**Discussion Director**

*Fish in a Tree*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: As the Discussion Director, it is your job to write down some good questions that you think your group would want to talk about. Don’t worry about small, specific details or review questions. These aren’t “gotcha” questions. Instead, it’s your job to help your group focus on the BIG IDEAS from the text, think about how they relate to our unit’s essential questions, and guide us into a conversation that is interesting, insightful, and relevant. Here are some general questions that you can use as a starting point for your ideas:

* What was going through your mind as you were reading this section? Why?
* How did you feel while reading this part of the book? Why?
* What do you think were the most important parts of this section? Why?
* Did this section remind you of any of your real-life experiences? Explain.
* What questions did you have while reading this part of the book?
* Did you find anything surprising in this section? Why?
* What are some things that you think will be talked about next? Why?

Don’t rely on these too much. Focus on those ideas that are specific to the book, our unit, and our lived experiences.

Directions: List possible discussion questions for today’s meeting. You MUST come up with three, but you MAY add more below if you have them!

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Literary Luminary**

*Fish in a Tree*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: As the Literary Luminary, it is your job to select some interesting, powerful, puzzling, or important sections of the text that you’ve read for this meeting. You decide which passages or paragraphs/stanzas are worth rereading, and explain your reasons for selecting them.

Here are some reasons why you may want to choose passages to share:

* pivotal, or important, events that help to make the plot more interesting
* informative passages that help to explain something that is important to the plot
* descriptive sections that help the readers to picture what the author is saying
* surprising or scary parts of the story that catch readers off guard or add suspense to the story
* passages from the story that make readers think about bigger issues or ideas
* a part of the story that you found funny or added humor to the plot
* controversial sections of the story that people in your group might disagree about, but that would make for a good discussion
* something that confused you and you want to discuss with your group more
* a section of the story that connects to something important in your life

Directions: List possible quotations for today’s meeting. Include the page number in your chart. Make sure you are explaining why you think this is important. You MUST come up with three, but you MAY add more below if you have them!

|  |  |
| --- | --- |
| **Page Number** | **Reason for Choosing the Quotation** |
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**Community Connector**

*Fish in a Tree*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: As the Community Connector, it is your job to find connections between the novel your group is reading and the outside world. This means connecting the reading to your own life, happenings at school or in the neighborhood, similar events at other times and places, other books or stories, other writings on the same topic, or other writings by the same author. Remember, that with any form of interpretation, it is all about what you think. If you can support it, it isn’t wrong!

Here are some examples of strong connections you can make:

* There is a connection between what is going on in these chapters to the movie *Remember the Titans*. This is because people misunderstood one another before getting to know one another. For example, in *Chains* Isabel was misunderstood because of the color of skin. She was born into slavery. In *Remember the Titans* it took quite a while for the teammates to get past skin color in order to get along.
* These is a connection between what is going on in these chapters to my own life because I have felt unsure about what I should do in certain situations. In *Chains*, Isabel is afraid to help Curzon and the Patriots, but she wants to get on their good side to escape slavery with her sister. I have felt torn about situations, too. I felt town between two friend groups. In the end I had to decide who my loyalty was to, just like Isabel.

Avoid connections like:

* In *Chains*, there is a war going on. I have read another book called *Escape from the Holocaust* and there was a war going on in that story, too.
* In *Chains*, Isabel had a sister. I have a sister, too, so I understand how Isabel feels.

Directions: List possible connections for today’s meeting. Include the page number in your chart. Make sure you are explaining how your point connects to the section of the book. You MUST come up with two, but you MAY add more below if you have them!

|  |  |
| --- | --- |
| **Page Number** | **Connection from the Outside World** |
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**Character Captain**

*Fish in a Tree*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: As the Character Captain, it is your job to share observations you have about the main character(s). Select three adjectives (describing words) that describe one or more of the characters in your book. I’ve provided you with a list on the back of this page. Then, support tour selection with an example or quote from your reading. The example should show the character behaving in this way!

Here is an example of a strong explanation:

|  |  |
| --- | --- |
| **Character** | **Example of Behavior or Action** |
| Character:IsabelAdjective:Courageous | Page: 45 Explanation: Isabel knows that she could get in major trouble if she’s caught outside past her curfew. She also knows how important it is for her to get on the good side of the Patriots. She thinks this might be her only chance for freedom. She bravely goes to pass secret information on to the Patriots even though she could face serious consequences.  |

Directions: List possible descriptions of characters to discuss for today’s meeting. Include the page number in your chart. Make sure you are explaining how a specific section of the story connects to the adjective that you chose. You MUST come up with three, but you MAY add more below if you have them!

|  |  |
| --- | --- |
| **Character** | **Example of Behavior or Action** |
| Character:Adjective: | Page: \_\_\_\_\_\_\_\_ Explanation:  |
| Character:Adjective: | Page: \_\_\_\_\_\_\_\_ Explanation:  |
| Character:Adjective: | Page: \_\_\_\_\_\_\_\_ Explanation:  |
| Character:Adjective: | Page: \_\_\_\_\_\_\_\_ Explanation:  |

**Common Character Traits: A List of Adjectives**

If you can think of more adjectives that will apply, feel free to use them!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a fighter | a leader | active | adventurous | aimless | artistic |
| athletic | awesome | beautiful | bold | bossy | brave |
| cheerful | considerate | courageous | creative | curious | dainty |
| dangerous | daring | energetic | entertaining | exciting | friendly |
| fun-loving | funny | generous | gentle | happy | honest |
| hostile | humble | impulsive | independent | intelligent | inventive |
| lazy | loud | loyal | mean | messy | mischievous |
| nasty | neat | nice | nosy | poor | pretty |
| proud | prudent | respectful | rich | sad | selfish |
| serious | short | shy | silly | simple | sloppy |
| smart | studious | successful | tall | thoughtful | trustworthy |
| unselfish | visionary | warm | wild | witty | wonderful |

**Artistic Adventurer**

*Fish in a Tree*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: As the Artistic Adventurer, it is your responsibility for sharing an artistic representation of the book. You can create a visual image of something that is discussed specifically in the book, something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Other options include writing a poem or song, making a 3D visual or collage, or any other type of audio/visual display. You can even label images with words if it helps. Some ideas for sharing may include focusing on a character, the setting, a problem, an exciting part, a surprise, a prediction, or anything else.

Here is an example of different types of art that you can bring to your meeting:

* a drawing or painting of an important scene from the reading
* a song that reminds you of one of the characters from this section
* an original poem written about the theme of this section
* a college with quotes and ideas that are related to this section
* a 3D visual made with layered construction paper to explain a symbol shown in this section

Directions: Use the back of this paper or a separate sheet of paper to create your artwork. Then, in the space below, write a paragraph describing the visual that you will share and explaining why it is important to the reading. (You will NOT get credit for your artwork if you do not write a complete paragraph in the space provided.) You MUST come up with one, but you MAY do more below if you would like!

Describe the art that you are bringing to discuss with your group. Explain why it is important to the reading.

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**Vocabulary Enricher**

*Fish in a Tree*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: As the Vocabulary Enricher, it is your job to look for especially important vocabulary words within this section of the book. If you find words that are important, unfamiliar, different, confusing, funny, used in an unusual way, or simply interesting, then mark them down while you are reading. You may also run across familiar words that stand out somewhere in the reading – words that are repeated a lot, are used in an unusual way, or provide a key to the meaning of the text. Mark these special words and where they are in the book.

Here is an example of how to successfully discuss an important vocabulary word:

|  |  |  |  |
| --- | --- | --- | --- |
| **Page** | **Word** | **Definition** | **Reason the Word was Selected** |
| 45 | freedom | the power or right to act, speak, or think without consequence | I chose the word “freedom” because it has so many important meanings within the book *Chains*. For Isabel, this means not being a slave anymore. For the Patriots, this means not being tied to the English throne anymore.  |

Directions: List words that are important, interesting, or unfamiliar that we should discuss during today’s meeting. Include the page number in your chart. Use a dictionary (either an actual book or the Internet) to provide an actual definition of the word. Then, give a solid reason why you chose this word. You MUST come up with four, but you MAY add more below if you have them!

|  |  |  |  |
| --- | --- | --- | --- |
| **Page** | **Word** | **Definition** | **Reason the Word was Selected** |
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**Interested Investigator**

*Fish in a Tree*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: As the Interested Investigator, it is your job to dig up some background information on a topic that is related to your book. You will want to choose something, either from that list below or another topic that interests you, to research a little further. Choose something that no other member of your group has looked up and something that you believe will help people to better understand what we are reading. NO REPEATS!

Here are some ideas for your research while we are reading *Fish in a Tree*:

* dyslexia and the impact that it has on learning
* famous people and historical figures with dyslexia
* strategies that people who have dyslexia use to help them read
* other learning disabilities that impact learning
* other books about young people with disabilities
* other books about young people who struggle to fit in
* the author and why she wrote this story

Directions: You should write at least TWO paragraphs IN YOUR OWN WORDS about your research. Your paragraphs should inform your group about the topic that you’ve chosen and also explain how it connects back to *I Am Malala*. Do not just copy and paste this, but read it and explain it from your perspective. You are free to use the Chromebooks for research when this is your role. You should either write your two-paragraph response in the space below (and continued on the back of this page) or type this into a Google Doc. Share the Google Doc if you choose to type this.

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**Sophisticated Summarizer**

*Fish in a Tree*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective: As the Sophisticated Summarizer, it is your job to start off each meeting by summarizing what happened in the section that you were assigned to read. This will help us to have strong conversations and to make sure that we are all on the same page!

Here is an example of what should be included on the summarizer’s note sheet:

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| **Summary of Today’s Reading** |
| We meet Isabel, who is a 13-year-old slave owned by Miss Finch 1776. |
| Miss Finch has just passed away. Isabel and her sister, Ruth, were promised by Miss Finch they would be set free upon her death. Miss Finch said she would put it in her will. |
| Unfortunately, Miss Finch’s brother does not believe Isabel. He decides to sell the girls to Loyalists in New York, the Locktons. |
| The Locktons are cruel, especially Mrs. Lockton. As Loyalists, the Locktons are loyal to the British crown as the revolution begins. |
| On Isabel’s first day in New York, she meets Curzon. Curzon is the slave of a patriot officer. He informs Isabel that the Locktons often receive Loyalist information. If Isabel would spy for the patriot cause, it could possibly mean her freedom. |

Directions: You MUST write at least FIVE events from the plot that were important. You MAY do more than this, especially if the reading is longer. During our meeting, you will present this summary of events in order.

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| **Summary of Today’s Reading** |
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