

Unit of Study:
Questioning
Feb. 28 - April 21 2005

Enduring Understandings: Focus

Week 1:

Readers purposefully and spontaneously ask questions before, during, and after reading.

Week 2:

Readers ask questions for many reasons: clarify meaning, speculate about text yet to be read, determine an author's style, intent, content, or format; focus attention on specific components of the text, locate a specific answer in the text or consider rhetorical questions inspired by the text.

Week 3:

Readers determine whether the answers to their questions can be found in the text or whether they will need to infer the answer from the text, their background knowledge, and/or an outside source.

Week 4:

Readers understand that many of the most intriguing questions are not answered explicitly in the text, but are left to the reader's interpretation.

Week 5:

Readers understand that hearing others' questions inspires new ones of their own; likewise, listening to others' answers can also inspire new thinking.

Week 6:

Readers understand that the process of questioning is used in other areas of their lives, both personal and academic.

Week 7:

Readers understand that asking questions deepens their comprehension. (Thick vs. Think Questions.)

Anchor Mini Lessons:

Week 1/ Feb. 28 – March 4

Monday: Before reading the book, Grandfather Twilight, explain to students that expert readers ask questions not only AS they read, but they ask questions before and after reading. SAY: “I’m thinking that some of you might have a question or two about this book, Grandfather Twilight.” Record their questions on chart paper. Explain that we are going to but a “**B**” by these, for **BEFORE** we read. Save reading the book for tomorrow. Compliment them on what great thinkers they are! Begin the anchor chart: We are learning that readers ask questions before, during, and after reading.

Tuesday: Go back over the questions from the day before. Explain that we will use these to set a purpose for reading, but that we will also record our questions **DURING** our reading with a “**D**”, and for those we ask **after**, with an “**A**”. When done with today’s lesson, give them the question for tomorrow: “Why do you think readers ask questions before, during and after reading? How does asking questions help you become a better read?” Let them think about it.

Wednesday: Review the anchor chart from day before. Ask them the question from the end of the day: “Why do you think...” Let them go K2K. Then turn around and share with class. Record their thinking, but put it in a 3-column chart titled *Thinking about Questioning*, with these headings: What do we know about asking questions....How does asking questions help the reader....How do readers figure out the answers to their questions?

Thursday: Read The Magic Fish. Record their thinking B, D, A, reading.

Friday: Review questions from day before. Reread book. Let them start answering questions. Lead discussion towards the **BIG IDEA**. Let kids go K2K, then share with class their thinking on the **BIG IDEA**. Add our thinking to the anchor chart: *Thinking about Questioning*.

Week 2/ March 7 – March 11

Monday: Read the title The Sweetest Fig by Chris Van Allsburg; show students the cover and go K2K. The students talk to their partner and make predictions about the story. Then ask: “Who has a question before we start reading the book?” Record their question on chart paper under the heading: Before Reading. Read the book aloud, stopping at key points for K2K sessions. These questions are put on the chart paper for “during reading” Stop ½ way through.

Tuesday: Continue reading book, recording questions under “during reading.” Then at conclusion, record questions under “after reading”

Wednesday: Review questions. Begin answering questions: A: answered in the text; BK: questions that are answered from someone’s background knowledge; I: questions whose answers can be inferred from the text; D: questions can be answered by further discussion. RS: questions that require further research to be answered. “Huh?” questions that signal confusion.

Thursday: Continue Wednesday lesson;

Friday: Review Q/A: then: Who is the main character? Where was the main character going? Why was the man character going there? Describe a place that you have visited that is like the setting in the story? Pick one character and write 3 questions from his/her point of view; How might the story been different if you added another character to the story? If you were the main character in the story, would you act and feel the same way? Why or why not?; How do you feel about what the main character did? How has your thinking changed as a result of our discussion of this story?

Week 3/March 14- March 18

Monday: Read The Lotus Seed, recording my questions and childrens questions as we read. Stop ½ way through. Code questions, **B,D,A**. *Begin anchor chart

Tuesday: Review questions from day before, rereading book, then continue own through the book. Code questions **B,D,A**.

Wednesday: Begin working through questions and thinking aloud about how we answered many of them. Code the questions with **T**, for found in text, **OS**, have to use an outside source, and **I**, those we need to infer.

Thursday: Continue with text as above.

Friday: Continue and finish with text as above. What did we learn? (Readers use a variety of strategies to find answers to their questions. Thoughtful readers take the time to ask questions but also are compelled to see the answers, even with it takes a lot of work.

Week 4/March 21-24

Monday: Begin reading All I See by Cynthia Rylant. Record childrens questions. Label as Before, During, After. (B, D, A)

Tuesday: Read All I See. Then, “let’s choose a question from our list. One we really want to figure out and think out loud about how we might make sense of it.” Create a Questioning Web. Choose question, put in middle. On web lines, write their interpretations.

Wednesday: Review from day before; What did we learn? Talk about the different ways we have come to interpret the questions. Show children their own questioning web that they can use.

Thursday: Repeat Process using Charlie Anderson.

Friday: Choose most intriguing question. Create Question Web. Add QW to strategy thinksheets and reading quilts.

Week 5/April 4-8

Monday: Read: An Angel for Solomon Singer/ Amelia’s Road Record B,D,A questions. Talk about the questions; which ones seem the most intriguing; Which one would you like to talk about with someone else

Tuesday: Listen again to the story and when I finish; get together with the children who are interested in discussing the same question as you are. I’ve written the questions and the names of the children who have chosen them on construction paper envelopes. The paper inside is for you to record your thinking and anything new you wonder about. Be ready to share your work in 20 minutes.

Wednesday: Read Amelia’s Road by Linda Altman

Children record their questions on sticky notes and place them on their record sheet.

Each chooses a burning question to focus on the next day.

Thursday: Reread Amelia’s Road; divide class into groups with their burning questions. Work together to record thinking; reconvene in 20 minutes to share thinking.

Friday: What did we learn? Readers understand that hearing others’ questions inspires new ones of their own; likewise, listening to others’ answers can also inspire new thinking.

Week 6/ April 11-15

Monday: Read The Wise Woman and her secret; As I read, children record their questions on their wonder cards for their wonder boxes.

Tuesday: Finish reading book; children keep recording their questions on their wonder cards.

Wednesday: Children pick one burning question; As I reread they focus on the question; then they write out their answer; Talk about how Wonder Boxes can be used

Thursday: Read Gail Gibbons Monarch Butterfly.. Model how wonder boxes can used on a non fiction book.

Friday: Pull one questions from wonder boxes. Model answering using questioning web.

April 17-21:

Monday: Talk about thick vs. Thin Questions: introduce thin questions: can be answered from specific information in the text and usually has one or two word response. As example "in the story The Three Little Pigs, what did the first little pig use to build his house" Thick questions are open ended, requiring deeper thought and explanation. Show students the book The Stranger by Chris Van Allsburg. What questions do you have before we read? Record.

Tuesday: Record questions during reading and after reading.

Wednesday: Answer questions as coded in previous lessons.

Thursday: Which questions are THICK questions; Which ones are THIN questions.

Friday: What did we learn?

Enduring Questions

1. Do readers use a variety of strategies to find answers to their questions?

They infer answers, they find the answers in the text, and they sometimes have to use an outside source to answer their questions.

2. How do readers create deep understanding of text?

Proficient listeners and readers are always generating questions as they read. Questioning helps children move deeply into text, think more about what they read; organize their thinking; frame the pursuit of new understandings; locate specific information; think about unstated ideas such as themes, author goals and intents, and underlying meanings.

3. Good readers are curious about the world around them. Asking questions and wanting more information gives them a reason to read.

4. Good readers ask questions when they learn something new or read something unfamiliar. Asking questions facilitates learning and new information often leads to more sophisticated learning. (Thick vs. Thin Questions)

Mentor Text Needed

Group Work for Readers' Workshop Time:

Materials Needed:

Grandfather Twilight by Barbara Berger
The Magic Fish
The Sweetest Fig by Chris Van Allsburg
The Lotus Seed by Sherry Garland
All I See by Cynthia Rylant
An Angel for Solomon Singer by Cynthia Rylant
Amelia's Road by Linda Altman
Wise Woman and her Secret by Eve Merriam
Charlie Anderson by Barbara Abercrombie
The Stranger by Chris Van Allsburg

Anchor Charts:

1. "We are learning that readers ask questions before, during, and after reading. As we read Grandfather Twilight, we wondered: (Record their questions with B,D,A.)
2. Three column chart, headed: Thinking about Questioning.
Col 1: What do we know about asking questions?
Col. 2: How does asking questions help the reader?
Col. 3: How do readers figure out the answers to their questions?
3. Anchor chart for the Lotus Seed; Questions labeled **B,D,A.** and **T, OS, I**
(Our thinking about the Lotus Seed)

Assessment: Evidence of Student Understanding

1. Anecdotal notes from lesson
2. MPIR (Major Point Interview for Readers)
3. Post its
4. Questioning Webs
5. Thinking Journal
6. Wise Woman response sheet
7. Reading Quilt
8. Wonder Boxes
9. Thinking Journal

Student Self Assessment

1. Reading Quilt
2. Thinking Journal
3. Wonder Boxes
4. Strategy Sheets
5. Lit Circles

Skills Reinforcement: Ties to other areas of curriculum

Writing: Writers monitor their own progress by asking questions about the choices they are making in content, structure and word selection as compared to their initial writing plans;

Writers compose in such a way that makes it possible for their audience to ask questions while they read

Writers ask questions about whether they are creating quality writing that has deep meaning, is well organized and meets their purpose and the needs of their readers.

Math: 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.

Word Work: Vocabulary

1. Concept Circles
2. Word Maps
3. Tier 2 words; Spend time each week during word work time on tier 2 words. See lesson plans for selections

Sources: Debbie Miller's Reading With Meaning
Mosaic website at readinglady.com
A Child's Journey Into Reading: Comprehension Strategies A Literacy Handbook for Teachers by Carolyn Damschroder
Comprehension: Strategic Instruction for K-3 students by Gretchen Owocki
Strategies that Work By Stephanie Harvey
Spotlight on Comprehension by Linda Hoyt
Bringing Words to Life: Robust Vocabulary Instruction
Words, Words, Words by Janet Allen

Standards Addressed:

Goal 1/1B: apply reading strategies to improve understanding and fluency.

Goal 1/1C: comprehend a broad range of reading materials.

Goal 2/2A: understand how literary elements and techniques are used to convey meaning.

Goal 2/2B: read and interpret a variety of literary works.

Goal 4/4A: listen effectively in formal and informal situations.

