

World Café Discussion Protocol (20 minutes)

- Ask students to take out their text, *A Long Walk to Water*, as well as their **Reader's Notes** for Chapters 1 through 5 and Gathering Evidence graphic organizers for Chapters 1 through 4.
- Arrange students into triads, with each triad sitting at a table with materials for the World Café: **recording chart**, a **marker**, and one **table card prompt** (see Materials at the end of this lesson).
- **Display the World Café protocol directions** on the **document camera** or on a chart. Briefly review the protocol directions.
- Assure students that you will guide them through the process in today's lesson, and that they will practice a World Café in the future. Encourage students to enjoy the protocol today, as it will help them all participate and mix groups. Reassure students that the protocol will feel fast-paced at first, because it's designed to give every student a chance to think for a little bit about each question. Caution students that you will interrupt their conversations, but they'll have a chance to keep working with their ideas at the end of the activity.
- Tell students a simple signal you will use to indicate when each round is done (e.g., raising hands, clapping).
- **Round I:**
 - Ask each triad to choose a student to be the “Recorder” for the first round. The Recorder will write down ideas from the group's conversation on the recording chart at the table. Ask all groups to have their Recorder raise his or her hand.
 - Remind students to use their Reader's Notes, Gathering Evidence graphic organizers, and the novel to support their discussions.
 - Focus students on the question on their table card prompts. Ask them to read the question aloud and then discuss that question. Ask the Recorder to take notes on the table's recording chart in the appropriate column or columns (one column labeled “Nya” and one column labeled “Salva”). Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.
 - After 3 minutes, use the signal to get students' attention. Explain the transition that they will do momentarily:
 1. The Recorders will stay seated at the table where they have been working.
 2. The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts (i.e., the two people standing at a table about Nya's identity move to a table about Salva's identity; or the two people standing at the table about Salva's identity move to a table about both characters' identities).
 - Signal students to transition quickly and quietly.
- Remind students to read just one section at a time, capturing the gist of each section before moving on.
- Tell students that their text will look a little different from the book. This is because they will be reading *excerpts* of the story. Define the word *excerpts* as parts of the text.
- Allow students 15 minutes to work with the text on their own. As they work, circulate and support students as needed.

- After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form. Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far.

- **Round II:**

- Give specific positive praise for students who transitioned smoothly (this is important to help students begin to learn the protocol).
- Be sure that the Round I Recorder has remained at his/her original table. Tell the class the following three steps, then prompt them to begin:
 1. The Round I Recorder summarizes the conversation that happened at that table during Round I.
 2. Choose a new Round II Recorder from the new students at the table.
 3. The new group reads the question on their table card prompt, then begins a discussion about that question.
- Remind students to use their Reader’s Notes, Gathering Evidence graphic organizers, and the novel to support their discussions. Prompt the Round II Recorder to take notes on the table’s recording chart in the appropriate column or columns (one column labeled “Nya” and one column labeled “Salva”). Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.
- After 3 minutes, use the signal to get students’ attention. Remind them of the transition:
 1. Round II Recorders will stay seated at the table where they have been working.
 2. The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.

- Signal the transition to Round III.

- **Round III**

- Repeat the process from Round II.
- Be sure that the Round II Recorder has remained at his/her Round II table. Review the three steps, then prompt them to begin:
 1. The Round II Recorder summarizes the conversation that happened at that table during Round I.
 2. Choose a new Round III Recorder from the new students at the table.
 3. The new group reads the question on their table card prompt, then begins a discussion about that question.
- Remind them to use their Reader’s Notes, Gathering Evidence graphic organizers, and the novel to support their discussions. Prompt the new Recorder to take notes on the table’s recording chart in the appropriate column or columns (one column labeled “Nya” and one column labeled “Salva”). Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.
- After 3 minutes, use the signal to get students’ attention. Remind them of the transition:
 1. Round III Recorders will stay seated at the table where they have been working.
 2. The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.
- After 3 minutes, use the signal to get students’ attention. At this point students should have discussed each of the questions on the table card prompts. Thank students for their participation

and collaboration during their first World Café. Tell students that they will have a chance to use a World Café again to practice the different steps.

- Ask all Round II Recorders to bring their recording charts to the front of the room and post them so that they are visible to all students.