

*Green Lantern Legacy*  
**Discussion Guide**  
Grades 3-7

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Before reading, have a class discussion to activate prior knowledge about XXX and terms that correspond
- *Titles Can Be Telling\**: Reread the title of the book. Think about what’s included in the title, the image chosen for the cover, and what you notice. Make a prediction based on the cover and consider how the title influences the story. (revisit after reading the story and see if your predictions are correct)
- Frontload vocabulary (see vocabulary list)

**During Reading: to engage students, check for understanding, and make connections.**

- What is Bà Nôi referring to when she says, “We will not let fear drive us from our home.” (p.11)
- What do you think happened when Bà Nôi gave the ring to Tai? (p. 17-18)
- How will the ring change Tai? (p. 33)
- Who is influential in the power of the ring? (p. 42)
- What is the purpose of the ring and what can it do? (p. 57)
- What responsibility is Tai given? (p. 65)
- How is Tai treated at school? Do you think the ring will change this? Why? (p. 69)
- Explain the relationship between Xander Griffin and Tai. (p. 76)
- Why do you think Xander wants to buy Jade Market? (p. 84)
- How do Tai’s friends react to his secret? (p. 89)
- Tai stated, “And what’s the point of having all this power if I can’t use it?!” What effect do you think this statement will have? (p. 92)
- Why do you think the restaurant has “go home” spray painted on it? (p. 98)
- Why are Tai’s friends worried about his relationship with Xander? (p. 108)
- Do you think the yellow lantern has the same “good intentions” as the green lantern? (p. 117)
- What message does the picture on page 126 show? (p. 126)

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**After Reading: to summarize, question, and reflect.**

- Revisit the Titles Can Be Telling\* Worksheet from the pre reading activity. What do the cover and title mean now that you have read the story? How do you think the title connects to the story? Does the title fit the story?
- Micro-/Meso-/Macro Environment Systems: Levels of Setting\*: Notice the name and the aspects of a character's environment. This may be based on information the author has given you, or on what you can infer based on text details. Then, think about which of these is important based on the conflicts that the character is experiencing.
- Find Clues About Theme in the Blurb\*: Read the back cover blurb. Think about what happens in the story and how the blurb connects. Then ask yourself, "What does this story teach me?" "What's the most important?"

**If your students enjoyed this book...**

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.