

# Grand Conversation

## Why?

- \* Grand Conversations model a meaningful discussion of literature.
- \* Grand Conversations encourage responses, expansion, inquiry, and exploration of the text.
- \* Grand Conversations validate student input and provide a group memory.
- \* Grand Conversations lead to the discovery of patterns of thought within a group.
- \* Students have an opportunity to share varied responses to literature.
- \* Grand Conversations develop a greater understanding of the selection than may be possible as individuals.

## How?

- \* Students independently read all or part of a selected piece of literature, fiction or nonfiction.
- \* The teacher or group leader, depending on the experience of the students, invites the students to join a discussion of the literature.
- \* The teacher probes and students contribute their thoughts and opinions. The leader's role is to facilitate and encourage a higher level of thinking without stating his/her opinion. Ask students to clarify, elaborate, and explain.
- \* The teacher or leader records topics and issues that are discussed, using large chart paper or an overhead projector.
- \* At the close of the conversation, the leader shares the recorded responses with the group. Any patterns that emerged in the conversation are also reported.

