

COMPREHENSION STRATEGY LESSON PLAN
Strategy: Ask Questions
Lesson: From Questions to Answers

Lesson Focus:

- Students will use text, pictures, headings, and captions to ask questions as they read.
- Students will learn and use multiple ways to find answers to their questions.

This lesson was created based on parts of several lessons from the “Ask Questions” booklet of The Primary Comprehension Toolkit (Harvey and Goudvis).

Lesson Component	Lesson Notes
<p>Preparation</p> <ul style="list-style-type: none"> • Anchor charts, student materials • Texts 	<ul style="list-style-type: none"> • <i>Whales</i> – www.readinga-z.com – projected; books for independent practice in bins on desks (“Wild Animals” series – Chrysalis Children’s books; Reading Reading Books (nonfiction “About” animals, early levels). Also Greenberg <i>Whales</i> with picture of baleen. • Q&A 2-column paper with 6 sticky notes • Anchor chart of ways to answer questions • Anchor chart of Q&A (for posting sticky notes as model/guide) • Directions chart • Chart of finding a just right book (already in classroom and used ongoing)
<p>Connect/Engage</p> <ul style="list-style-type: none"> • Explain strategy/practice and how it/they will be used • Engage students in the lesson • Build/activate background knowledge and interest in the text to be read 	<ul style="list-style-type: none"> • We’ve been reading nonfiction about animals – learning how to ask questions as we read to help us learn. (Review chart in room listing question words) • (Let children guess the animal for today while the white board goes on.) • (Whales! - show book and pix on cover – T&T – thoughts and questions when look at this picture of a whale. (share some from students and put questions on sticky notes and on Question side of anchor chart. Include “what do whales eat – someone is sure to ask that!) • When we ask all these great questions, we want answers! Today – we’ll not only ask questions about whales as we read, but learn ways to find answers.

Lesson Component	Lesson Notes
<p>Model</p> <ul style="list-style-type: none"> • Read aloud small chunks of text and think aloud use of strategy(ies) • Record thinking (sticky notes, anchor chart) • Turn and talk 	<ul style="list-style-type: none"> • (Read Introduction, p. 4 - first paragraph about size of whale) - Wow – I learned some interesting information! (jot info learned – weight = 20 school busses. heart as big as a car! (draw some of this to model that drawing is fine). • Let’s try another page and see what we can learn. (Show page 5) This page has a heading – “Types of Whales.” Hmm- sometimes the heading makes me think of a question: What types of whales are there? (Write question on sticky note and post on chart). Let’s read and see if we find an answer. (read page) Wow! T&T: What did we find out about types of whales? (Listen to children and find ones who answered the question to share out.) 2 types – toothed and baleen. (Model how to post the answer on the Answer side of the anchor chart.) • Do you have any new questions from what we read? (include question about what is baleen, or if baleen whales don’t have teeth, how do they eat, and post).
<p>Guide</p> <ul style="list-style-type: none"> • Provide students with clipboards and materials to jot their thinking. • Continue reading portions of the text aloud, pausing for students to turn and talk and jot (write and/or draw) their thinking. • Confer: listen to students’ thinking, guiding and prompting as necessary. • Choose children to share their thinking as examples for all (or share for them) • Add children’s thinking to anchor chart 	<ul style="list-style-type: none"> • Give out clipboards – Q&A paper and sticky notes on it. • We have a good question from earlier – What do whales eat? Go ahead and write that question on the question side of your paper. • Let’s try this together. I’ll read and if you get any answers to our questions about what whales eat, jot them down, or draw them on your sticky notes. • (Read p. 6 – toothed whales – just through “eat seals”). Did you learn something about what whales eat? T&T and jot it down. (Confer, find students to share, add to answer side of the anchor chart.) • (Read p. 8 - about baleen) Did we find an answer to one of our questions? (Take responses, and craft an answer to go on chart, “Baleen is like a feather or comb in the whale’s mouth that helps it eat little fish.”) I don’t think I really get this – how does the baleen help them eat? Sometimes we can’t answer our questions from what we read in one book. But I found some more information in this book – (show Greenberg “Whales” picture of the whale with baleen much clearer.) Something in my background knowledge is going to help me infer what this baleen is like. (Give analogy to straining spaghetti and infer that the baleen is like a strainer that traps the fish. Write or draw on sticky and put on chart.)

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	<ul style="list-style-type: none"> • (Show pg. 13) Turn and talk: Do you have some questions from this picture. (Read caption – “Blowhole of a gray whale with barnacles.”) Hmm – any new questions? T&T and jot down your questions. (Share – write “what is a blowhole?” and “what is a barnacle” on sticky notes, as well as any other questions the students ask.) • (Read pg. 13: “Whales are mammals...top of their head.” Did you find any answers? Jot or draw them on your “answer” sticky note. T&T • (Share and add to Answers what learned about blowholes. Note that we didn’t find an answer about barnacles.) We don’t always find the answers to all of our questions when we read. Sometimes we may have to go find other sources, maybe another book about sea creatures. Does anybody know what a barnacle is? (If anyone knows what a barnacle is – explain how sometimes we can answer questions by talking to other people.)
<p>Preparation for Collaborative/Independent Practice</p> <ul style="list-style-type: none"> • Review use of strategies from the lesson • Provide directions and any additional support necessary before students go off to work 	<p>Today we’ve seen that there are many ways readers answer our questions! T&T about some of the ways we answered our questions. (share a few responses, and then display and read the premade anchor chart.)</p> <p>How Do We Answer Our Questions?</p> <ul style="list-style-type: none"> • We read • We look at pictures • We use captions and headings • We talk to each other – use each other’s background knowledge • We infer what <i>might</i> be the answer (maybe... I think...). We’ll have to learn more to check if we’re right! • We look for more information in other sources <p>(Show chart of directions for independent practice.)</p>

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	<ul style="list-style-type: none"> • Choose your book. • Write a question before you start to read. • Read about the animal. Write new questions as you read. • Write or draw answers you find. <p>When you go back to your seat, you and your partner will get to choose an animal to learn about. You can ask questions about it and see if you can find some answers. When you decide on a book, go ahead and jot down one question you already have, just from the cover or what you wonder about your animal.</p> <p>After you've written one question, go ahead and start to read. Remember to jot down more questions as you think of them on the question side of your chart, and any answers you find on the answer side. Remember, you might not be able to answer all your questions – that's OK! I can't wait to see what you wonder about and what you learn!</p>
<p>Collaborative and/or Independent Practice</p> <ul style="list-style-type: none"> • Provide choices of text for students at different levels, or ways for all students to access core text • Students use strategy(ies) and record as they read • Teacher circulates and confers 	<p>(Send children off to choose books and work. Confer.)</p>
<p>Sharing and Closure</p> <ul style="list-style-type: none"> • Students return to rug and share how they used the strategy(ies)/practice and new learning • Teacher provides closure 	<p>(Pull kids into a circle to share. Choose children who have good examples of questions and answers to share – be sure to choose both from the easier books as well as the harder ones. After a few share, ask if anyone had a question that they couldn't answer (have someone in mind for this too). Then ask kids to talk about how they could find an answer to the question. Refer back to the chart of ways we answer our questions and emphasize that we might not answer all our questions right away.</p>