

BLM OLE.4#2: Guess the Role

Name _____ Date _____

In the column on the right, record the name of the student playing the role described in the middle column.

Role	Description	Student
Discussion Director	With the help of the teacher, develop a list of questions to help the group discuss the selected reading. Help the group talk about the big ideas in the reading and share their reactions without worrying about small details. Usually the best discussion questions come from personal thoughts, feelings, and concerns related to the reading. These can be noted during the reading or as a reflection after the reading.	
Summarizer	Prepare and present a brief summary of the day's reading in a short (one or two minute) statement. Be sure to cover the key points, the main highlights, and/or the essence of the reading. If there are several main ideas or events to remember, number the key points.	
Literary Luminary (For Fictional Text)	Find a few special sections of the text that the group might like to hear read aloud. The idea is to help the group remember some sections of the reading that are interesting, powerful, funny, puzzling, important, and so on. Decide which passages are worth hearing, and then jot plans for how they should be shared. Read passages aloud, ask someone else to read them, or have the group read them silently. Discuss that section with the group.	
Information Interpreter (For Informational Text)	Find a few sections of the reading that <ul style="list-style-type: none"> • are especially relevant to the topic • explain the subject very concisely and clearly • shed new light on the issue • communicate information previously unavailable • are controversial, or thought provoking 	
Connector	Find connections between the reading and the real world. This means connecting the reading to <ul style="list-style-type: none"> • personal life • happenings at school or in the community • similar events at other times and places • other people or situations Possible connections may also be found between this reading and other writings on the same topic, or by the same author.	
Vocabulary Enricher	Be on the lookout for important words in the day's reading, or words that are puzzling or unfamiliar. While reading, jot down the words, and add their definition later. Point out to the group familiar words that stand out in the reading, such as words that are repeated often, that are used in an unusual way, or that are key to the meaning of the text.	
Illustrator	Draw an illustration of something specifically discussed in the reading or related to it, or of a feeling experienced from the reading. It can be a sketch, cartoon, comic, diagram, flow chart, or stick-figure scene, and may be labelled. Show the illustration to the others in the group without commenting on it. One at a time, group members speculate on the meaning of the illustration and connect it to their own ideas about the reading. After everyone has expressed his or her opinion, explain the drawing, describing how it came about or what it represents.	
Recorder	Take notes of what all group members say during a discussion of the text. Use notes to write a review of the text, including an opinion of why other students might want to read it. Post the review on a suitable website (see IMYM Links Database) or on the class website.	