



R I D D L E R



Name: _____

THOUGHT PROVOKING QUESTIONS

Create 10 questions that will promote discussion.

- no simple “yes” or “no” responses—unless it is combined with additional words
 - Did you agree with the character’s decision to cut the rope? Why/not?
 - The initial “yes/no” question & the “why/not” count as only 1 question
- questions need to stimulate debate/conversation and have different perspectives
 - “Why would Scho continue saying, ‘I made you say that.’?” rather than, “Is Scho dumb?”
- questions need to come from different places in the reading
 - pages 5, 8, 23, 27, and 30 of the assigned 32 pages
 - not just from page 1-5 or 30-32
- ask a variety of question dealing with different topics from within the reading
 - not three questions dealing with a character
 - avoid the mundane...”Did you like the reading? Why/not?”



5 GENERIC QUESTIONS

- create 5 generic questions
 - ones that can apply to most novels, but still promote a good discussion
 - “What was the most surprising part of the story in this section of reading and why?”

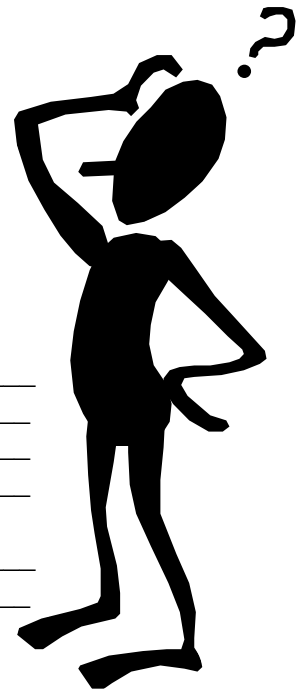
Generic Question #1: _____

Generic Question #2: _____

Generic Question #3: _____

Generic Question #4: _____

Generic Question #5: _____



5 SPECIFIC QUESTIONS

- create 5 specific questions with the chapter or page number listed
 - ones that deal specifically with the assigned section of reading (or that connect to a previous section of reading) and promote a good discussion
 - “What do you think the voices meant by, ‘He could be the one.’ on page 47?”

Specific Question #1: _____

Specific Question #2: _____

Specific Question #3: _____

Specific Question #4: _____

Specific Question #5: _____

DISCUSSION LEADER

- be aware of the fact that the seating arrangement can influence an attempted discussion
 - make sure you can see everybody’s face and that they can see yours.
 - make the circle as tight as possible without it being uncomfortable. This will keep the noise level down.
 - put the "rowdy" students closest to you.
- try to involve everyone in the discussion, but at the same time realize that this may be threatening to some of the shy students.
 - involve quiet kids by using their name—example: “John, what do you think this means?”
 - don’t play favorites...not even if he/she does have the right answers. Let that person answer one or two questions then draw out the others
 - give verbal praise to those who contribute to the discussion.
 - as a discussion leader, keep a low profile. Be a facilitator not the "Shell Answer Man". This helps to encourage the others to express their opinions. Help the group find answers rather than giving them the answers
 - keep the group "tuned in" by eye contact

POST DISCUSSION

- Circle the number(s) of the question(s) that were successful and cross out the number(s) of the question(s) that were unsuccessful.

○ Which question was most successful and why? _____

○ Which question was least successful and why? _____

