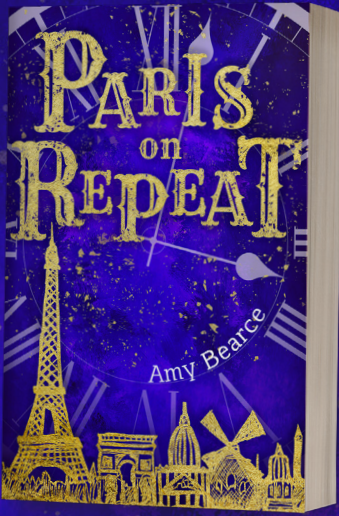


Book Club and Reader's Guide for



PARIS on REPEAT

By Amy Bearce

About the book

Groundhog Day gets a hilarious French twist in this delightful upper middle grade novel about first crushes and friendship when an eighth-grade class trip to Paris goes horribly wrong and the worst day of one girl's life keeps happening over and over.

Fourteen-year-old Eve Hollis is ready to push through her fears and finally let her crush know how she feels. And what better place to tell him than on top of the Eiffel Tower in the City of Love? But things don't go as planned, and Eve is sure she's had the worst day of her life—until she wakes up the next morning to realize the whole disaster of a day is happening again. She's trapped in a time loop.

Desperate to make it stop, Eve will have to take some big risks and learn from her mistakes or she's destined to live the most awkwardly painful day of her life over and over again, forever.

Two Options:

- *Book Discussion Questions:* These are big, broad questions that work best after the complete book has been read. These questions can be adapted for book clubs, reading journals, reading workshop class, library groups, or more.
- *Chapter Comprehension Questions:* For those reading the book chapter by chapter with a class.

Also included:

Vocabulary suggestions, 10 essay and project ideas, book recommendations



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Book Discussion Questions:

1. Describe Eve at the beginning of the novel. Does she remind you of anyone you know? If so, how?
2. How does Eve's relationship with Reggie affect the story?
3. Compare/contrast Eve and Sophia. How does their relationship change throughout the book?
4. What does Jace bring to the story? What is his role in the conflict and rising stakes?
5. How does the setting influence the story?
6. The author uses humor to lighten the tension in the story. Find an example in the text that brought a lightening of the mood or a moment of humor.
7. What is a theme of the novel? What in the story supports this theme?
8. In the time loop, what things can Eve change and what cannot seem to be changed?
9. How does the magic in this story compare/contrast to fairy tales or pure fantasy worlds in other books you've read?
10. How would this book be different if written from another character's point of view, like Reggie's?
11. The working title for this book was Love Locked. It became Paris on Repeat prior to publication. Think of another alternative title for the book. What made you choose it?



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<p>GRADE 6 (used as example—can be adapted to fit other grades’ standards)</p> <p>Common Core State Standards – Reading Standards for Literature For Texas teachers, the TEKS are listed below, in summary form for grade 6.</p>	<p>Book Discussion Questions 1-11</p>
<p>Key Ideas and Details</p>	
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1, 11, 8</p>
<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>6, 7</p>
<p>RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>2, 3, 4</p>
<p>Craft and Structure</p>	
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>6</p>
<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>5, 7</p>
<p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>10</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch</p>	<p>Audio and video of <i>Paris on Repeat</i> is not currently available.</p>
<p>RL6.8 Not applicable to literature.</p>	<p>n/a</p>
<p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>9</p>
<p>Range and Level of Text Complexity</p>	
<p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Applicable through reading this novel.</p>

TEKS (Texas Essential Knowledge and Skills): Grade 6 as example. These questions cover:

- 110.22 (b)(3) Vocabulary
- 110.22 (b)(5) Comprehension: purpose, prediction, , make connections, inference, details, synthesis
- 110.22 (b)(6)(A-I) Response: connections, summarize, new vocab, write about meaning of text, reflect
- 110.22 (b)(8)(A) Analyze elements of literary genres (contemporary touches of magic vs. fairy tales)
- 110.22 (b)(9)(A-F) Author’s purpose and craft: message, text structure, figurative language, pov, mood



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Chapter Comprehension Questions

*Individual questions are not categorized into curriculum standards, due to space limitations.

Chapter 1

1. Describe Eve. Why is she anxious at the start of the story?
2. On page 11 Eve says, “The most important rule was to blend in and stay low.” What does this rule mean for her life?
3. What one word best describes Eve’s relationship with Jace?
4. What purpose does the prologue serve in this story?
5. Why is the theft of Eve’s backpack a problem?

Chapter 2

1. On top of the Eiffel Tower, Eve develops a new plan. What is it?
2. What anxiety does Eve display in this chapter? Provide an example from the text.
3. Provide an example of the use of sensory language to describe the setting.
4. The flashback in chapter 2 shows how Eve met Jace. What do readers learn about Jace through the flashback?
5. What unexpected event changes the course of the story?

Chapter 3

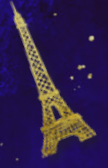
1. Explain how the author’s use of language on page 29 shows Eve’s emotional distress.
2. During the lunch picnic, how does Eve feel about new, strange foods?
3. When Eve meets the palm reader, what is Eve’s reaction?
4. What do readers learn about Eve’s character from her feelings at the end of the chapter?
5. What do you predict will happen next, based on the last page of the chapter?

Chapter 4

1. The chapter titles provide a snapshot of the chapter. What other chapter title would work, and why?
2. How does Eve try to explain away the repeating events?
3. “And if I could actually seize my chance at happiness, so could anyone. Even my parents.”
What does Eve mean by this reference to her parents?
4. Eve eats brie cheese without thinking. Why is this important to her character?
5. What is Eve’s new plan by the end of the chapter?



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Chapter 5

1. Why is Eve shocked when she speaks to the palm reader?
2. “Chills coated me like snow.” What figurative language is used here to show her feelings?
3. When Eve is faced with the same decision with the key to the padlock, why does she choose differently this time?
4. On page 67, Reggie asks Eve if she could imagine a more perfect day. Eve replies, “It’s really been something.” What is the double-meaning behind her words?
5. What is your prediction about what will happen next?

Chapter 6

1. What role does the teacher’s morning wakeup call serve in the story?
2. Eve’s goal shifts from telling Jace her feelings to something else. What is her new goal?
3. Eve’s new plan involves changing everything she can about the day. What are two things she does differently on this day?
4. On page 74, “As much as I adored Jace, I wasn’t sure I could choke the words out. And vomiting on a boy was most assuredly not a way to impress him. I might not know much, but I knew that.” What is the effect of including these lines?
5. What body language suggests Eve is giving up at the end of the chapter?

Chapter 7

1. On page 76, Eve is shown spending a lot of time alone. How does this impact her time in Paris?
2. How does Eve’s relationship with Sophia shift in this chapter? Why do you think it does?
3. What does the palm reader encourage Eve to do?
4. Eve attempts to stay up all night by drinking espresso and orders it herself. Why does her behavior surprise her friends?
5. What does Eve decide she must do, by the end of the chapter?

Chapter 8

1. Page 89 says, “My stomach was doing triple backflips.” What does this mean?
2. Sophia seems ready to jump in with a makeover for Eve. What does that tell the reader about Sophia?
3. Eve speaks up more by giving Jace and others a tour of Notre Dame. What can we conclude about Eve from this scene?
4. Eve snaps at the palm reader in front of the others, shocking them. Why does Eve back down in her confrontation?
5. Do you predict the loop will continue after this day? Why or why not?

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Chapter 9

1. On page 100, Eve describes the setting in this way:
2. “As far as I was concerned, the sun looked like it was dying in a splashy bloodbath.”
Rewrite the sunset description like Eve might have described if she had been in a happy mood.
3. Eve has two very mixed feelings toward Reggie in this scene. What are they and why is it so complicated?
4. What does Reggie not understand until it is too late?
5. What message does the palm reader offer this time?
6. What does Eve realize about her friendship with Reggie?

Chapter 10

1. What is different in this new day of the loop?
2. On page 117, Reggie and Eve acknowledge that Reggie has more friends than Eve. How has that imbalance impacted their relationship?
3. Why does Eve attempt to comfort Sophia on the river cruise?
4. What do the girls learn from the palm reader?
5. Do you think that Eve and Jace will follow Reggie’s suggestion? Why or why not?

Chapter 11

1. What is the role of Reggie in this chapter?
2. How does the mood change in this chapter compared to previous chapters?
3. Eve starts stepping out of her comfort zone, thanks to Reggie. What are some ways she shows she’s ready to start overcoming her fears?
4. Eve texts back to her mother today. What can readers conclude from that?
5. What do you think will happen with Eve and Jace and the snail? Bonus: Have you ever tried escargot? Would you, if given the chance? Why or why not?

Chapter 12

1. How is the escargot described using sensory language?
2. Eve feels proud of herself for arranging the pigeon photo—why?
3. Reggie provides several examples of how Eve has “guts.” What was one?
4. On page 149, Eve says, “On the way to Henry the IV’s statue, I felt like I was walking underwater.” What does that mean, regarding her emotional state?
5. Did you expect Jace’s reaction to Eve’s confession? Why or why not?

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Chapter 13

1. Having gotten her answer from Jace, what does Eve decide to do on this day in Paris?
2. Jace offers Eve drawing paper and reminds her that she is in a city full of amazing art and artists. What does this suggest about their relationship in the past and future?
3. On page 168, Reggie says, “I know you’ve got some anxiety and stuff. I don’t think I’ve ever understood how much until these last few...days. But if you can fight that off and really experience the day, all the way, wouldn’t that be the best way to end this vacation?” What is the hidden-meaning she’s telling Eve behind the surface meaning that the others are hearing?
4. On page 168, Jace says, “Military kids look out for each other.” How has being a military kid shaped Eve’s approach to life and her interactions with her friends on this trip?
5. What does Eve determine at the end of the chapter?

Chapter 14

1. On page 172, Eve says, “I was going to conquer my fears even if it killed me.” What is one fear she purposefully faces in this chapter?
2. Why does Reggie laugh when Jace gives them a keychain that has charms of Paris on it?
3. What is the significance of the elderly man’s painting of the Eiffel Tower all lit up?
4. What message does the palm reader have this time?
5. In the park of Notre Dame, Eve realizes she hasn’t done the “hardest thing” yet. What is that?

Chapter 15

1. How do Reggie and Jace react to Eve’s news?
2. Jace says, “The world’s a small place, especially for military kids.” What do you think he means by that?
3. What else does Eve confess to Reggie?
4. How has Reggie changed throughout the story? What does she realize about herself?
5. Eve thinks back to the conversation with her parents when they tell her they are getting divorced. How has Eve’s experiences in Paris changed how she sees her parents’ decision?

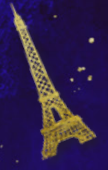
Chapter 16

1. Where is the palm reader?
2. What must Eve do to reach the love lock?
3. Eve and Reggie intend to lock the love lock together as friends. How does the plan change after Eve falls overboard?
 1. What line lets the reader know that the loop has been broken?
 2. Where is the next book of the series set? How does it seem similar or different to Eve’s story?

Note: The Note to the Reader explains what parts of the story are real and which are fictionalized, as well as a bit of how the story came to be researched and written.



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Vocabulary

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Pick 1 or 2 of the following activities.

1. Find each vocabulary word above in the sentence in the listed chapter. Write your own definition based on the context of the word. Then look up the word and see how close you came to figuring out the correct definition.
2. Use these ten words in sentences of your own.
3. Find two more words you were uncertain of in the story, from any point in the book. Write what you think they mean. Then look them up and confirm.

stature—chapter 1, p. 10

unnerving—chapter 2, p. 24

inscriptions—chapter 3, p. 37

clamor—chapter 4, p. 54

quizzical—chapter 5, p. 64

jostled—chapter 6, p. 70

impromptu—chapter 7, p. 80

inevitable—chapter 8, p. 97

indignation—chapter 9, p. 108

cryptic—chapter 10, p. 122

vibrant—chapter 11, p. 131

manically—chapter 12, p. 143

reinvent—chapter 13, p. 161

ambitious—chapter 14, p. 175

congregating—chapter 15, p. 192

anticlimactic—chapter 16, p. 209



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Essays and projects:

1. Imagine you are making a movie of *Paris on Repeat*. Who would you cast for each of the characters and why? What would be the hardest part of making the movie?
2. If you were to create a map of Paris based on this story, what are three places that would be on the map and why? Bonus: Draw a map of Paris.
3. Write a character sketch of one of the characters in the book. Bonus: Draw an image of the character.
4. If you had to pick one character from the book to see Paris with, who would you pick and why? Make a class graph to see which character wins the “Best Travel Companion” award.
5. Imagine you are a reporter for a newspaper and you are there when someone falls off the boat. Write your article about what happened.
6. As a craft, make an Eiffel Tower out of toothpicks and marshmallows.
7. Do a research project on a famous location in Paris. Explain the history of the place and why people still visit today.
8. Using a web 2.0 tool such as Popplet, Padlet, or Bubbl.us, make a plot diagram, showing the main plot points of the story. Be sure to include the inciting incident, rising action, climax, and resolution.
9. Make a book trailer for the book and publish it online. (Then please make sure to tag Amy Bearce so she can celebrate and share your talented work!)
10. Try a French feast, pot-luck style! Try new cheeses, paté, croissants, and yes, even snails.

About the Author:

Amy writes magical escapes for young readers and the young at heart. She is the author of the World of Aluvia series, *Shortcuts*, and *Paris on Repeat*. She is also a former reading teacher and school librarian. As a military kid, she moved eight times before she was eighteen, so she feels especially fortunate to be married to her high school sweetheart. Together they’re raising two daughters in San Antonio. You can learn more about her books at www.amybearce.com