

# Agree? Disagree? Why?

**Purpose:**

To encourage reflection on and response to reading.

**Materials:**

Literary text works best, but certain nonfiction selections (e.g., current events, issues likely to cause emotional reaction) will also be good choices.

**Procedures:**

1. Students read (or listen).
2. The teacher prepares several statements that are related to the text and likely to yield differences of opinion. (For example, from the first chapter of *Charlotte's Web*, Animals should be treated like people. Or Mr. Arable should have killed the runt.) Statements can be written on the chalkboard or on an overhead transparency, or sheets for student response can be developed.
3. Pairs of students talk about the statements, trying to decide if they agree or disagree with each and making notes about their reasons.
4. When pairs have completed their discussion, the teacher may wish to convene the whole group to continue discussion of the text.
5. Depending on the nature of the text, students can also consider the statements from the perspective of characters.

For more information, see Rasinski, T., & Padak, N. (2000). *Effective reading strategies* (2<sup>nd</sup>. Ed.). Upper Saddle River, NJ: Prentice Hall.