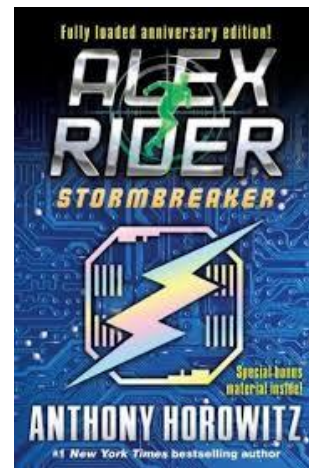
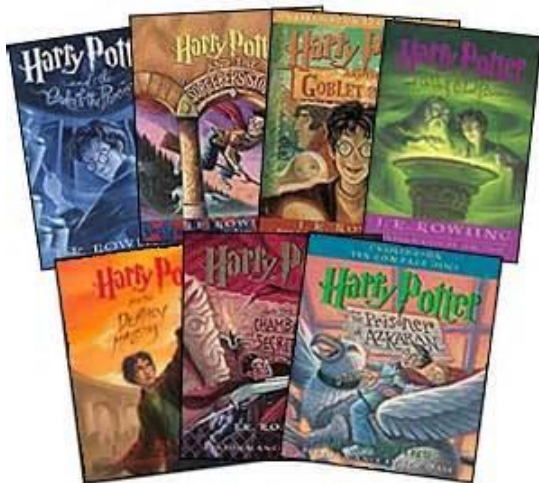
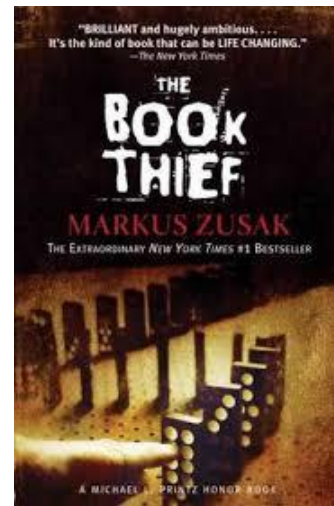


Books and Beyond

Name: _____

Class: _____



Learning Outcome: to enjoy books, discuss ideas and develop a reading habit

Why should I read books?

- To develop verbal skills
- To improve concentration
- People who read are more empathetic
- It makes you smarter
- It makes you more interesting
- It improves your imagination
- Reading opens windows to other realities
- Reading improves your memory
- Reading reduces stress
- It is fun and entertaining!

How do I do this?

1. You will work in a group of four to support each other with your reading.
2. Choose a book that looks interesting and start reading. You can find good books by asking the librarian, your teacher and your friends. Once you have a recommendation, read the blurb to see if it appeals to you.
3. Write down the date, book's title and author in your booklet. **You should also write the title and reading target in your homework diary. Make sure you meet this target and get this signed by a parent or guardian when you meet the target.** You should **be ambitious** and try to read beyond the target!
4. Your teacher will ask you to complete an activity from time to time. Be ready to show your booklet and share your thoughts about the book with other members of your group every week.
5. Set a new target each week and make sure that you complete the reflection tool at the back of the booklet.

Asking questions and reflecting on your reading

Thinking about and engaging with books is the key to developing your reading. Ask open questions in discussion activities. Here are some sample questions:

Who was your favourite character and why?

What was the most exciting part of the story and why?

Was there anything you did not like and why?

How could the writer improve the story?

Our key learning objectives

- ❖ Reading and talking about reading.
- ❖ Working together collaboratively.
- ❖ Responsible for our own learning.
- ❖ Asking open-ended questions.
- ❖ Thinking critically about literature.
- ❖ Reflecting on our learning.
- ❖ Connecting with books and authors.
- ❖ Debating and discussing books and ideas.



Before you get started, take some time to look at the JGHS Reading Wheel below and make a mark on the wheel for each question. This will help you to reflect on your own reading habits.

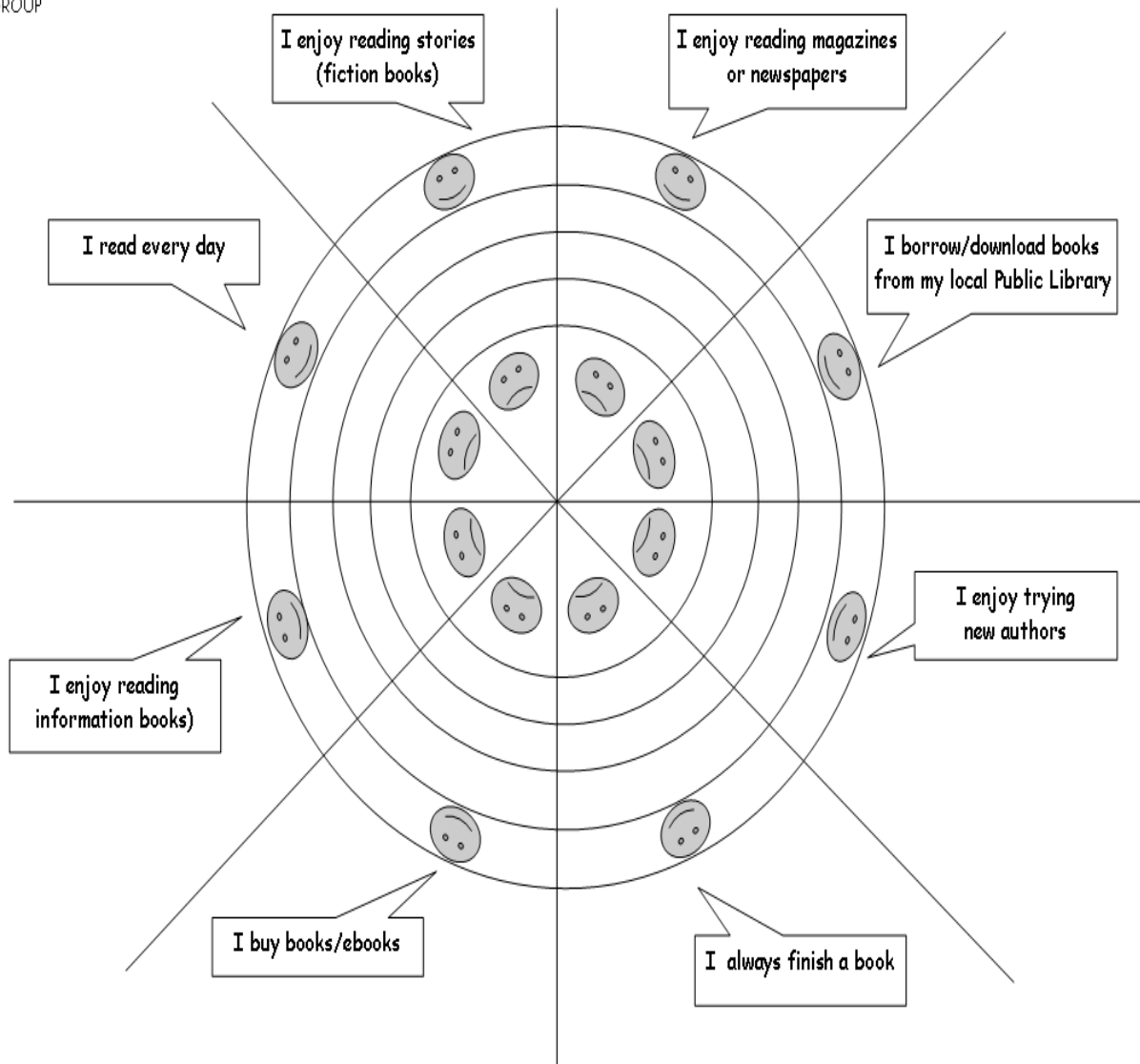
At the end of the year you will carry out the same task to see if there has been any change in your reading and the way that you relate to books.

NAME

REG GROUP

DATE

JGHS READING WHEEL



AA – Amazing Assembler, **CC** – Character Cop, **FF** – Feelings Finder, **WW** – Word Wizard, **JJ** – Juvenile Journalist, **SS** – Summariser Sergeant, **II** – Illustrious Illustrator, **PP** – Paragraph Presenter, **DD** – Dedicated Director.



Amazing Assembler

You are responsible for finding connections between your novel and the outside world. You might try connecting events in the chapter/s to your own life, other books or stories, events at school or in the community or similar events at other times and places. Draw a chain to show the number of links you have been able to make and write a brief description of each link to help you explain them to your group.

Character Cop



Your job is to build up a picture of the personality of one character. Write or draw the character you have chosen and list at least 4 character traits this person has (e.g. thoughtful, cunning, adventurous, shy, noble etc) For each character listed you must provide evidence from the book to support your opinion. This evidence can be a direct quote or a description of events. Note the page number where the evidence can be found.

Feelings Finder



For each of the main events in the chapter/s, write a brief description of what has happened and describe the main character's emotions. You should include at least 4-5 events.

Word Wizard



Your job is to collect words which you find difficult or interesting. Write down the page the word appears on. Predict the meaning of the word by looking at the context. Find the meaning in a dictionary, being careful to check that this meaning fits the passage as there may be more than one meaning. Tell your group the words you have collected and ask them to predict meanings to see who is closest.

Juvenile Journalist



Your job is to write a letter, either from yourself to a character in the book or from one character to another. If you are writing as yourself, you may want to ask the character questions or offer them advice. If you are writing as a character, you could discuss events which have happened or explain your feelings towards other characters.

Summariser Sergeant



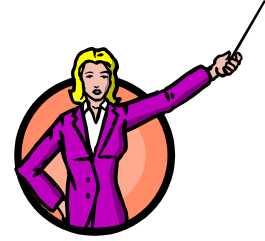
Your task is to write a summary about what has happened in the chapter/s this week. Don't try to write everything! You should include only the main events. Think of creative ways to present your summary. Be prepared to discuss these events and give your own opinion of them.

Illustrious Illustrator



Your job is to draw a picture to illustrate part of the chapter you have just read. It can be a 3D model, a flip book, a storyboard, a cartoon, or anything else that you fancy. Let your imagination run away with you! Make sure you label your illustration to describe what it shows and why you picked this particular part of the story. Be prepared to show your art work to your group and describe how it links to the story.

Paragraph Presenter



Your job is to find a paragraph which you think is particularly interesting or important to the story. This could be because it made you feel a certain way or because the author revealed a surprising twist in the tale. Make a note of the page number and copy out the first sentence. Underneath, explain why you selected that paragraph.

Dedicated Director



You are going to make a short book trailer promoting a book that you read. This should be in the style of a film trailer with exciting details designed to make the viewer want to read your book. So you would probably want to give a rough idea of the plot, setting and a sense of character, but remember not to give too much away!
This will work best for a book you really enjoyed and you will probably have to recruit some of your friends to help you to make it.

Reading Group Reflection Tool

This table will help you reflect on your **own** contribution to the group. Give yourself a mark out of five for each question (five is excellent and one is poor).

Reflection questions (individual)	Week 1	Week 2	Week 3	Week 4	Week 5
How well prepared was I for the group?					
How well did I encourage others to contribute?					
How well did I share ideas and offer suggestions to my group?					
How well do I think I listened to others?					

This table will help you reflect on how well your **group** worked together. You must agree these as a group...

Reflection questions (group)	Week 1	Week 2	Week 3	Week 4	Week 5
Did we support our ideas and points with evidence?					
How well did we listen to each other?					
How well did we stick to the timings in the agenda?					
Did we stay on task?					
Did everybody contribute to the discussions?					
Did we support each other and encourage each other to contribute?					

Reflection questions (individual)	Week 6	Week 7	Week 8	Week 9	Week 10
How well prepared was I for the group?					
How well did I encourage others to contribute?					
How well did I share ideas and offer suggestions to my group?					
How well do I think I listened to others?					

Reflection questions (group)	Week 6	Week 7	Week 8	Week 9	Week 10
Did we support our ideas and points with evidence?					
How well did we listen to each other?					
How well did we stick to the timings in the agenda?					
Did we stay on task?					
Did everybody contribute to the discussions?					
Did we support each other and encourage each other to contribute?					

Reflection questions (individual)	Week 11	Week 12	Week 13	Week 14	Week 15
How well prepared was I for the group?					
How well did I encourage others to contribute?					
How well did I share ideas and offer suggestions to my group?					
How well do I think I listened to others?					

This table will help you reflect on how well your **group** worked together. You must agree these as a group...

Reflection questions (group)	Week 11	Week 12	Week 13	Week 14	Week 15
Did we support our ideas and points with evidence?					
How well did we listen to each other?					
How well did we stick to the timings in the agenda?					
Did we stay on task?					
Did everybody contribute to the discussions?					
Did we support each other and encourage each other to contribute?					

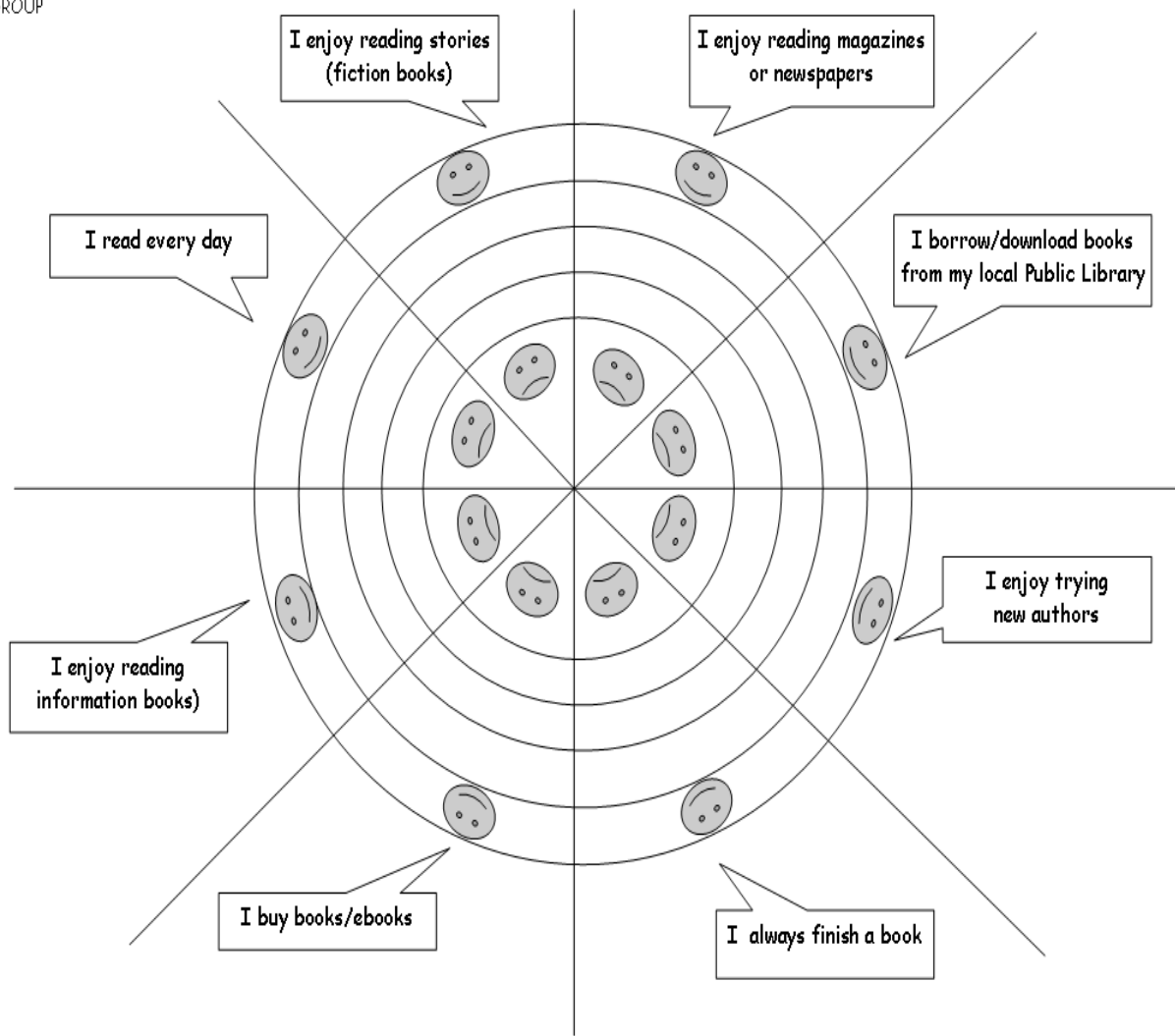
Time to revisit the JGHS Reading Wheel. We hope that you have really enjoyed your reading time and that you have now developed a deeper engagement with reading. Have another go at plotting your reading habits below and hopefully you will see progress.

NAME

REG GROUP

DATE

JGHS READING WHEEL



Overall evaluation of your reading.

Think about all the books you read and the reading group as a whole. What was your favourite book and why?

Overall evaluation of reading group.

Think about the Books and Beyond Group as a whole. What did you enjoy about it; do you think it helped you to develop and expand your reading; what would you change about it?

So many books...

so little time.

