

*Genesis Begins Again*  
**Discussion Guide**  
Grades 4-8

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

- *Titles Can Be Telling\**: Reread the title of the book. Think about what’s included in the title, the image chosen for the cover, and what you notice. Make a prediction based on the cover and consider how the title influences the story. (revisit after reading the story and see if your predictions are correct)
- Frontload vocabulary (see vocabulary list)

**During Reading: to engage students, check for understanding, and make connections.**

- Genesis is called “charcoal,” what event caused this to happen? (Ch.1)
- How does Genesis feel about herself? What evidence from the text can you use to support this? (Ch.1)
- After learning about the lemons, what does Genesis try to do and why? (ch.2)
- Describe Genesis’ living situation thus far. Why has it changed? (Ch.4)
- What are some differences between Genesis’ old school and her new school? (Ch.5)
- What are some of Genesis’ tips for a comeback? (Ch. 6)
- Describe Genesis family member's character traits and how she feels about each of her family members. (Ch.7)
- What are two new differences between Genesis’ new and old school? (Ch. 8)
- Who do you think has a big impact on Genesis self-image and why? (Ch.9)
- What is Genesis referring to when she states, “If only she knew...” (Ch.10)
- Genesis is wanting to change her self-image. What are some ways/phrases that she has already implemented? (Ch. 11)
- Why does Genesis feel like she doesn’t fit in with her family? What does her Grandmother do to make her feel this way? (Ch. 13)
- What/who influences the way Genesis talks and treats her friends? (Ch.22)
- What did Genesis find out when she went to talk with Todd Marino? What do you think Genesis will do with this information? (Ch. 23)
- Do you think Genesis is being used for the talent show? Why do you think different people reached out to have her join? (ch.25)

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- Mama calls Genesis brave, how does this influence Genesis's actions? (ch. 26)
- What's the difference in Troy's and Terrance's views of Genesis? (Ch. 28)
- What is Genesis' view of perfection and beauty? Who influences this view? (Ch. 28)
- What's the meaning behind Troy's conversation to Genesis? What life lesson can you learn from this? How does the lesson apply to you? (Ch. 29)
- How does Genesis' mom react to the physical changes Genesis is making to her appearance? (Ch. 30)
- Who does Genesis compare her dad to and what are the comparisons? (Ch. 31)
- What did the talent show do for Genesis? Why do you think she went against her punishment? (Ch. 32)
- What was the reason her dad viewed Genesis like him? Who influenced his vision of himself? (Ch. 32)
- What does ripping the list symbolize? (Ch. 33)

**After Reading: to summarize, question, and reflect.**

- Revisit the Titles Can Be Telling\* Worksheet from the pre reading activity. What do the cover and title mean now that you have read the story? How do you think the title connects to the story? Does the title fit the story?
- What's Your Problem\*: Finding the problem through story elements and how the characters surrounding influence the problem. There could be more than one problem based on the connections.
- The Influences on Character\*: Consider all the influences on the character - the problem(s) the character is facing, the other characters with who he or she comes in contact, and the setting of the story. Notice how the character interacts and reacts to these different forces. What effect(s) do characters, setting, and problems have on how the character acts earlier and later in the story?

**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.