

Source	Strategy	Book Name	Author	Teaching Idea
Reading for Meaning	Questioning	Grandfather Twilight	Barbara Berger	Keeping track of questions before reading, during reading, and after reading. Then labeling when the questions were asked.
	Questioning	Grandmother Winter	Barbara Berger	
Reading for Meaning	Questioning	How Many Days to America?	Eve Bunting	
		The Bird house	Cynthia Rylant	
Reading for Meaning	Questioning	All I See	Cynthia Rylant	Pages 130-131 in Reading With Meaning
Reading for Meaning	Questioning	Amelia's Road	Linda Allman	Pages 133-134 in Reading With Meaning
Reading for Meaning	Questioning	The Wise Woman and Her Secret	Eve Merriam	Pages 134-135 in Reading With Meaning
Reading for Meaning	Questioning	Fly Away Home	Eve Bunting	I made a chart like in Reading With Meaning. We talked about questions and why we asked questions. I read and modeled with Fly Away Home and then gave them post-its to write how the questions they had helped them as they read and how they figured out the answer to their question. I didn't want them to focus on the question but on what the question did for their reading. After they read we came back together and filled in the chart with the answers on their post its. It was a really good class for a first day.
Reading for Meaning	Questioning	Monarch Butterfly	Gail Gibbons	Page 131, see chart on page 123
Reading for Meaning	Questioning	The Trumpet of the Swan	EB White	Deb Smith has a think-aloud posted on her website <a href="http://www.debfourblocks.com">www.debfourblocks.com</a> for Trumpet of the Swan

MOT	Questioning	The Polar Express	Chris Van Allsburg	MOT page 41
Reading for Meaning	Questioning	Why is the Sky Blue?	Sally Grindley	
	Questioning	Ahmed's Secret		I don't recommend Ahmed's Secret for first grade for questioning because the kids don't have enough background knowledge for the story to make sense - it was way, way beyond my kids.
Reading for Meaning	Questioning	Yanni Rubbish	Shulamith Levey Oppenheim	
Crystal / MS /3	Questioning	Anansi and the Moss Covered Moss	Retold by Eric A Kimmel	Questioning – What happened? Why did it happen? Cause and Effect
	Questioning	Isla		
	Questioning	Applemando's Dreams	Polacco	I wonder why the author wrote this book. Read aloud while students ask questions.

		Trouble on the T-Ball Team	Eve Bunting	<p>I read it today and the kids gave it a big thumbs up. Next year I think I'll save it for inference though. The kids were making inferences all through the book in order to try to solve the mystery. Most started with questions like... "Are they losing games? No, can't be games because she lost one in the car. Are they losing players? Why are some excited about losing something and some are worried?" One kid asked about 1/3 of the way through the book if it could be that they were losing teeth. I've forgotten what text support they used for that question. BUT, from that point on, the kids were adamant that it was teeth being lost and they kept fitting all the "clues" in the text with that scenario. Even excitedly going back to the cover... "look at them all hiding their smiles behind gloves and stuff... it HAS to be missing teeth!" You should have heard their collective cheer when it was finally revealed that it WAS teeth being lost!</p>
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Carol Pehrson	Questioning	Your Teeth  A Wiggly, Jiggly, Joggly Tooth	Anna Stearn  Bill Hawley	Before reading, begin a KWL chart. During Reading – mark two questions that they have in the book with sticky notes. Depending on writing abilities, note the question with a question mark or they can write out the whole question. After reading, place questions and add them to the chart under what we want to know. Then the teacher assigns a question to each group or partner team to try to find the answer. To do the research, students would use other provided books, magazines, encyclopedias, Internet, etc. After the research is completed, in the whole group we will put the answers to the questions we found in the L column, or what we have learned. It is OK if not all questions were answered. FOLLOW UP WRITING: Things I have learned about teeth. They will need to do an opening sentence, 3 sentences about 3 different things they have learned about teeth, and then a closing sentence. Put these together in a class book, shared with partners or the whole group.
Crystal / MS /3	Questioning	Harvey the Foolish Pig	Retold by Dick Gackenbach	Questioning – What happened? Why did it happen? Cause and Effect
	Questioning	Caps for Sale		The kids wondered where the people were who would buy the caps.
Strategies That Work	Questioning	Charlie Anderson	Barbara Abercrombie	This text has questions in the text. The first half of the book, I pause after each page and have the students generate questions. Then the author begins to ask questions right in the text. Text to Text connection with the book <i>Six Dinner Sid</i>
	Questioning	Angel Child, Dragon Child		
	Questioning	True Story of the Three Little Pigs		
	Questioning	All of David Weisner's books	David Weisner	Wordless books lend themselves to questioning

Elise and Jami	Questioning	Wednesday's Surprise		What is the Wednesday's Surprise? After sharing the title we pose the question. The children create a I wonder chart by asking questions before, during, and after the story. They discussed their prediction with their partner. They were pleasantly surprised when they were on the right track. At the end, they went over each question posed to see if it was unanswered in the book.
	Questioning	Best Christmas Pageant Ever	Barbara Robinson	Thin-Fat Questions As questions were asked we all speculated as the characters to arrive at answers.
Judy / 3CA	Questioning	My Freedom Trip How My Parents Learned to Eat Tight Times Grandpa's Teeth Hurricane Tuesday Sector 7 Mailing May Nettie's Trip South Dakota Dugout Charlie Anderson, Amelia's Road, Altman The Potato Man, McDonald The Day of Ahmed's Secret]	Park Friedman  Hazen Clement Wiesner Wiesner Wiesner Turner Turner Turner Abercrombi e Altman McDonald Heide	This is the list of Judy's favorites for this strategy
Wendy Rasbach		Magic Tree House series	Mary Pope Osborne	Think-Aloud using the first two chapters. After first two chapters, the students added their questions to the discussion. We discussed how some questions may eventually be easily answered as we keep reading while others we may have to think about harder using evidence in the story. Still other questions, we may have to simply guess about because we may never know the answer.

Wendy Rasbach	Q U E S T I O N I N G	A Chair for My Mother	<p>Day ONE</p> <p>Setting purpose for reading – Each partner team is to notice questions they had as they read through the story and share them with each other. After the partners finished reading, I asked them to decide together on the three BEST questions they had as they read and write them down. After reading – we gathered together and discussed the questions the students had. Nearly, all the partner groups had this question: How did their apartment catch fire? One of my favorite questions was, “Why didn’t they save up and buy a couch instead so they could all sit on it together?” As a class we answered the questions which could be answered, but most of the questions the students selected as their best questions were those which could not be answered easily from the story. They were thinking questions.</p> <p>Day TWO</p> <p>Teacher poses a question to them: Is A Chair for My Mother a good title for this story? I showed them how they had to have a reason from the story, (gather their evidence) and talked about how we were doing a very high school activity – debating. They thought that was great! We argued the pros and cons of that specific title with most children saying it wasn’t a good title because the chair was really for the whole family.</p> <p><b>Discussion Web</b></p> <p>Use to encourage children to adopt a listening attitude to think individually and to involve less verbal children in the discussion.</p> <p>Use for post readings (not initial readings).</p> <p><b>How to use discussion webs:</b> 1. Select a book and activate background knowledge. 2. After reading, students are introduced to the web. Students are placed into pairs and asked to list the pros and cons of the question in the center of the web. 3. After ample time is given, place two pairs of students together to discuss and share their thinking. They work as a group toward a concluding statement for the web. 4. After each group has reached a conclusion, a spokesperson is selected to represent their group and share their thoughts.</p> <p>Teachers are able to lead their students to deeper understandings of characters, theme, solutions, and considering two sides of an issue. Critical thinking strategies are exercised to make reasoned judgments.</p>
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Rob	Questioning	Chicken Sunday	Patricia Polacco	<p>Before using this text, we talked about thick and thin questions as I read several other books previously developing my unit on questioning. We also discussed how to code their questions.</p> <p>A – answered in text  BK – answered from someone’s background knowledge  I –inferred (discussed how a reader knows but isn’t explicitly told in the text)  D – discussion  RS – needed research  C – signals confusion</p> <p>Children read Chicken Sunday in a variety of ways depending on the level of support needed by the reader. While they read, they had paper to write questions before, during, and after. Next day, they got into small groups to discuss the questions and answer each others questions. Then I said I was the real expert on this book so they should ask me questions about the book and I would label the type of question and give the answer. For many of the questions I would give wrong answers and they would correct me and explain why I was wrong. The questions were ok, but many were superficial to the understanding of the book. Finally one student asked why Mr. Kodinski had numbers on his arm. All the sudden the energy level just changed. One said it is like Elisabeth where Hitler tried to kill Jewish people and they had to run away and the numbers were used to identify them. Another said Mr. Kodinski is so mean because he had such a hard life.</p>
Tina Cassidy	Questioning	The Quiltmaker’s Gift	Brumbeau	<p>I use The Quiltmaker’s Gift by Brumbeau to teach questioning. Kids love the story (so do I!) and it really lends itself to asking all types of questions.</p>

Peggy Buhr	Questioning	The Three Questions	Jon J. Muth	<p>A boy wants to be a good person but say he doesn't know the best way to do that. He asks his friends these three questions:</p> <p>When is the best time to do things?</p> <p>Who is the most important one?</p> <p>What is the right thing to do? His friends readily answer, but it is Nikolai's response to a stranger's cry that lead him to the answers he seeks.</p>
Camille	Questioning	Charlie Anderson	Barbara Ambercrombie	<p>Then I told my students that good readers also ask questions. I showed them a book that I was reading that was challenging to me (The Hours) and said that I asked lots and lots of questions while I was reading it. Then I read the first paragraph from the book asking questions as I read. (This idea was from Strategies that Work.)</p> <p>Then (this honestly did not take as long to happen as it is taking me to tell you), I pulled out a picture book (Charlie Anderson) that I had prepared ahead of time with questions on post-its and did a think aloud. Sometimes my students wanted to answer my questions, but because my objective for today was to get them thinking about questioning, we did not answer my questions.</p>
Jaynie Manier	Questioning With poems In 5 <sup>th</sup> and 6 <sup>th</sup> grade	The Road Not Taken  The Poem	Robert Frost  Donald Hall	<p>Students should write two questions about each poem. The next class period, the students display their questions written on the sticky notes. Read the questions. The students were surprised that most of the questions were the same. They all said that they had no clue what either poem was about. After we read through all of the questions we started to dissect the poem line by line. When we had done the line by line dissection we went back through to see that the questions were answered.</p>

Camille	Questioning	The Boat Party	Mary Cassatt	<p>Okay, guys, I took the plunge and started questioning today. I started by reviewing our (HUGE) list of things that good readers do (a la Debbie Miller). Then I told them I was going to teach them something new that good readers and good thinkers do: they ask questions. I showed the print "The Boat Party" by Mary Cassatt and told them that when I look at this picture lots of questions pop into my head like: Where are these people going? What will they do when they get there? Is that the baby's mother? Is that the baby's father? Are they in a sailboat since I see something that looks like it might be a sail? If this is a sailboat, why is the man rowing the boat? The water looks choppy, is a storm going to start?</p>
Camille	Questioning	Girl with a Hoop	By Renoir	<p>I decided to find out what kinds of questions my students could ask about pictures. I showed them "Girl with a Hoop" by Renoir. This painting has a girl in a very fancy dress holding a hoop and a stick. I gave them thinking time and then had them share their questions. Here are some of them: Why does the girl have a hoop? Why is she holding a stick? Why is she dressed up fancy like she is going to church? Why is the grass different colors of green? (This question fascinated me since Renoir was an impressionist and used many, many different shades of the same color to create things.) Why did the person make this picture? (This question got me to thinking about author's purpose - I would have NEVER thought to ask that question!) I quickly wrote their questions down because I wanted to gather some data and get a feel for where they are at with questioning before we even start our study.</p>

Camille /1/CA		Brave Irene	William Steig	<p>Day 1: I started by sharing the title and the cover and then asked if anyone had any questions. (The cover picture is great - it has Irene walking through the snow with a large box in her hands.) Students wanted to know what was in the box and why she was walking through the snow, etc. Then I did a picture walk of the first half of the book and asked if there were any more questions. (I didn't show the second half of the book because I didn't want my students to figure out what was going to happen by looking at the pictures - as Marcia said previously the storyline in this book is great - and I wanted students to keep asking questions and not know all of the answers). Then I started reading the book. Every so often I stopped for more questions. (This is hard to explain - you have to know your class and how many stops they can handle and how many questions they can listen to.) Then after I finished the story, I allowed more questions to be asked. (Sometimes I have students turn to a partner and share a question so that more questions are asked.)</p> <p>Day 2: (a la Debbie Miller) On the previous day I had quickly written down the questions that were asked. After school I wrote the questions on a chart. So on day 2 I started by reading the questions to the class. I told them we were going to see how many we could answer, then we would label the questions as to whether they were answered in the text (t), if we inferred the answer (i), or never answered (n). I read the story to the class and we discussed each question, tried to answer it and then labeled the question t, i, or n. (Note: the exact labels you use do not matter - Since my goal was to both introduce inferring and remind students that not all questions are answered - I had them label questions that way.)</p> <p>Please don't think I make a lot of charts like this - you just happened to ask about a book that I used for an anchor lesson. I struggle just like everyone else to fit everything in.</p> <p>Another thought on Brave Irene. I first loved Brave Irene because of the strong plot line. It think it's an excellent example of an increasing tension plot line. Maybe I already said this, but I plan on using it for a writing emphasis to show how the author cared about his readers and wanted us to have a really exciting story. That is why he continues the problems in the story, allowing us to feel the excitement. William Steig also uses some great words for those of you teaching with 6 traits. I think he would be an excellent example of word choice.</p>
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	<p>Zachary's Ball</p>	<p>Judy... I need some help... I'm finding it really difficult to "envision" a think-aloud in my mind that will do justice to fiction with nothing but "I wonder" statements. I've pulled out several of my books, re-read them, but I get confused on just how to accomplish this! I think I need instruction myself! For example, when I picked up Zachary's Ball I thought to myself, "I'm going to read this and pay attention to my own wonders" for my think-aloud (in pursuit of authenticity!) But when I read it, most of my questions were prediction type... "I wonder if he's going to catch the ball" kind of wonderings or "thin" type questions... &lt;As he handed me the ball, something unbelievable happened.&gt; My thought... "What happened??" Then he's on the field, right? And I'm thinking... "Is this really happening? Is he imagining it?"(hmmm... maybe this one WASN'T explicitly answered in the text!) The few wonderings I had that weren't answered in the text were: a)when he stopped looking for the baseball. I was thinking, "How could he stop looking for something that important to him? Where could it be? Will he ever find it?" b) when he thought he saw his name on the baseball, I wondered, "Was it just his imagination making him see his name where there was only dust? Did catching that ball remind him of the other ball his dad had caught for him and that's why he imagined his name?" c)when he gave the ball to the little girl, I wondered, "What happened to her when he gave her that ball? Why did she say it was magic?"</p> <p>I want authenticity in my think-aloud, but I also want to set a good model for questioning. C'mon Judy... what were YOUR questions while reading this book?</p> <p>Sharon, I think your questions are excellent. If it's one thing we're starting to learn, it's that they will only work if they are OUR questions. However, with that in mind, I'm going to make one recommendation (like you've ever known me to leave anything alone). I would ask a really big question at the end (I'm sorry I don't remember the last line of the book), something like, "I wonder what the author wanted me to think here." Does that make sense to you? Last piece of advice: keep it simple! You have three really good questions--don't overdo (at least, that's my opinion). Kids are very perceptive--three think alouds is a lot really.</p>
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Sharon	Christmas Day	<p>It is a beautiful version of Pearl Buck's wonderful story. I don't care if Christmas HAS passed. I'll be using this book for my first think-aloud with questioning. It's just too perfect not to! Here's a link where you can read the original story if you're not familiar with it. But I tell you again... the book itself is wonderful! There are a few minor changes in the book. The biggest difference is that the book stops before the original story ends... there is no mention of his feelings for his wife or writing a letter to her in the book.</p> <p><a href="http://www.geocities.com/Heartland/Fields/8616/christmas/christmasday.html">http://www.geocities.com/Heartland/Fields/8616/christmas/christmasday.html</a></p> <p>To prepare for my think-aloud I read the book and wrote down all the questions I had as they naturally occurred to me. Then I went back and looked for what I felt were the "thickest" questions and also where the least interruption would be in stopping to wonder out loud. I came up with four stops (more than usual) where I could group several questions together. Here are the questions I finally decided on.</p> <p>I wonder... why didn't he know he loved his father?  I wonder... why wasn't his mother more sympathetic... why didn't she seem to care as much as his father did?  I wonder why didn't he already know that his father loved him?</p> <p>I wonder if he wants a better present for his father to show how much he loves him?  I wonder does he love his mother as much as he loves his father?  Hmmm... a dagger is a knife... I wonder if Pearl Buck used the words "The thought struck him like a silver dagger" to show how quickly and sharply and strongly the thought came to him?</p> <p>I wonder if thinking of that hard work as a gift made it feel like it wasn't a job to him?  I wonder what his father will think... how will he feel?</p> <p>I wonder... does the father know why his son did this?  I wonder why the son said "I do want to be good"... why didn't he say, "I love you"?  I wonder if it's too hard for the son to say "I love you" to his father because they've never said it to each other?  I wonder... does he think being good for his father is the same as loving his father?  I wonder why the father didn't say, "I love you" to the son?  I wonder... why is he shy? Is he embarrassed at all the attention?  I wonder what Pearl Buck is trying to tell the readers... Is she telling us that a gift of love doesn't have to cost money? Is she saying that giving yourself (like the boy did when he got up early and worked hard) is better than anything money can buy?</p>
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				<p>Love Don't Mean by Eloise Greenfield</p> <p>Love don't mean all that kissing Like on television Love means Daddy Saying keep your mama company till I get back And me doing it</p>
		White Socks Only		<p>I stopped in for a brief conference with Meggan as she was reading White Socks Only today after the read-aloud/questioning time. I thought she was looking for more questions or answers so I asked her if she had any more questions about the book. She replied, "What I'm really using is sensory images." She went on to describe how she could see a crowd gathering around ... how they might be jeering... the sounds of the whipping... the fear the little girl probably had thinking that she might die. Then the silence when the Chicken Man walks up... the way the crowd probably opened up to let him pass. Finally she said, "I also have a t-w connection here. This is like Rosa Parks on that bus, isn't it?"</p>
		Emma's Rug	Allen Say	
		Tree of Cranes	Allen Say	

<p>Cheryl / Reading / IL</p>		<p>Stranger in the Woods</p>	<p>Carl R. Sams II and Jean Stoick</p>	<p>There are so many literal and inferential questions that could be asked. I have a list of over 25 so far, but not all will be added to the question chart. I modeled about half, then invited students to ask questions that I didn't think of... I'm amazed at the questions they contributed, such as "Why was the corn buried beneath the snow instead of sprinkled on top? Is it a trick by the hunters? Is there a bird watcher hiding? Did it snow since the corn was put there?" and "Do deer eat carrots all the time, or only if they're hungry?" "Why is the porcupine chewing on the antler? Where did it come from?"</p> <p>My plan is to reread the story, add a few more questions and then start discussing where and how to get the answers. Some were answered in the text (literal, right there), some were already answered by the children of deer hunters and nature lovers (background information, schema), some are answered by hints and reasoning (inferential, or a combination of several factors). I haven't yet decided how I will code the questions, but I have to make it simple for 1st-2nd grade students.</p> <p>I think this is a beautiful picture book to use with your 5th grade students as well. The text isn't difficult at all, but a variety of thought-provoking questions will come easily and be a good start before applying the questioning to more difficult text later. Maybe your students will ask questions about the photography, such as what captured the attention of the deer family, so a close-up picture could be taken? Or maybe they will ask and search out questions about survival/food shortage in the winter. Are caution guards let down when an animal is hungry?</p> <p>My students were so "into" the story -- hoping and crossing their fingers that it wasn't a trick from hunters to kill the animals. We got into heavy discussions about tricks to hunt animals, and how animals escape the hunters. They were so relieved at the end of the book. It was very rewarding to use this book as my first model.</p>
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Source	Strategy	Book Name	Author	Teaching Idea
Reading for Meaning	Questioning	An Angel for Solomon Singer	Cynthia Rylant	<p data-bbox="1081 311 1913 380">Pages 132-133 in Reading With Meaning. Some teachers are using this one for an anchor text.</p> <p data-bbox="1081 418 1913 880">I used angel For Solomon Singer for questioning too. My kids had so many questions about the illustrations. That turned into the breakthrough day for questions. I think they all really began to understand how questions could help their understanding of the story. My big kids were tumbling all over themselves and each other to talk and ask questions. I read one page at a time and stopped for questions. Then, we read it again and looked for answers and discussed. They talked about how they knew the answer and one boy actually used the word infer although I had not talked about inference at all. It is hard to tell now if we are doing inference or questioning. One just led to the other.</p>

<p>Reading for Meaning</p> <p>Sharon / 1 / AL</p> <p>Susanne</p>	<p>Questioning</p>	<p>The Stranger</p> <p>Little House in the Big Woods</p> <p>Read Poem with NO title. Make connections to The Stranger</p>	<p>Chris Van Allsburg</p>	<p>The Stranger by Chris Van Allsburg is one of my personal favorites, but it requires me thinking through the text in order for them to "get" all the subtle clues throughout. Do you think it's just a little too mysterious for our first graders? I'm not sure that mine really understand the whole Jack Frost background either. My kids did love the questioning strategy though. I remember them questioning little things like "How are those patterns made in the desert sand?" when reading a book about deserts. I often asked them while reading, "What are you noticing? What are you wondering?" They loved making the question wheels where their question went in the middle and the "spokes" were their possible answers. Then they would go back when they found the answer and add it to the wheel along with coding the answer source.</p> <p>Chapter on Jack Frost, read before The Stranger to help develop background knowledge about Jack Frost.</p> <p>Jack Frost</p> <p>Someone painted pictures on my Window pane last night- Willow trees with trailing boughs And flowers-frosty white And lovely crystal butterflies; But when the morning sun Touched them with its golden beams, They vanished one by one!</p>
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		Two Bad Ants		What a fabulous book! My kids absolutely loved it! After we read it, I asked the kids, "Why did the author refer to the sugar as crystals, the coffee as a boiling brown lake, etc?" Why didn't he just call them by their proper names? Tasana said, "Well, before he wrote it, he sat and thought about what it would be like to be an ant, and that's why he wrote it like that." So it lead into a discussion on perspective, as well as being a great one for questioning and predicting. The day before I read Van Allsburg's "The Dream" (?) and it was super for a discussion on "Why did the author write this book?"