

## Discussion Director & Questioner

As the discussion director, you have several important roles. Your job is to keep the group discussion focused, make sure that everyone shares, and note everyone's participation. You need to post five 'thinking questions' that your group will discuss online about the pages you read. The best questions will come from your own thoughts, feeling, and ideas about what you read. Try to come up with a question for each of the following categories:

1. **Right There Question** - Answers to these questions can be pointed to 'right there' in the text and are questions written to make sure everyone noticed the important plot details in this sections.
2. **Pulling it Together Question** - Answers to these questions can be pointed to in the text, but are in more than one place and need to be 'pulled together' to reach a conclusion.
3. **Ask the Author Question** - If Lois Lowry were to visit our classroom, what question would you ask her to help you better understand a character, plot detail, or theme in *The Giver*? What question would you ask about her life or about connections you see between the text and the 'real world'?
4. **Ask the Reader Question** - Still imagining Lois Lowry as a guest in our classroom, what questions do you think she would ask you, the reader? Do you think she would ask you to answer the same questions her characters face in the book? Would she ask about your feelings on a scene?
5. **On My Own Question** - What big ideas are you being asked to think about in this section? What character(s) are you supposed to sympathize with or distrust? What is the author asking you to consider about the world we live in or the lives we lead as individuals? As a society?

# Summarizer

Your job is to prepare and post a summary of the reading. Don't tell the whole story, just focus on the important parts. The other members of your group will be counting on you to remind them of all the major events and details that matter and to help them focus on what the passage is REALLY about.

*Ask yourself the following questions to organize your summary.*

- *What are the most important events in the section you read? What makes them so important? How do those events affect the plot or the other characters?*
- *What changes in plot, character, or tone did I notice in this section? How do these changes take away or add to what I already knew about the story?*
- *What is the author's point? (What is the author trying to say?) How do I know?*
- *Is there a lesson to be learned? (Is the author trying to tell us something?) How do I know?*

Use the table below to organize your thoughts.

<b>Major Events</b>	<b>Details that matter (and why)</b>

## Connector

Your job is to find connections between this section and you personally, concepts you are studying in other classes, or the world outside of school. This means connecting the story to events in your own life (past or present), to what is happening in the school or community, to stories in the news, to political events, to popular trends, to other people or problems you are reminded of in life, or even other books you've already read on the same topic or by the same author. In short, make connections to anything that is meaningful to you and relatable to those in your group.

- *Questions to ask yourself as you think about this chunk of reading* -

1. What connection can I make to my own life?
2. What other places, people, or books can I think of that compare to this story?
3. What other characters have I read about that compare with the ones from this book?
4. What other authors are similar to this one in writing style?
5. How does this section relate to those that came before it?

## Visualizer

Your job is to draw or craft some kind of picture or image related to what you read in the section. Once you've created your picture, you must verbally annotate using fotobabble. Directions on how to do that can be found at

<http://thegreateights.edublogs.org/2015/09/29/how-to-use-fotobabble/>.

Once you've created your fotobabble, add the new post using your group's category.

Describe what you drew and how it relates to the text. Use some of the following sentence starters to help you.

- a. This is my interpretation of \_\_\_\_\_ described on page \_\_\_\_\_.
- b. It is an important sections of the text because \_\_\_\_\_.

## Word Wizard

Your job as word wizard is to find and study ten words from your section of the novel that are new, interesting, important, or used in unusual ways. Pay particular attention to words that are unfamiliar or look puzzling in the text. Keep track of the page numbers where you discovered the words so that others can easily find the relevant passages to discuss the words in context.

For each word, provide the following information.

1. Write the sentence in which the word appears (include the page number).
2. Look to the situation in which the word is used and take your best guess before using a dictionary. Then, look up and write the dictionary definition.

Finally, add your words and the dictionary definition to the quizlet set here--

[https://quizlet.com/\\_1n6zg5](https://quizlet.com/_1n6zg5)

## Reflector

Your job is to reflect on the section of text that you are reading. Your job is to write comments, questions, or general thoughts as you read through the text. Be sure to include page numbers as you write your comments into the post.

*When reflecting, consider the following suggestions.*

1. Make predictions about the rest of the story.
2. Describe the mood, tone, or another literary element used in the section.
3. What are you immediately thinking about while you read (even if it's not about the book directly)?
4. Explain your opinion on a character or explain why a character has changed?
5. Note 'big ideas' that seem important to the text as a whole.
6. Explain how the text makes you feel.
7. What conclusions or inferences can you make based on clues in the text?