

Discussion Director

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2017



Your job is to involve others in conversation about the text by getting them to think and talk about the BIG IDEAS in the chapter/ section they have just read.

- ❑ Compose **5** questions that you want to discuss with your group.

Your questions should have answers that do not come directly from the text, but are based on your group members' feelings, thoughts and opinions. Remember to use part of the question in your answer. One sentence responses are NOT appropriate.

- ❑ What if...
- ❑ What do you predict...
- ❑ How is this like...
- ❑ Why did the author write...
- ❑ How would you feel if...
- ❑ What would you do in (this) situation?
- ❑ How do the characters relate to...

Discussion Director Prompts

- What was going through your mind while you read this?
- How did you feel while reading this part of the book?
- Can someone summarise briefly?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished this section/ chapter?
- What are one or two of the most important ideas?

Success Criteria:



- 1) Write at least 5 questions where the answers do not come directly from the text.
- 2) Write your response to the questions in full sentences.
- 3) Everyone in the group is encouraged to share and justify their ideas.
- 4) You are involved in the discussion – not just talking about the questions.

Extend your thinking:

- 1) Create questions that come from the different questioning categories
 - a) Hidden – think and search
 - b) Head – what you know + world
 - c) Heart – feeling, emotions & opinions
- 2) Create clues for the questions to help others understand it.
- 3) Write more than 5 questions



Literary Luminary



Your job is to locate a few special sections of the text that you think your group would like to read aloud and discuss.

- ❑ Locate at least **3** special passages in the text.
- ❑ Identify and justify why it is a special component of the text.

You decide which passages or paragraphs are worth reading. You can read the passages aloud yourself, or ask a member of the group to read them, then discuss them as a group.

Passage	Reason
Write down the key passage & the page number it can be found on.	Identify the reason for picking the passage. Justify why you think this.

Literary Luminary Prompts

Reasons for picking a passage:

- Important, funny, controversial, surprising, confusing, informative, well-written, thought-provoking, good use of dialogue, creates a good mood, shows a particular character trait, powerful, puzzling, important to the text (the text would not be the same without it).

Success Criteria:



- 1) Locate at least 3 special passages from the text.
- 2) Write down the key passage and the page it can be found on in the text.
- 3) Identify your reason for picking each passage.
- 4) Justify why you think this using full sentences.
- 5) Read the passage with feeling – like you are in a movie 😊
- 6) Discuss the passage with the group.

Extend your thinking:



- 1) Locate more than 3 passages in the text.
- 2) Choose passages for different reasons.
- 3) Use the thinking routine **HEADLINES** to identify the big idea or important theme. Write a headline for this passage that summarises and captures a key aspect that you feel is significant and important.

Word Wizard

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Your job is to look for special words or phrases in the reading selection. Words that are new, interesting, different, funny, strange, important, difficult.

- ☐ Locate at least **5** words in the text that you don't understand, that are interesting or that others may find challenging.
- ☐ Explain these words to the group so that they will understand them.

Success Criteria:



- 1) Locate at least 5 words from the text.
- 2) Write the sentence where you found the word in the text, including the page number.
- 3) Find the appropriate meaning of the word in context.
- 4) Write in your own words what that word means in that sentence in the text.

Extend your thinking:



- 1) Locate more than 5 words.
- 2) Locate synonyms for the words. Synonym must be used in the same context as the book.
- 3) Create your own sentence for each word.

Word	Page	Sentence	Definition

Artful Artist

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Your job is to choose one of the three options below to show your understanding of the text as a visual representation.

Illustration:



- 1) Prepare an illustration of a key section of the text you have just read.
- 2) You might draw a character, a moment or a setting.
- 3) Justify why this part of the text is a key section of the text.

Success Criteria:

- 1) My illustration is clear and easy to understand.
- 2) My illustration reflects what is important in the story.
- 3) I can justify my choice of illustration.

Mapping:



- 1) Construct a map that shows where the events took place in the section of text you have just read.
- 2) Label when and where they happened.
- 3) Remember a setting may be inside a building, city, country or whole continent.

Success Criteria:

- 1) Use arrows to show where events took place.
- 2) Important places are included.
- 3) The map is labelled to make it clear.

Storyboard:



- 1) Using pictures, create a storyboard that shows the sequence of events in the section you have just read.
- 2) Identify each illustration using key words or a heading.
- 3) Include at least four images in the sequence.

Success Criteria:

- 1) Pictures are in order.
- 2) Includes clear illustrations so it is easily understood.
- 3) 4 or more pictures in the sequence.
- 4) The main points are represented.

Character Captain



Your job is to explain the thinking of a character and the role they have played in a section of the story.

- ☐ Choose **1** character from this section of the text.
- ☐ Explain how this character has developed over time.

Put yourself in the character's shoes and explain the section of the story from the character's point of view. Consider who is the most influential character, and then:

- ☐ How the character is feeling and why.
- ☐ How the character reacts to different events.
- ☐ How the character interacts with other characters.
- ☐ What the character thinks about what others have done.

Success Criteria:



- 1) Written at least a paragraph (5-6 sentences).
- 2) Explain the section of the story from the character's point of view.
- 3) Show how your chosen character is integral to the story.
- 4) Use key words or quotes to support your point of view.

Extend your thinking:



- 1) Share your thoughts on what you thought about the character's thinking. do you agree with what they did?
- 2) Draw a picture of your character.
- 3) If there was to be a movie made about your book, who do you think would play your character? Explain why?
- 4) Use the thinking routine **Colour, Symbol, Image** to best represent your character.
 - What **colour** best represents them?
 - What **symbol** best depicts them?
 - If they were an **image** what would they be?

Clever Connector

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Your job is to make connections with other texts, authors, movies and life experiences.

- ☐ Make a connection to what you have read in the text to something that you have seen or experienced before.

Try to connect it to:

- ☐ Something in your own life → **Text to Self**
 - This part reminds me of...
 - I remember when...
 - I felt like ___(character) when...
 - I think I would have felt differently from...because...
 - This is different from my life because...
- ☐ Another book/ movie/ TV show/ Advertisement → **Text to Text**
 - This reminds me of another book I read...
 - This makes me think about the time when...
 - A character who is like ___ is ___ from the book ___. They are similar because...
- ☐ Something occurring in the world → **Text to World**
 - Similar things happen in the real world, like when...
 - This is different from things that happen in the real world because...
 - I read a book/article once that talked about.... This relates to the text because...

Success Criteria:



- 1) Write at least a paragraph sharing your connections (5-6 sentences).
- 2) Give at least two pieces of evidence (examples from the book) to support your connection and make links to the pages in the book where the evidence is.
- 3) You prompt others to think so that they add to your ideas and share their own connections.

Extend your thinking:



- 1) Draw an illustration of your experiences and write down the similarities with the book.
- 2) Find multiple connections. You might like to find connections in all three categories.
- 3) Use a procedure/ organiser to record and compare your connections to what has happened in the text.
- 4) Use the thinking routine **Connect, Extend, Challenge** to explore connections.
 - How did this text **connect** to what you already knew?
 - What new ideas or connections did you make that **extended** or broadened your thinking in new directions?
 - What **challenges** or puzzles have come up in your mind from reading this text?

Summariser

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Your job is to identify the most important ideas in the text.

☐ Write a summary of this part of the text in your own words.

Ask yourself:

- ☐ Have I included all the key information?
- ☐ How can I include all the important information?
- ☐ Is the summary from the right part of the book?
- ☐ What is the main idea of this book?
- ☐ What is the author's intention?
- ☐ Who are the main characters?
- ☐ What is the setting? When? Where? Why?
- ☐ What part do I like the most?
- ☐ Is my summary correctly sequenced?
- ☐ Have I used descriptive words?
- ☐ Can I improve the words I have used?
- ☐ Is there a moral or message the author is trying to get across to the reader?

Success Criteria:



- 1) Write at least a paragraph (5-6 sentences).
- 2) Demonstrate an understanding of what occurs in this part of the text.
- 3) Is written in your own words.
- 4) Include the important parts of the story in sequence
- 5) Give your opinions of the book so that people can reflect and share their thoughts and understandings.

Extend your thinking:



- 1) Include quotes to support your summary
- 2) Include the moral and meaning of the story
- 3) Include the author's purpose for writing the text – *imaginative, informative or persuasive*
- 4) Use the thinking routine **Sentence, Phrase, Word** to review the text you have just read. Select a:
 - **Sentence** that was meaningful to you, that you felt captures a core idea of the text.
 - **Phrase** that moved, engaged or provoked you.
 - **Word** that captured your attention or struck you as powerful.Discuss choices as a group and reflect on the emerging themes, predictions drawn etc.