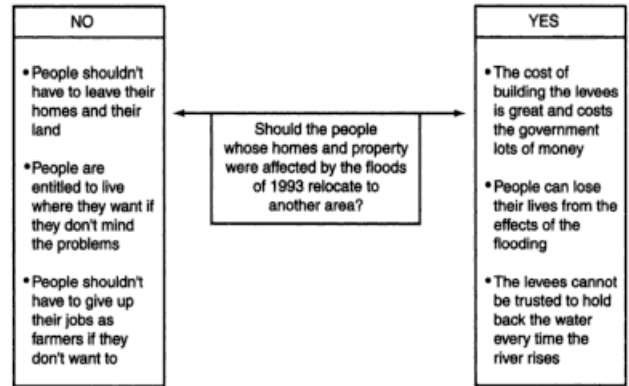


Creating - Evaluating - Analyzing - Applying - Understanding - Remembering

Yes		No
They are soft to lean on.	- Would sheep make - good pets?	They're too big.
They would be fun.		They eat too much.
They're cute.		They are messy.
They're my size.		They are noisy.
They're easy to hold on to.		They are stinky.

Source: *Lively Discussions!*, p. 189

Guiding Student Response to Nonfiction



Can Your Students Learn Debate/Discussion Skills? YES !!!!!!!

The Discussion Web: incorporates all four language arts (reading, writing, speaking and listening.) Promotes critical thinking and analyzing information.

1. Students draw on information from the texts, from previous classroom discussions, and from their own experiences as they think about the question.
2. The partners must come up with evidence that supports both sides of the argument.
(Opinions are fine as long as they are supported by information from the text or personal experience.)
3. Partners pair off with another pair of partners to form a discussion group. The members of the group share responses. Together, they reach a consensus on a pro or con point of view.

The Discussion Web works equally well with **narrative and expository text**,

Alvermann, in her article in *The Reading Teacher*, provides many examples of Discussion Webs that teachers have used across the grades. Among her examples are these:

- * After reading *Jack and the Beanstalk*, kindergarten students were asked to discuss Was it right for Jack to bring home things from the giant's castle?
- * After reading *The Hobyahs*, second-graders were asked to discuss Was Turpie wise to jump into the Hobyah's machine?
- * After reading *Stone Fox*, students are asked Did Willy deserve to win?

* After reading Island of the Blue Dolphins, fourth graders were asked to respond to the question Should Karana have gone back to get her brother Ramo?

WHY NOT GIVE DISCUSSION WEBS A TRY IN YOUR CLASSROOM THIS WEEK?

[CLICK HERE TO READ ORIGINAL ARTICLE!](#)