

# QUESTIONING

*First Two Weeks* – Focus on what the strategy is and why great readers need it. Start with fiction. Focus mostly on wondering through the text and asking questions to clarify meaning.

<i>Think Aloud: (Eye to Eye and Knee to Knee)</i>	<i>Have at It: (Pairs and Small Groups)</i>
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- "Thinking About Questioning" Chart (RWM p. 127) – fill in throughout the study
- "Thinking About Reading" chart (RWM p. 51)
- Finding answers to questions is like putting pieces of a puzzle together. (STW p. 81)
- Discuss how questions help us focus and understand text.
- After reading, consider questions that weren't answered.
- Wonder how you would act if you were the character (STW p. 95)
- If you're at a confusing spot, the paragraph before the spot can give you the answer.
- Ask questions to clarify confusion. (STW p. 22, MOT p. 110)
- Ask questions when something doesn't make sense.

- Wonder about upcoming text. (P. 110 MOT)
- Jot "?" on a post it; Stop the class every so often during BEAR and tell neighbor what the question is. (MOT p. 114, "Question It" from Snapshots p. 144)
- Coding the text with "?" (STW p. 82-83); VIP Strategy (RRR p. 6)
- "Listen to your minds at work." (p. 111 MOT)
- Question webs (STW p. 92)
- Let your schema ask questions.
- Questions you have can remind you of other books.
- Ask questions before, during, and after reading. ("I Wonder..." p. 17 of Snapshots)
- Questions before, during, and after reading (RWM p. 125)
- Coding with "Huh?" for when you're confused (STW p. 85)
- Coding questions – T for text, I for infer, OS for outside source (RWM p. 128)
- Word Predictions (RRR p. 134)

**Next Two-Three Weeks** – Focus on how the strategy is used in different genres. Think alouds show students how I understand what I read more deeply and permanently.

Think Aloud: (Eye to Eye and Knee to

Have at It: (Pairs and Small Groups)

## Knee)

- "Thinking About Questioning" Chart (RWM p. 127) – fill in throughout the study
- "Thinking About Reading" chart (RWM p. 51)
- Have one child assume responsibility for remembering my question about the text (MOT p. 42)
- Make predictions based on my questions.
- Answering questions by inferring (STW p. 90-92)
- Some questions must be inferred based on schema. (P. 110 MOT)
- Wonder what the author was thinking when he/she wrote the text (STW p. 95)
- After reading, consider questions that weren't answered.
- Many questions are not answered, but must be answered by the opinion of the reader (RWM p. 130)
- Question the author's purpose in nonfiction.
- Model asking cause and effect type questions.

Look at KZK for this.

- Hearing others' questions can make you have more questions (RWM p. 131)
- "Questions We Ask" table (MOT p. 113)
- Wonder Boxes (RWM p. 134-135, STW p. 86-89)
- Wonder Cards – Kids put an "I Wonder" card from their wonder box in a basket. I draw one and model searching for the answer. (RWM p. 150-151)
- Ask questions to discover new information. (STW p. 22)
- Ask questions to propel research efforts. (STW p. 22)
- \*Two Column Notes – Learned and Wonder
- Know the difference between thick and thin questions. (STW p. 89-90)
- \*QAR Form
- "Burning Questions" – one of last lessons before children apply independently (RWM p. 5, 133-134)
- Question-Generating Strategy sheet (RRR p. 136)
- Generating questions, coding questions, and making inferences with the questions that weren't answered (True Stories from Four Blocks Classrooms p. 45-48)

**Last Two-Three Weeks** – Administer the MPIR. Students articulate more of their thinking. There is less teacher modeling, but I should show how the strategy integrates with strategies previously studied.

<i>Think Aloud: (Eye to Eye and Knee to Knee)</i>	<i>Have at It: (Pairs and Small Groups)</i>
<ul style="list-style-type: none"> <li>• <i>“Thinking About Questioning” Chart (RWM p. 127) – fill in throughout the study</i></li> <li>• <i>“Thinking About Reading” chart (RWM p. 51)</i></li> <li>• <i>Model using the strategy in very challenging text in small, needs-based groups.</i></li> <li>• <i>Readers use connections to find possible answers to their questions.</i></li> <li>• <i>Asking questions helps me stop reading long enough to see the pictures in my mind. (MOT p. 114)</i></li> <li>• <i>Wonder based on my schema for the author.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>*QAR Form</i></li> <li>• <i>Speculate about the author’s intent, content, or format. (P. 110 MOT)</i></li> <li>•</li> </ul>

*\*Also see “Guide to Teaching Questioning Compiled by Deb Smith” (on Mosaic Tools page) for more ideas*

*Math Ideas: (from workshop with Ellin Keene)*

- *Mathematicians ask questions before, during, and after a doing a math problem.*
  - *Could it be this?*
  - *What happens if?*
  - *How else could I do this?*
  - *Have I seen this problem before?*
  - *What does this mean?*

- *Mathematicians test theories/answers/their hypothesis by using different approaches to a problem.*
- *Mathematicians question others to understand their own process and to clarify problems.*
- *Mathematicians extend their own thinking by asking themselves questions they don't have an answer to.*

*using Schema to Guide My Questions:*

*Charlie Anderson*

*Tomie dePaola: Oliver Button, Nana Upstairs and Nana Downstairs, The Art Lesson, The Popcorn Book, Strega Nona, Strega Nona's Magic Lessons, Bill and Pete to the Rescue, Strega Nona Takes a Vacation, The Unicorn and the Moon, Here We All Are, 26 Fairmount Avenue, Tom*

*Amazing Grace, Boundless Grace (use for T-T with Oliver Button)*

*Eve Bunting books: Fly Away Home, Going Home, The Wednesday Surprise, The Wall, Dandelions*

*A Letter to Amy (book 1), Nine in One Grr (book 1)*

*Fairy Tales in February:*

*(also incorporate imaging and questioning)*

*The Ugly Duckling, Sleeping Ugly, The True Story of the Three Little Pigs, The Three Little Pigs, The Stinky Cheese Man, Chinese Cinderella, Dinorella*

*Tree of Hope (wonder about the title), Freedom School, Yes!*