

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.

<p><i>Think Aloud: (Eye to Eye & Knee to Knee)</i> Always state the PURPOSE!</p>	<p><i>Have at It: (Pairs and Small Groups)</i></p>
<ul style="list-style-type: none"> • "Thinking About Questioning" Chart (RWM p. 127) - fill in throughout the study • "Thinking About Reading" chart (RWM p. 51) • "Crafting Session Tips" (7 Keys p. 88) • Always ask kids what they notice about what I'm doing during the think aloud! • Finding answers to questions is like putting pieces of a puzzle together. (STW p. 81) • Discuss how questions help us focus and understand text. • 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 when something doesn't make sense. (STW p. 22, MOT p. 110) • Modeling a variety of wonders (K2K p. 43-44) • Begin modeling use of strategy in different subjects. • Reading helps us ask questions we may not have thought of before! • After reading, consider questions that weren't answered. • Wonder what words mean and how to figure out what they mean. 	<ul style="list-style-type: none"> • 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 <i>Snapshots</i> 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. • Use schema to give evidence of possible answers to your questions. (K2K p.29) • Questions you have can remind you of other books, and in turn help you predict. • Ask questions before, during, and after reading. ("I Wonder. . ." p. 17 of <i>Snapshots</i>, RWM p. 125) • Coding with "Huh?" for when you're confused (STW p. 85) • Coding answers of questions - T for text, I for infer, OS for outside source (RWM p. 128) • Word Predictions (RRR p. 134) • Statement/Evidence chart (K2K p.34) • ERT (GRTFBW p. 169) • You'se Choose (GRTFBW p. 184)

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.

<p><i>Think Aloud: (Eye to Eye and Knee to Knee)</i></p>	<p><i>Have at It: (Pairs and Small Groups)</i></p>
<ul style="list-style-type: none"> • "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) • We often have more new questions when we hear other people's questions. • 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. • Wonder based on my schema for the author. • File folder schema lesson with nonfiction topic • Ask questions of a new text format. • Think aloud with a poem (7 Keys p. 89-91) <p>* "Questions to Reveal Thinking" (7 Keys p. 91-93) - copy and put on clipboard to use during reading conferences</p>	<ul style="list-style-type: none"> • 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) • Thick questions and inferential thinking (K2K p. 37-42) • Reading conferences should focus on use of strategy in different genres. • Fill in forms from first phase in small groups • Graphic organizer with nonfiction in book clubs • Graphic organizer with biography in book clubs • Kids articulate how their thinking (what you know, think, or feel) was changed by what they read. (Ellin Keene)

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.

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<ul style="list-style-type: none"> • "Thinking About Questioning" Chart (RWM p. 127) - fill in throughout the study • "Thinking About Reading" chart (RWM p. 51) • Model using the strategy in very challenging text in small, needs-based groups. • Readers use connections to find possible answers to their questions. • Asking questions helps me stop reading long enough to see the pictures in my mind. (MOT p. 114) 	<ul style="list-style-type: none"> • *QAR" Form • Speculate about the author's intent, content, or format. (P. 110 MOT) • Reading conferences focus on use of strategy in different genres. • Wonder Boxes with topics of personal interest • Me Purposes (GRTFBW p. 116) • Writing and Drawing Before, During, and After Reading (GRTFBW p. 134)

**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 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 connections)

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!*

A Bad Case of Stripes, *The Rainbow Fish*, *Grandfather's Journey*, *The Sweetest Fig* (Van Allsburg), *Miss Lily and the Statue of Liberty*, *The Islander* (Rylant)