.

Another concern about using reader-response theory is that students may not know what they are supposed to do when they respond to a text. Students may also be uncomfortable in giving a personal response to what they have read. Deborah Appleman warns that “using reader-response is like trying to teach students how to perform in the upper levels of Bloom’s taxonomy without teaching them about the taxonomy itself (2000, p.31).” Students need to be aware of what it is they are doing and how to fully utilize the theory to make meaning.

Literature Discussion Applications

While there are many methods to students’ discovery of a text in the theory of reader-response, two methods in particular have relevance in the secondary English classroom: literature circles and socratic seminars. Each of these methods employs many of the same methods for discussion, but they also give students different methods to use when analyzing literature and more importantly, their responses to literature.

In 2006, Debra Myhill conducted research into the impact of whole class discussion on teacher effectiveness and student learning. In her article, she supports the use of classroom talk as a means of scaffolding students’ learning so that students can make meaning and understanding of material for themselves. Myhill’s research directly ties into the theory of reader-response of students needing to be engaged in the discussion of literature to make it their own.

Literature Circles

Literature circles are commonly used in English classrooms for literature discussions. In literature circles, students gather and discuss a piece of literature in depth, often with specific assigned roles. Discussion is started by students and led by students' responses to what they have read.

When planning a literature circle, the teacher needs to consider when the best time during the school year will be. "For teachers of younger students, it is best to wait until students are comfortable with the routine of reading and responding to literature; for older students, teachers may find that they can begin sooner after taking time to establish the groundwork for collaboration (Noe & Johnson, 2000, p.14)." Teachers must determine, based on class level, when the best time for a literature circle will be for them.

Literature circles allow a teacher freedom in the structure of how classroom discussion will happen. Teachers can select books for the whole class to read and discuss in small groups or they can allow each group to choose a book to read and discuss within their own group (Noe & Johnson, 2000). This allows the teacher some flexibility and freedom for using literature circles, especially in classes with varying reading interests as with high school classrooms.

As with any other form of instruction that deviates away from a teacher-centered classroom, it is important for the teacher to train students in the use of the method. Before using literature circles, Nancy Steineke (2002) suggests using a specific progression of working students through short stories before using a novel to get students used to asking good questions about what they have read. This gives students practice in analyzing a text beyond basic knowledge and comprehension and allows them to ask questions based on their response to what they have read.

Not only is it important that students learn how to ask questions over a text, they must also know how to contribute to the discussion and how to take notes over what is being said. One suggestion on how to do this is by having students discuss books through read-alouds and connect them to their own experiences, to other books they may have read, and to the outside world (Scala, 2001). By doing this, the teacher is allowing students to take control over what they discuss and gives them practice at being leaders in group discussion. Scala (2001) also suggests that students get practice in varying methods of note taking, such as webbing or outlining. This gives a student a basis for ideas to reflect on in writing and in discussion.

When the teacher believes the class is ready to begin with a full novel discussion, there are several avenues a teacher can take for the course of the class literature circle. A teacher can either select a book for the whole class or allow students to choose books from a selection and form groups around those choices. Noe and Johnson (1999) suggest that no matter how a teacher selects books for literature circles, students are given a choice and that books are introduced through class book talks. Book talks allow students to learn the basis of the novel and go beyond simply reading the back cover. A book talk is meant as a way to encourage students to read a particular book without giving away any major details of plot, much like a movie preview.

After the teacher has formed the literature circles and set the reading schedule, the teacher must decide how best to manage the literature circles within the classroom. The management can be through the teacher meeting with each group individually as a facilitator or group member, the teacher meets with one group at a time and acts as an observer, or the teacher can have all groups meet and float around the room (Steineke, 2002). Whichever method a teacher utilizes, it is important for the teacher to choose a method that will allow students freedom for discussion, that a teacher can manage, and where students will get the most benefit.

While literature circles are a major aspect of reader-response theory, it is also important that teachers inject literature circles with other classroom activities to promote literacy. Noe and Johnson (2001) suggest using a maximum four literature circles through the course of the year and interspersing with different reading strategies that can be used in the next literature circle. The benefit of them is that while students will still be given the chance to make the literature theirs, teachers can also still meet curriculum and state standards for reading and writing.

Previous Studies

Literature circles are most commonly and effectively used in the elementary and middle school classrooms. Studies have been conducted using literature circles as a tool to increase student literacy in the classroom. Some of these studies have looked at transitioning away from a teacher-centered classroom to a student-centered classroom where students are collaborating through their literature discussions.

In 2002, Barbara Ann Brown conducted a study into the effectiveness of literature circle instruction in an eighth grade English classroom. She studied two different ways of reading a novel with her classes. During the course of the study, she taught one class the novel using a traditional, teacher-centered approach of “drill and practice”; the other class read the novel through the use of the literature circle (Brown, 2002). The results of the study did not prove that one method of instruction was better than the other, but she does make recommendations that support the use of literature circles for reading instruction. One recommendation that she makes is that “literature circles along with traditional, teacher-centered practice should be incorporated with other helpful reading strategies (Brown, 2002, p.12).” She also states that the literature circles allowed students to make personal connections with the text compared to the students

who did not participate in them. This is a benefit to using the strategy because students are able to make a text-to-self connection and make meaning through a personal relationship with the text.

Another study that looked at the effectiveness of literature circles was done by Lane W. Clarke and Jennifer Holwadel (2007). The study took place over the course of a school year in an urban school district in Cincinnati, OH. Jennifer is a teacher in a very poverty stricken portion of Cincinnati where tensions within her classroom were high and caused problems during classroom discussion, including the use of her literature circles (Clarke & Holwadel, 2007).

One of the major aspects of using a literature circle as a strategy for reading is the concept of group communication. Students need to be able to communicate and collaborate with other students in their class for discussions to be a success. At the beginning of the study, Clarke noticed that student interactions quickly divulged into verbal insults about race, social class, and gender. (Clarke & Holwadel, 2007). In this case, students did not know how to effectively communicate with one another without allowing outside factors to influence their work. Because of the lack of communication within the groups, Clarke (2007) recommends using mini-lessons to teach students how to communicate. These mini-lessons include using “a membership grid to help students develop a sense of cohesion, teaching students how to share “airtime” by using poker chips or tokens to buy speaking time, and have students practice how to give compliments (Clarke & Holwadel, 2007, p.24).” By teaching students how to communicate, Clarke and Holwadel (2007) were able to guide students into more independent thinking that focused on interaction with the text.

It seems that as students journey through their school careers, their interest in reading begins to falter. In 2005, Debra Pitton, a professor at Gustavus Adolphus College in Minnesota,

explored with her college methods students the implementation of literature circles in a middle school setting. Their project was to see if using the literature circle strategy would “grab” middle-level readers by enabling them to discuss what they read (Pitton, 2005).

Throughout the study, students were introduced to the concept of literature discussions in sections. At first, students practiced interaction and discussion skills with brief readings and discussed as a class how they could improve their group communication (Pitton, 2005). By the end of the study, students were working collaboratively on longer readings and demonstrating high-order thinking skills (Pitton, 2005). Pitton (2005) does make the suggestion that even though the strategy worked with this middle school class, students can be turned away from the concept of literature circles because they are expected to think and write more. It is important that teachers slowly introduce the concept of student-centered learning because students are used to a teacher-centered approach in the classroom.

Although the use of the literature circle is an effective strategy in middle school classrooms, little research has been done on its effectiveness in the high school classroom. Much of the information available about the use of the literature circle in the high school focuses more on its implementation rather than on its actual effectiveness. This study is, therefore, an attempt to analyze the effectiveness of the literature circle in the high school.

Chapter Three: Research Design

Research Questions

This study aims to address how literature circles engage secondary reluctant readers, and what is the best way to implement it. First, is there a benefit to using literature circles in a secondary classroom? Second, do literature circles engage secondary reluctant readers? Finally, what is the best way to implement the strategy?

Participants

The sample for this project was from the researcher's sophomore English classes at a high school in Northern Perry County. Two classes were used for this project: one class from the 2007 Spring Semester and one class from the 2007 Fall Semester. The first class, Spring Semester, was composed of 24 total students (17 boys and 7 girls); the second class, Fall Semester, was composed of 22 total students (16 boys and 6 girls).

Methods and Instrumentation

This is mainly a qualitative study with data collections through observations of the students' completion of assignments, whether in their literature circles or in the response journals, and informal whole class reflection. Response journals were created by the students from a set of papers given to them. Student journals were composed of the following forms (Appendix A):

- Discussion Director: develops a list of questions based on the assigned reading for the group to discuss
- Illustrator: draws a picture related to the reading
- Character Captain: responsible for revealing specific character traits of the characters within the reading
- Travel Tracer: charts and keeps track of when and where the events happen

- Journal Prompts: forms are used for teacher-directed questions about the reading
- Book Discussion Preparation: forms students use to write questions for whole class discussion about any part of the reading

In addition to consistent checking of students' response journals for completion and accuracy of assignments, data was also collected through observations of the literature circle meetings, which met twice a week over the course of four weeks, and through informal whole-class reflection. Students were given a minimum of twenty minutes to meet and discuss the novel. During observations of the literature circles, which were done during each meeting, student participations in discussion were monitored by taking notes on who was or was not contributing.

The researcher and observer of the study is the teacher of the class. The teacher instructs one section of English 10 each semester with the semester being 18 weeks long. All but six of the students from both semesters were taking English 10 for the first time and had not taken a prior English class with the teacher.

Procedures

In both instances of data collection, groups were assigned randomly. Students drew numbers from a hat to determine their group. Groups had four to five students in each. During the implementation of both rounds, students were assigned the same novel rather than allowing groups to choose a novel. This allowed some level of control over their reading and literature circle discussions. Groups would meet periodically during the course of the novel: the first class met every two or three chapters and the second class would meet every four or five chapters.

In the first class, students were required to complete each literature circle role twice. Students received limited guidance on how to complete each role. Instruction on each role was given all at once, not broken up into sections. Oral feedback from the students suggested that

they understood how to complete the roles. When students finished with the first round of role completion, students were allowed to direct the discussion in their literature circles on their own.

After the experiment in the first class, the introduction of the literature circles was changed. Instead of explaining all the roles at one time, students were introduced to each role through a short story unit. Students indicated a clear understanding of how to complete each role when they began reading the class novel.

Chapter Four: Results of the Study

Class 1

The expected outcome was that the literature circles would engage readers with the novel. Unfortunately, the final outcome of the literature circles did not meet that expectation. Students' interest in the novel was not maintained throughout the duration of the reading. Approximately 20 out of 24 students completed the first set of literature circle forms for discussion; but by the second set, all 24 students left parts of the forms blank.

Groups also began showing a lack of interest in discussing the novel when the second set of meetings started. Instead of opening their journals to discuss the assigned chapters, many students would start talking about events that had happened in the news or what they were going to do for the weekend. This happened every time when the groups met. When the class was asked to reflect on why they were having other discussions during their meetings, one student responded by saying that "at first the literature circles seemed like an interesting idea, but it got a little boring and the novel (*Staying Fat for Sarah Byrnes*) is kind of confusing."

Class 2

The final outcome of this experiment did support the expectation that literature circles could engage readers when extra preparation is given. Before the introduction of the novel, *A Lesson Before Dying*, students were prepared for the structure of the literature circle during a short story unit. Throughout the reading of the novel, most of the 22 students completed their role responsibilities. At least half of the students went beyond the basic expectations for completing the role responsibilities. For example, when one student served as the Discussion Director for the group, the student had written six questions to ask the group rather than the

required four. In another group, a student, who rarely completed assignments in class or participated in whole-class discussions, drew a picture of what was happening in the chapters by using color and objects to represent the events rather than simple stick figures.

Chapter Five: Discussion of the Results

While the second class demonstrated more interest in reading during the literature circles than the first class, further study is needed to determine the effectiveness of using such a technique in a secondary English classroom. The first class had the most trouble completing the roles of Character Captain and Travel Tracer. Many students would leave areas of the forms blank because they either indicated verbally that they did not understand how to complete the role or were unsure of how to apply the role to that particular section of the novel. The second class demonstrated a better understanding of the roles than the first class, but many students still had problems with the format of the literature circles.

During the onset of the literature circles, the groups in each class would jump right into discussion of their roles with many contributing extra information to the discussions. This observation supports the literature saying reader-response theory creates an atmosphere where students are not as easily judged for what they say and do (Bushman & Bushman, 1997, p.56) so they became more willing to participate and express themselves. But as the discussions continued, the groups in the first class would end their discussions quickly. This could have been affected by a number of factors from teacher instruction on the process of the literature circle to their level of comfort with leading discussions. During a whole-class reflection, a few students indicated that they were first interested in this “new way” of reading a novel but then lost interest. One explanation for their lack of interest could be that the students needed a change in the literature circle roles. New roles could have been created for the second set of meetings

As students in first class showed frustration in understanding the structure of literature circles, the introduction of the literature circles was changed in the second class. Some of the literature suggests that the teacher should introduce students to the concept of literature circles in

small segments. One author, Nancy Steineke (2002), stressed the importance of introducing proper questioning techniques so students are asking more complex questions. Instead of introducing literature circles with *A Lesson Before Dying*, the roles were introduced during a unit on short stories. Students were given the opportunity to ask questions and share their responses as each role was explained, a new role with each new short story. Once students had a chance to learn the format of a literature circle and how to complete the roles, the class began reading the novel.

The progression of the literature circles appeared to go more smoothly with this class than the first class. Groups were given fifteen to twenty minutes to meet and most of the groups discussed the novel the entire time with a few needing more time. This differed from the first class where many groups would be finished within the first five minutes of the meeting time. Another difference from the first class to the second class was the level of detail on completing their role sheets. Several students in the second class would go beyond the basic requirements for the roles. For example, one student, while fulfilling the role of discussion director, asked the group seven questions instead of the required four questions. This example supports the literature that reader-response strategies, which include literature circles, engage students. It also supports that when better prepared, literature circles may become an effective tool.

Chapter Six: Conclusions and Recommendations

The major benefit of using literature circles found during this study is that, for a short amount of time, students in both classes appeared to be engaged with the text. Students were participating in discussions of the novel within their groups. Students in the second class also demonstrated engagement with the text by going beyond what was required of them during the literature circle meetings. The study also indicates that literature circles become more effective in the high school classroom when students understand the structure better.

There were limitations to this study that suggest further research is needed to determine the effectiveness of literature circles in a secondary English classroom. First, there were a limited number of students available for the purpose of this study. Each semester only one class of sophomore English students were able to participate in the study because those were the classes to which the teacher had access..

Another limitation to this study was the lack of feedback from students at the completion of the literature circles. Feedback was obtained only through brief whole-class discussions and observations of the literature circles, but no formal, written feedback was obtained. As a result, not every student was able to give feedback. In future studies, written feedback should also be obtained to allow all students a chance to respond.

While the literature suggests that using reader-response theory and literature circles engages students in the text, students need to be introduced to the concept in small stages. At times students demonstrated engagement during the reading of the novel. Many students, however, still gave only the required amount of work for completing roles and discussing the novels. Teachers need to be aware of students' interest in an assignment or reading strategy and change or enhance the instruction so that all students are equally engaged.

References

- Appleman, D. (2000). *Critical encounters in high school English: Teaching literary theory to adolescents*. New York: Teachers College Press.
- Brown, B.A. (2002). *Literature circles in action in the middle school classroom*. Georgia College and State University.
- Bushman, J.H. & Bushman, K.P. (1997). *Using young adult literature in the English classroom*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Clarke, L.W. & Holwadel, J. (2007). Help! What is wrong with these literature circles and how can we fix them? *The Reading Teacher*, 61, 20 – 29.
- Moore, J.N. (1997). *Interpreting young adult literature: Literary theory in the secondary classroom*. Portsmouth, NH: Boynton/Cook Publishers, Inc.
- Myhill, D. (2006). Talk, talk, talk: teaching and learning in whole class discourse. *Research Papers in Education*, 21, 19 – 41.
- Noe, K.L. & Johnson, N.J. (1999). *Getting started with literature circles*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Pitton, D. E. (2005). Lit circles, collaboration, and student interest. *Academic Exchange Quarterly*, 9.
- Queen, J. A. (2003). *The block scheduling handbook*. Thousand Oaks, CA: Corwin Press, Inc.
- Scala, M.C. (2001). *Working together: Reading and writing in inclusive classrooms*. New York: International Reading Association.
- Steineke, N. (2002). *Reading & writing together: Collaborative literacy in action*. Portsmouth, NH: Heinemann.
- Urbanski, C.D. (2006). *Using the workshop approach in the high school English classroom*.

Thousand Oaks, CA: Corwin Press, Inc.

APPENDIX A

Discussion Director

Name: _____ Circle: _____

Assignment Date: _____ Chapter: _____

Responsibilities: Your job is to develop a list of questions that your group might want to discuss about this part of the book. The best discussion questions come from your own thoughts, feelings, and concerns as you read. Questions can include making predictions, explaining why or how something happened, making connections or comparisons, and giving opinions. The discussion director leads the discussion over the novel.

Discussion Questions:

1.

Answer:

2.

Answer:

3.

Answer:

4.

Answer:

Character Captain

Name: _____ Circle: _____

Assignment Date: _____ Chapter: _____

Responsibilities: The character captain is responsible for revealing specific personality traits of the characters. The character captain makes a list of all the characters within the reading and gives a detail about each character's personality (traits and emotions) during the assigned pages. The character captain also gives an example from the reading to help group members know the specific character.

| Character | Trait or Emotion | Example w/ pg# |
|------------------|-------------------------|-----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Question or comment about a character or characters:

Illustrator

Name: _____ Circle: _____

Assignment Date: _____ Chapter: _____

Responsibilities: The illustrator draws some kind of picture related to the reading. The picture can be a sketch, cartoon, diagram, flow chart, or stick figure scene. The picture can be of something that is discussed specifically in the book, something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. During group meetings, the illustrator shares the picture with the group and asks/answers questions about it.

Draw your picture in the box below or use the back of this paper.



Explanation: Why did you draw this picture?

Travel Tracer

Name: _____ Circle: _____

Assignment Date: _____ Chapter: _____

Responsibilities: The travel tracer charts and keeps track of WHEN and WHERE things are happening. The travel tracer describes each setting or scene in detail in either words (listed below) or with a map or diagram (on the back) to show the group. The travel tracer gives important key events in each setting. The group can then discuss or ask questions about the scene changes. INCLUDE PAGE NUMBERS AND WHAT IS HAPPENING IN EACH SETTING.

Where does today's chapter begin?

Where do the chapter's key events happen?

Where does today's chapter end?

Question or comment about this chapter:

Journal Prompt:

Date: _____

Response to the Prompt:

Book Discussion Preparation

Name _____

Chapter _____

My Question: _____
