**Discussion Leader Role Sheet**

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| **Name:** |  | **Book:** |  |
| **Group:** |  | **Pages:** |  |

Your job is to develop a list of questions that you think your group should discuss about the assigned section. Use your knowledge of **levels of questioning** to create thought-provoking literal, interpretive, and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day’s discussion.

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| **Discussion Questions:**  **1.**  **2.**  **3.**  **4.**  **5.** |
| **Sample question ideas:**  • What kinds of conflicts are the characters facing?  • What do you think about the way the author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  • What if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had happened instead?  • Why does (character) act/respond the way they do when (situation)?  • What universal truth is being displayed or discussed here?  • How might (event) resonate with readers? What common experience can we relate this to?  • What might happen next given the details and developments of the text? |
| **Questions that should be revisited or tracked in the next discussion meeting:** |

**Bridge Builder Role Sheet**

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| **Name:** |  | **Book:** |  |
| **Group:** |  | **Pages:** |  |

Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the characters’ internal and external conflicts and the ways that these conflicts influence their actions.

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| **Event from book** | **Types of Connections:**   * Text to Text * Text To Self * Text to World | **Connections** |

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| **Event from book** | **Types of Connections:**   * Text to Text * Text To Self * Text to World | **Connections** |

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| **What has happened previously in the book?** | **Predict what will happen next given the events of this section.** |

**Discuss a character’s internal and/or external conflict, and the ways that conflict has influenced or will influence his or her actions.**

**Reporter/Summarizer Role Sheet**

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| **Name:** |  | **Book:** |  |
| **Group:** |  | **Pages:** |  |

Your job is to identify and report on the key points of the assigned section. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in this section of the book. Like that of a newspaper reporter, your report must be concise, yet thorough.

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| **Setting**  (Consider shifts in the setting or mood that seem significant.) |
| **Plot**  (Consider major events that occurred in the assigned section.) |
| **Characters**  (Consider how characters interact and how characters have changed.) |

**Analyzer/Interpreter Role Sheet**

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| Name: | Book: |
| Group: | Pages: |

Your job is to carefully examine the author’s purpose and intent in the assigned section. **Search for passages that are especially descriptive, powerful, funny, thought provoking, surprising, or even confusing** ensuring that they *establish a clear message from the author*. Complete the graphic organizer below on the selected passages. During the discussion, you can read the passages yourself; ask someone else to read them; or have people read them silently before sharing your thoughts on it.

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| **Page #** | **Passage** | **Reason for Selection: Why did the author select this word or phrase? What is the author trying to say? How does the diction help the author achieve his or her purpose?** |
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**Language Artist Role Sheet**

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| **Name:** |  | **Book:** |  |
| **Group:** |  | **Pages:** |  |

Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. Complete the graphic organizer below on the selected words, phrases, or passages. During the discussion, you can read the words, phrases, or passages yourself; ask someone else to read them; or have people read them silently before sharing your thoughts on it.

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| **Text and Page Number**  (Paraphrase or quote a meaningful passage.) | **Device**  Symbol, Literary Devices, imagery, word choice | **Purpose**  What is the author communicating with this device? |
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