

Donut Go Breaking My Heart
Discussion Guide
Grades 4-7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- What does it mean to be in the spotlight or in the background? Which would you rather be? Why?
- Think about other people's expectations for you. When is it good to have expectations? When is it not good?
- Frontload vocabulary for chapter 1 (see vocabulary guide)

During Reading: to engage students, check for understanding, and make connections. Prompt students to provide support for their answers from the text.

- Describe Sheyda and Kiri. How are they different? Why does Sheyda think their friendship works? (Ch.1)
- Who is Cabe Sadler? (Ch.1)
- How are Sheyda and Kiri's experiences with Cabe different? (Ch.2)
- What happens at the audition? (Ch.2)
- How is Cabe different than Sheyda expects? (Ch.3, Ch.4)
- Do you think Kiri is a good friend? Why or why not? (Ch.3, Ch.4, Ch.5, Ch.6, Ch.7, Ch.10) What is making Kiri be not such a great friend? (Ch.7, Ch.10)
- How does being friends with Cabe change Sheyda? (Ch.5, Ch.6, Ch.7, Ch.11)
- What happens at the donut shop? (Ch.5)
- How is Kiri's relationship with Cabe different from Sheyda's relationship with him? (Ch.8)
- Why does Sheyda tell Cabe to ask Kiri to the premiere? (Ch.9) If you were Sheyda, is that what you would've done? Why or why not?
- What happens to Sheyda's model? (Ch.10)

After Reading: to summarize, question, and reflect.

Compare Sheyda and Kiri. How are they similar? How are they different? Use a Venn Diagram.

Sheyda shares things she loves about New York with Cabe that helps convince him to move there. What are some things about your community that you would share with someone to convince them to move there?

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.