Text: "The Southpaw" by Judith Viorst

Big Question: Which character cares more about saving the friendship?

Grouping (Whole group, fishbowl, small groups): Fishbowl

Pre-Discussion	**Discussion**	**Post-Discussion**
Reading: Partner *Pre-discussion activity:* Students highlight any part of the text that refers to friendship Students organize their thinking in the "Prove It" graphic organizer. (Outline claim, evidence, reasoning. If ready, students should also work on a counterclaim and rebuttal)	**Launch:** Remind students of the purpose of discussion–to find the most reasonable answer to the big question. *Ground Rules* ● Take turns when speaking ● Give everyone a chance to speak ● Do your best to give good explanations ● Be respectful when speaking ● Stay open-minded & be patient ● Actively listen to one another ● Stay on topic ● Reflect and improve *Specific Focus* ● Use relevant evidence to support positions **Inquiry Dialogue:** ● *Possible position 1:* Richard cares more about saving the friendship. ● *Possible position 2:* Janet cares more about saving the friendship, ● *Possible position 3:* They care equally about saving the friendship. *Possible talk moves:* Can you say why you think that? What is your reason? How do you know this is true? Can you explain why you agree/disagree? **Closure:** Did we come to a reasonable answer to our question? What were some acceptable reasons for each position? How did we do with our evidence? What should our focus be next time?	Students write about how and why their thinking changed through participating in the discussion. Was their position strengthened? Were they able to understand the other perspective? Did they change their mind? What evidence and reasoning caused this change?