

Questioning – Monitoring your thinking

Outline developed by Deb Smith and Tammie Lewis incorporating Ginger's ideas too.

This was the outline with the modifications that were made since we ran out of time. The participants also didn't want to do some of the activities or the activities had previously been done in a MOT class last year. We opened the session with a simple discussion of what is questioning. Then I skipped to #3 and did an anchor text think-aloud emphasizing questioning. Then I gave the participants #4. I skipped #5, we went straight to #6. This went well. We skipped #7 (running out of time) and I wanted to walk them through the packet of stuff we'd collected for them on questioning resources. There was no VCR so we couldn't watch *The Lotus Seed* by Debbie Miller in *Strategies That Work* Video.

1. What is questioning? The participants offer their definitions of what questioning is. Each table discussed in small group, then the definitions were share in whole group. I recorded the definitions here:
 - Never ending wondering
 - Things you grapple with
 - It's the stuff that's rattling around in your head that I want to nail down.
 - Being four years old and asking, "Why? Why?"
2. We did NOT do this section since this is the SECOND time these participants studied MOT and they didn't want to spend time DURING the class reading. Divide the group into four small groups. Choose a chapter to read about questioning. Be prepared to discuss with the small group, then reorganize with the new small group, then share whole group. Participants are encouraged to read Chapters about questioning: *Strategies That Work*, chapter 7; *Mosaic of Thought*, chapter 6; *Reading With Meaning*, chapter 9; *I Read It, But I Don't Get It*, chapter 7
3. Teacher models explicitly with one book. I used an anchor text, *The Three Questions*, to build understanding of what is questioning. As we read, we recorded before reading, during reading, and after reading questions in a three-column chart.
4. Reading adult short text to show what questioning is "*Waiting*" published in *Microfiction*. Each participant generates and records his/her own questions in a three-column chart with before/during/after headings.
5. Model that the teacher has questions – use the book, *How to Read A Book* by Adler to model adult questioning. Make sure I justify how this helped me as a reader.

6. Teachers need to choose a children's book to practice writing an anchor text for their questioning lesson. Deb brought in several copies of children's books for teaching questioning. I chose books based on my own experiences and from the lists in the STW and RWM books. Teachers found a partner or two and brainstormed before / during / after questions. The teachers really seemed to enjoy this activity. Many of the teachers bought the books that they wrote lessons for. There was a lot of good discussion.
7. Discuss coding their questions. How did keeping track of your questions help you as a reader?
8. Go over questioning packet of information including: Children's literature ideas packet; Teaching ideas packet; Posters for teaching questioning; Bookmarks for teaching questioning
9. Watch the snippet from Strategies That Work Video, "The Lotus Seed" which shows Debbie Miller teaching questioning.

Predictions and Inferences

Outline developed by Deb Smith and Tammie Lewis incorporating Ginger's ideas too.

This was the outline with the modifications that were made since we ran out of time. The participants also didn't want to do some of the activities or the activities had previously been done in a MOT class last year. I started our session on inferences with a definition and anchor lesson on what is prediction. I find that teachers and students can't always define prediction so I feel that this is a necessary step. We completed #1-#4. We ran out of time to complete #5-6, the group refused to read for #7; They will do # 8 in January at their next meeting. We went over #9 so they knew what was in their packet of resources.

1. Define what is prediction?

Using an anchor text (Suddenly! by Colin McNaughton) to help define Prediction Log using Possum Magic by Mem Fox

2. Define what is inferencing"

Using an anchor text (No, David! by David Shannon) to help define

3. Shortcut by MacCauley – have enough copies for small groups of teachers to look at this text to determine why we would use it to teach inferences.
4. Zoom – another inferencing lesson; cut apart the book; use inferences to put back together. The whole group is given one or two pages each. The group works together to figure out how the book is arranged.
5. Harris Burdock by Chris Van Allsburg – give each person a copy of one picture, have them write short story showing that you must use inferences in a wordless text.
6. Reading adult short text to show what inferences are. Use Graphic Organizer.
7. Small Group discussion of inferencing using the recommended texts: Reading With Meaning; I Read It, But I Don't Get It; Strategies That Work
8. Choose a children's book to practice writing an anchor text lesson. Teachers will write an anchor lesson in class.
9. Activities: Go over inference and prediction packet of information: Children's literature ideas; Teaching ideas; Posters; Bookmarks