

Questioning Unit of Study

Who? What? When? Where? Why? Who? What? When? Where? Why?

Week's focus	Day	Mini-lesson Title	Teaching Points
Deep Purposefully & Spontaneously Ask ?'s Before, During & After Reading	1	What is Questioning	<p>LAUNCH LESSON:</p> <ul style="list-style-type: none"> ⇒ Questions bubble over in our heads ⇒ Use baking soda and vinegar to show how questions bubble over in our minds. Put baking soda in the bottom of a clear container. Explain that you are putting in the words. Next we are going to see what happens when we mix the "words" with our thinking (the vinegar is your thinking). Mix the two together and it will bubble over. ⇒ When we mix the words and our thinking it's like a volcano of questions come bubbling out. ⇒ It's like a bubble bath of questions in our heads. ⇒ We are going to read a very powerful story today. As we read we are going to pause to let the questions bubble out.

2	<p>Readers Ask Questions Before, During & After Reading</p>	<p>⇒ Before reading the book, <u>Grandfather Twilight</u>, 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, <u>Grandfather Twilight</u>." Record their questions on chart paper. Explain that we are going to put 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.</p> <p>⇒ Explain that we will use the BEFORE reading questions 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 reader?" Let them think about it.</p>
3	<p>Thinking about Questioning</p>	<p>⇒ 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 <i>Thinking about Questioning</i>, 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?</p> <p>⇒ Read <u>The Magic Fish</u>. Record their thinking B, D, A, reading.</p> <p>⇒ 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: <i>Thinking about Questioning</i>.</p>

Readers determine where they find the answers to their questions	4	Some questions are answered in the text and some questions are not.	<ul style="list-style-type: none"> ⇒ Refer to the questions that the children asked during yesterday's lesson with The Magic Fish. ⇒ Hand partners post-it notes and assign each group a question to answer. Tell them that they may only record an answer if it was found in the text. ⇒ Hear child's responses and ask how many groups could not answer their question because it was not found in the text. ⇒ Discuss that sometimes the questions that require the most thinking from us are not answered in the text. ⇒ Go through the anchor chart of questions from The Magic Fish and code them as Answered in Text or Not Answered. ⇒ Pose the question: Where do you think the answers come from when they are not found in the text. Point out that this will be the focus of tomorrow's lesson.
	5 & 6	Questions that are answered in the text, by using our schema, or leave us wondering	<ul style="list-style-type: none"> ⇒ 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. ⇒ Continue reading book, recording questions under "during reading." Then at conclusion, record questions under "after reading" ⇒ Review questions. Begin answering questions: A: answered in the text; S: questions that are answered from someone's background knowledge; I: questions whose answers can be inferred from the text; SW: questions that leave us still wondering. RS: questions that require further research to be answered. "Huh?" questions that signal confusion. <p>Anchor Chart: How readers answer questions</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep understand that asking questions depends their understanding</p>	<p>7</p>	<p>Thick vs. Thin Questions</p>	<ul style="list-style-type: none"> ⇒ 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. ⇒ Record questions during reading and after reading. ⇒ Which questions are THICK questions; Which ones are THIN questions. ⇒ Friday: What did we learn? <p>ANCHOR CHART: Thick vs. Thin Questions</p>
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This unit consists of Shared Reading lessons. Continue practice is given during Guided Reading and Independent Reading time.