

Asking Questions



The most important questions don't seem to have ready answers. But the questions themselves have a healing power when they are shared. An answer is an invitation to stop thinking about something, to stop wondering. Life has no such stopping places. Life is a process where every event is connected to the moment that just went by. An unanswered question is a fine traveling companion. It sharpens your eye for the road.

<p>Prior Knowledge: What prior knowledge about reading strategies do students need to have before entering this unit of study?</p>	<ul style="list-style-type: none"> ▪ Retelling ▪ Monitoring of meaning. ▪ Making connections
<p>Definition What is asking questions? How do readers talk about it?</p>	<p>Readers ask themselves questions as they read to make sense of the text. When readers ask their own questions, the reader learns to seek, pursue, and search for answers or deeper understanding.</p> <p>Readers talk about their questions in a variety of ways:</p> <ul style="list-style-type: none"> ▪ I wonder... ▪ Why? ▪ Huh? I'm confused about... ▪ What does this mean? ▪ How come...?
<p>Concepts to Teach What are the important concepts that you will teach within this unit of study?</p>	<ol style="list-style-type: none"> 1. What is asking questions?-Drama 2. How do readers talk about their questions? 3. Readers ask questions before, during and after reading 4. Analyzing the Types of Questions We Ask When Reading 5. Holding our before questions in our mind as we read - Make Predictions 6. Readers ask questions to clarify confusing ideas - Huh? 7. Answered versus Unanswered questions 8. Answered versus unanswered questions - part II 9. Inferring to Answer Unanswered Questions 10. Finding Important Questions 11. Readers ask questions differently when reading a variety of genres

<p>Anchor Charts</p>	<ul style="list-style-type: none"> • Questions We Ask • Our Thinking About Asking Questions • How Do These Questions help the reader? • How do readers answer these questions?
<p>Conference Points</p>	<ul style="list-style-type: none"> ▪ <i>Did you ask any questions today?</i> ▪ <i>What are you wondering about this topic?</i> ▪ <i>What are you wondering?</i> ▪ <i>When do you ask questions in every day life?</i> ▪ <i>How did your question help you to understand the book?</i> ▪ <i>What are you wondering as you are reading?</i> ▪ <i>Now that you have finished the book, tell me some of your questions?</i> ▪ <i>How are your questions helping you to understand the book?</i> ▪ <i>How are the questions you asked before you read different from the questions you asked after reading the book?</i> ▪ <i>Which questions did you ask before, reading?</i> ▪ <i>Which questions helped you to think about what is happening next in the text?</i> ▪ <i>How does asking questions help you as a reader?</i> ▪ <i>Have any of your questions been answered yet?</i> • <i>How are you changing your questions as you read?</i> • <i>What do you do when you question gets answered?</i> ▪ <i>Which of your before questions are predictions?</i> ▪ <i>Show me where there was a confusing part.</i> ▪ <i>What did you do when you got to that confusing part?</i> ▪ <i>How did you figure that out?</i> • <i>Which questions are "important questions"? How do you know?</i> ▪ <i>How is questioning helping you with your reading?</i> ▪ <i>Which questions have been answered and which have not?</i> ▪ <i>What do you notice about your unanswered questions?</i> ▪ <i>What do you notice about your answered questions?</i> • <i>Is there a question you are wondering about in your reading?</i> • <i>What do you think might be answer? What do you infer?</i> ▪ <i>What clues from the text help you think that? What in your background knowledge makes you think that?</i> ▪ <i>Let's take a look at your questions. Which questions get at the truly important ideas in the text? How do you know?</i> ▪ <i>How might you answer that question? What in the text helps you to know that?</i> ▪ <i>What kinds of questions are you asking when reading nonfiction?</i> ▪ <i>What do you notice about the different ways you are asking questions?</i>

Unit of Study: Asking Questions

Anchor Lesson 1: What is asking questions? - Drama

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p> <p><i>Choose a text that supports the strategy.</i></p>	<p>Paper bag with an ordinary object hidden in it.</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." <i>"A strategy good readers use is..."</i></p>	<p><i>Today we are going to begin talking about a comprehension strategy called asking questions. Good readers ask themselves questions as they read to help them understand the text and to figure out the deep meaning of the book. Let me show you how we use questions every day in our lives to help us understand people, places and situations better.</i></p>	
<p>Demonstrate the strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Here are some examples of different ways we use questioning in our own lives:</i></p> <p>Example 1: <i>Today I have put an ordinary object hidden in this paper bag and I want you to figure what is in this bag by asking questions. Let kids ask questions to figure out what is in the bag. Encourage students to ask open-ended questions. (e.g. What do you use the item for? Versus Is it an apple?)</i></p> <p>Example 2: <i>Let's look at another way we use questioning. Let's pretend a new student is joining our class. What are some things you would want to ask him or her?</i></p> <p><i>We ask questions all of the time to help us gather information and learn new ideas. Over the next few weeks we will learn the different ways readers ask questions as they read.</i></p>	
<p>Provide guided practice.</p>	<p>Invite students to participate in any of these activities</p>	

Unit of Study: Asking Questions

Anchor Lesson 1: What is asking questions? - Drama

Invite the students to practice the strategy with teacher guidance.		
Conference Points	<ul style="list-style-type: none">▪ <i>Did you ask any questions today?</i>▪ <i>What are you wondering about this topic?</i>▪ <i>What are you wondering?</i>▪ <i>When do you ask questions in every day life?</i>	
Share/Reinforce	Have two students share any questions they asked while reading.	

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Anchor Lesson 2: How do readers talk about their questions?

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <i>The Stranger</i></p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." "A strategy good readers use is..."</p>	<p><i>Yesterday we talked about how asking questions is a big part of our lives. Asking questions is one way we learn information and communicate with the people around us. Today we are going to learn more about how good readers ask questions while they are reading.</i></p> <p>Introduce the text.</p>	
<p>Demonstrate the strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Good readers ask lots of different kinds of questions as they read. Here are a few ways readers talk about their questions:</i></p> <p>Anchor Chart: Ways to Ask Questions:</p> <ul style="list-style-type: none"> ▪ I wonder...? ▪ Why....? ▪ How come....? <p>Model: <i>Watch me as I read aloud this book and ask my own questions. I am going to show you how my questions actually help me to understand the ideas in this text.</i></p> <p>p.1 What happened? Did he hit a deer? p. 2 I wonder if the man is a "hermit"? I wonder why he didn't understand Mr. Bailey's questions?</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Read aloud another sections of the text and invite students to share how they searched for information as they read or other questions they have. Record their questions.</p>	
<p>Provide independent practice.</p>	<p><i>Partner read another piece of short text (picture book or short story) and record your questions as you are reading. Please</i></p>	

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Anchor Lesson 2: How do readers talk about their questions?

Remind students before they go off to read. <i>"When you go to I.R. try..."</i>	<i>pay attention to the different ways you are asking questions</i>	
Conference Points	<ul style="list-style-type: none">▪ <i>Did you ask any questions today?</i>▪ <i>What were you wondering as you were reading?</i>▪ <i>What were you wondering?</i>▪ <i>How did your question help you to understand the book?</i>	
Share/Reinforce	<ul style="list-style-type: none">▪ Have two students share any questions they made while reading.▪ Remind students how their questions helped them understand the story.	

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Anchor Lesson 3: Readers ask questions before, during and after reading

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p> <p>Choose a text that supports the strategy.</p>	<p><i>Grandfather Twilight</i> Short texts for partnership work</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." "A strategy good readers use is..."</p>	<p><i>We have been learning how readers ask questions before reading a new text. Today we are going to learn how readers ask questions before, during and after reading. Asking questions while we read helps us to read with a "wide awake mind" so that we can pay careful attention to what is happening and to understand the deeper meaning.</i></p> <p>Introduce the text.</p>	
<p>Demonstrate the strategy.</p> <p><i>Say: Think aloud.</i> <i>Show: Model.</i> <i>Explain: How this will help them as a reader.</i></p>	<p>Model asking questions, before, during and after reading. As you are modeling, encourage students to ask questions. Record all of your questions and your students' questions. Make sure you mark each question with a B-Before, D-During or A-After.</p> <p>(Note: Teachers often write these questions quickly on note paper during the lesson and later copy the ideas onto enlarged chart paper)</p> <p>Before Reading: <i>As I look at the cover of this book, I am wondering so many different things:</i></p> <ul style="list-style-type: none"> ▪ Who is Grandfather Twilight? ▪ Is something going to happen to Grandfather Twilight? ▪ Does this story have anything to do with the sky? <p>During Reading: <i>Now I am wondering:</i></p> <ul style="list-style-type: none"> ▪ <i>Is the pearl the moon?</i> ▪ <i>Is Grandfather Twilight responsible</i> 	

Unit of Study: Asking Questions

Anchor Lesson 3: Readers ask questions before, during and after reading

	<p><i>for the evening sky?</i></p> <ul style="list-style-type: none"> ▪ <i>Why is the dog in the book?</i> <p>After Reading: <i>We have finished the book, I am still wondering:</i></p> <ul style="list-style-type: none"> ▪ <i>Is _____ trying to explain Twilight?</i> ▪ <i>Why did the author write this book?</i> ▪ <i>What is she trying to teach the reader?</i> 	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Before during and after reading, encourage the students to ask questions. Record all questions so that the group can analyze them later.</p>	
<p>Provide independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to I.R. try..."</i></p>	<p>After this lesson has been repeated with several different pieces of short text, ask students to partner read a new text and record their questions before, during and after reading.</p> <p>Once students have successfully completed partnership work, ask students to place their questions on a class chart.</p> <p>Our Questions for _____</p> <p>Before</p> <p>During</p> <p>After</p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> ▪ <i>What are you wondering as you are reading?</i> ▪ <i>Now that you have finished the book, tell me some of your questions?</i> ▪ <i>How are your questions helping you to understand the book?</i> ▪ <i>How are the questions you asked before you read different from the questions you asked after reading the book?</i> 	
<p>Share/Reinforce</p>	<p><i>How did asking questions help you to read with a wide-awake mind?</i></p>	

Unit of Study: Asking Questions

Anchor Lesson 3: Readers ask questions before, during and after reading

Recording Our Questions

Before Reading	During Reading	After Reading

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Anchor Lesson 4: Analyzing the types of questions we ask when reading

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p> <p>Choose a text that supports the strategy.</p>	<p><i>Questions from Grandfather's Twilight and text from Yesterday's partnership work</i></p> <p>Type Before Questions from Prior Day's Lesson</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." "A strategy good readers use is..."</p> <p>Introduce the Text.</p>	<p><i>We have been learning that good readers ask questions before, during and after reading. Asking questions help us to read with a wide- awake mind so that we can understand the text deeply. Today we are going to take a close look at our before questions to see what we notice.</i></p> <p>Anchor Chart: Our Thinking About Asking Questions</p>	
<p>Demonstrate the strategy.</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p>	<p><i>Let's read down our list of the questions we generated when we read Grandfather's Twilight to see if we are asking a certain types of questions.</i></p> <p><i>What do you notice about the questions we ask before reading</i></p> <p>Possible Answers:</p> <ul style="list-style-type: none"> ▪ Lots of our questions are prediction questions. ▪ We asked a lot of questions about the characters. ▪ We asked a lot of questions that were based off of the illustrations. ▪ We asked a lot of questions that could be answered once we read the text. <p><i>Good readers often make predictions before reading. Our predictions help to focus our attention. Readers keep the before question in their mind as they read so that they can search for</i></p>	

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Anchor Lesson 4: Analyzing the types of questions we ask when reading

	<i>information. As they read they continue to revise their predictions.</i>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<i>Please read this text with a partner. Record your questions, before during and after reading. After you have finished reading, take a look at your questions and talk about what you notice. What types of questions did you ask?</i>	
<p>Provide independent practice.</p> <p>Remind students before they go off to read. "When you go to I.R. try..."</p>	<i>Today at independent reading, I would like you to record your questions before you read. Please put a star (*) next to any questions that are predictions.</i>	
Conference Points	<ul style="list-style-type: none"> ▪ <i>What are you wondering?</i> ▪ <i>Which questions did you ask before, reading?</i> ▪ <i>Which questions helped you to think about what is happening next in the text?</i> ▪ <i>How does asking questions help you as a reader?</i> ▪ <i>Have any of your questions been answered yet?</i> 	
Share/Reinforce	<i>What did you notice about the types of questions that you and your partner are asking before, during and after reading</i>	

Unit of Study: Asking Questions

Anchor Lesson 4: Analyzing the types of questions we ask when reading

Our Thinking about Asking Questions

Questions We Ask	Reasons Readers Ask Questions	How Do These Questions Help The Reader?	How Do Readers Answer These Questions?
I wonder if... Is... Will....	To Make Predictions		
Huh? What does that word mean? I don't get it. What is the author saying in this part? What is happening?	To Clarify Meaning		
What is the big idea? What did the author say?	To understand the deeper meaning of the text		
Why did the character ___?	To understand the characters		
Why did the author write this book? What did he/she want us to learn?	To understand the author's intent		

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Anchor Lesson 5: Holding our before questions in our mind as we read - make predictions

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials. Choose a text that supports the strategy</p>	<p><i>The Wretched Stone</i> by Chris Van Allsburg</p>	
<p>Name the strategy. Explain. "I have noticed that ..." " A strategy good readers use is ..."</p>	<p><i>Yesterday we talked about how readers wonder about what will happen next in their story. Today I want to show you how good readers find answers to their predictions as they read and then continue to make new predictions throughout the text.</i></p> <p>Introduce the Text: <i>The Wretched Stone</i></p>	
<p>Demonstrate the strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Before I begin reading this book, I am wondering lots of things:</i></p> <ul style="list-style-type: none"> • <i>What is the wretched stone?</i> • <i>Who are the characters?</i> • <i>What is the problem going to be?</i> <p><i>As I read, I am going to find answers to some of these questions and then will have new questions about what will happen next.</i></p> <p><i>Read several pages. Answer some of your questions, but ask new questions that predict what will happen</i></p> <ul style="list-style-type: none"> • <i>I wonder if the boat will sink?</i> • <i>I wonder if the crew will take over the ship?</i> <p><i>Show as questions get answered, you begin to ask more questions about what will happen next.</i></p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p><i>Read another section of the book, ask students to turn to their partner and talk about what question got answered and what they are their questions about what will happen next.</i></p>	
<p>Provide independent</p>	<p><i>Today at independent reading, I</i></p>	

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Anchor Lesson 5: Holding our before questions in our mind as we read - make predictions

practice. Remind students before they go off to read. <i>"When you go to I.R. try..."</i>	<i>would like you to record your before reading and during reading questions. I want you to watch how you keep asking prediction questions as you read.</i>	
Conference Points	<ul style="list-style-type: none">• <i>What are you wondering?</i>• <i>How are you changing your questions as you read?</i>• <i>What do you do when your question gets answered?</i>• <i>Which of your before questions are predictions?</i>	
Share/Reinforce	<i>Please turn to your partner and share how you predicted and then revised your thinking as you read.</i>	

Unit of Study: Asking Questions

Anchor Lesson 5: Holding our before questions in our mind as we read - make predictions

Making Predictions

Title: _____

Page #	Predictions	What Happened?

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Anchor Lesson 6: Readers ask questions to clarify confusing ideas - huh?

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p> <p>Choose a text that supports the strategy.</p>	<p><i>The Lotus Seed</i> by Sherry Garland</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." "A strategy good readers use is..."</p>	<p><i>We have been talking about how readers ask questions before, during and after reading. Today I want to talk to you about one type of question that readers often ask during reading. Good readers ask all kinds of questions during reading, sometimes a reader can get confused and that is when a reader asks a clarifying question - Huh? Sometimes readers are confused because they don't know a meaning of a word and sometimes they don't understand the ideas in the text.</i></p> <p>Add to Anchor Chart: Our Thinking About Asking Questions</p> <p><i>Readers ask clarifying questions to help them stop reading and figure out the confusing parts of the book.</i></p> <p>Introduce the text.</p>	
<p>Demonstrate the strategy.</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p>	<p><i>Watch me as I read aloud this text. I am going to use clarifying questions to help me stop when there is a confusing part in the text.</i></p> <p>Read aloud and pause at a confusing part of the text.</p> <p>p. 1 I'm wondering what is a golden dragon throne? Is it a</p>	

Unit of Study: Asking Questions

Anchor Lesson 6: Readers ask questions to clarify confusing ideas - huh?

	<p>throne like a king might have or something different?</p> <p>p. 4 What is an "ao dai?" Let me reread. Well it says she wore it that day, so I am going to guess that it is some type of clothing? Is an "ao dai" clothing? I'll have to keep reading to see if I can figure this out.</p> <p>Huh?</p> <ul style="list-style-type: none"> ▪ Huh? ▪ What is _____? ▪ What does _____ mean? <p>Model: Think aloud as you read a confusing part. Demonstrate the reading work you would do to clarify that confusion (rereading, reading around a word, reading on, seeking help, getting more background knowledge)</p>	
<p>Provide guided practice. Invite the students to practice the strategy with teacher guidance.</p>	<p>Continue reading the text and encourage students to ask questions that help them identify the confusing parts of the text. Demonstrate the reading work you would do to clarify the confusion (rereading, reading around a word, reading on, seeking help, getting more background knowledge).</p> <p>Ask students partner read a short piece of text and record their questions. Ask students to identify which questions were clarifying questions. Encourage them to complete the reading work needed to clarify the confusion.</p>	
<p>Provide independent practice</p>	<p><i>Today at independent reading, I would like you to continue to</i></p>	

Unit of Study: Asking Questions

Anchor Lesson 6: Readers ask questions to clarify confusing ideas - huh?

<p>practice.</p> <p>Remind students before they go off to read. "When you go to I.R. try..."</p>	<p><i>record your questions as you are reading. Pay particular attention to any clarifying questions that you ask. Put a (C) next to these questions. Remember that clarifying questions help you to stop reading so that you can do important reading work. Once you ask a clarifying question, remember to stop and do your reading work.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none">▪ <i>Show me where there was a confusing part.</i>▪ <i>What did you do when you got to that confusing part?</i>▪ <i>How did you figure that out?</i>	
<p>Share/Reinforce</p>	<p><i>Who would like to share a question that helped them to stop at a confusing part of their book? Please tell us about the reading work you did to solve your problem. Add information to the anchor chart - Our Thinking About Asking Questions</i></p>	

Unit of Study: Asking Questions

Anchor Lesson 7: Answered versus unanswered questions

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p> <p>Choose a text that supports the strategy.</p>	<p><i>Hey World Here I Am</i> by Jean Little (1 excerpt)</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." "A strategy good readers use is..."</p>	<p><i>We have learned that readers ask questions so that they can read with a wide-awake mind. Readers all different kinds of questions. They ask questions to wonder what will happen next, they ask questions clarify confusing parts. Today I want to teach you how readers ask questions that cannot always be answered in the text. These questions are often important questions that help you understand the big ideas in the text.</i></p> <p>Introduce the text.</p>	
<p>Demonstrate the strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Today I am going to read the text and record the questions you ask before, during and after reading. Once we have the questions written down, you will help me decide which ones have been answered and which have not.</i></p> <p><i>Read the text aloud and model asking deep questions:</i></p> <ul style="list-style-type: none"> ▪ <i>Why did the author write this book?</i> ▪ <i>What is the big idea?</i> ▪ <i>Why is the book titled _____?</i> 	
<p>Provide guided practice</p>	<p>Invite the students to practice the strategy with teacher guidance. Ask students to ask questions as you are reading. Record their questions so that they can be</p>	

Unit of Study: Asking Questions

Anchor Lesson 7: Answered versus unanswered questions

	analyzed later	
Provide Independent Practice	<i>Today at independent reading, please work with your partner to read a piece of illustrated fiction. Please keep track of the questions you are asking before, during and after reading</i>	
Conference Points	<ul style="list-style-type: none">• <i>What are you wondering?</i>• <i>Which questions are "important questions"? How do you know?</i>• <i>How is questioning helping you with your reading</i>	
Share/Reinforce	<i>Look at the questions you asked today and share with us one question that you feel was not answered in the text.</i>	

Unit of Study: Asking Questions

Anchor Lesson 8: Answered versus unanswered questions - Part II

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p> <p>Choose a text that supports the strategy.</p>	<p><i>Hey World Here I am</i> by Jean Little (1 excerpt)</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>Yesterday we read and recorded our questions to see if we asked any questions that we couldn't answer once we finished reading the text. Today I want to figure out which questions were unanswered and how these unanswered questions help us as a reader.</i></p>	
<p>Demonstrate the strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p>Reread the list of questions that were generated yesterday (Questions should be placed on an enlarged chart).</p> <p>Reread the text and encourage students to listen to see if they find answers to any of the questions.</p> <p>Once you have finished reading the text, place an (A) next to questions that have been answered and a (U) next to questions that were unanswered.</p> <p>Reread the unanswered questions. Ask the class, <i>What do you notice about these questions?</i></p> <p>Important ideas to Notice:</p> <ul style="list-style-type: none"> • These questions are often asked during and after reading. • These questions are mostly about the author • These questions are often about the meaning of the whole book 	

Unit of Study: Asking Questions

Anchor Lesson 8: Answered versus unanswered questions - Part II

	<p>rather than isolated words.</p> <p>Complete Anchor Chart: Our Thinking about Asking Questions</p>	
<p>Provide guided practice.</p>	<p>Invite the students to practice the strategy with teacher guidance.</p> <p><i>Today I would like you to work with your partner to reread the book you read yesterday. Once you have finished reading the text, place an (A) next to questions that have been answered and a (U) next to questions that were unanswered.</i></p>	
<p>Provide independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to I.R. try..."</i></p>	<p>Ask students to complete this sorting process as reading independently. Students should use short text to complete this assignment.</p> <ol style="list-style-type: none"> 1. Read the text and record questions. 2. Reread the text and sort questions into two categories: answered and unanswered <p>Mark answered questions with an (a). Mark unanswered questions with a (U).</p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Which questions have been answered and which have not?</i> • <i>What do you notice about your unanswered questions?</i> • <i>What do you notice about your answered questions?</i> 	
<p>Share/Reinforce</p>	<p><i>Please share with us one of your unanswered questions that you are still wondering about? Let's talk about what type of question it is.</i></p>	

Unit of Study: Asking Questions

Anchor Lesson 8: Answered versus unanswered questions - Part II

Questions We Ask	Reasons Readers Ask Questions	How Do These Questions Help The Reader?	How Do Readers Answer These Questions?
I wonder if... Is... Will...	To Make Predictions		
Huh? What does that word mean? I don't get it. What is the author saying in this part? What is happening?	To Clarify Meaning		
What is the big idea? What did the author say?	To understand the deeper meaning of the text		
Why did the character ___?	To understand the characters		
Why did the author write this book? What did he/she want us to learn?	To understand the author's intent		

Unit of Study: Asking Questions

Anchor Lesson 9: Inferring to answer unanswered questions

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p>	<p>Choose a text that supports the strategy. Text: <i>Hey World Here I Am</i> (same excerpt as prior lesson)</p>	<p>Repeat this lesson several times using short text first and then a chapter book. Show students how to reread a piece of short text to infer an answer. Also show students how to hold a question in their head in one chapter and try to answer it as they read subsequent chapters.</p>
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." "A strategy good readers use is..."</p> <p>Introduce the Text</p>	<p><i>We have been learning that good readers ask themselves questions as they read. When you ask questions it helps you set a purpose for your reading and stimulates our thinking as we read. We read more deeply as we are driven to find the answers to our questions. Sometimes authors do not directly answer our questions in the text and leave us wondering. We have to infer to answer these questions.</i></p> <p><i>Let's look at our questions from yesterday. As I look down the list, I think about which questions of my unanswered questions are still lingering in my mind. Which question is important to me? This question was not answered in the text so I am going to have to infer the answer. I will have to come up with my own answer and find evidence in the text to support my thinking.</i></p>	
<p>Demonstrate the strategy.</p>	<p><i>Select one question that the group is still wondering about.</i></p>	

Unit of Study: Asking Questions

Anchor Lesson 9: Inferring to answer unanswered questions

<p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i> <i>Watch me.</i></p>	<p><i>Record the question on the Answering "Important Questions" Sheet on page 29.</i></p> <p><i>Now that I have one important question in my mind, I am going to reread the text and search for quotes from the text that might lead me to an answer. Since this is an unanswered question, I know that the answer won't be written in the text. But I can put some ideas together to come up with my own answer.</i></p> <p><i>Reread the text and collect quotes. Write the answer in the third box using support from the text.</i></p>	
<p>Provide guided practice.</p>	<p>Invite the students to practice the strategy with teacher guidance.</p> <p><i>Look over the list of questions that you generated with your partner when you read _____ . Select a question that is very important to you. Write the question in the top box. Reread the text to search for quotes from the text that might lead you to an answer. Record your answer in the 3^d box.</i></p>	
<p>Provide independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to I.R. try..."</i></p>	<p><i>When you go to Independent Reading today, look over your questions, which unanswered question is still lingering for you. Keep that question in your head and continue reading. Complete the "Answering Important Questions" Chart.</i></p>	

Unit of Study: Asking Questions

Anchor Lesson 9: Inferring to answer unanswered questions

Conference Points	<ul style="list-style-type: none">• <i>Is there a question you are wondering about in your reading?</i>• <i>What do you think might be answer? What do you infer?</i>• <i>What clues from the text help you think that? What in your background knowledge makes you think that?</i>	
Share/ Reinforce	<i>Let's share our important questions and our answers today.</i>	

Unit of Study: Asking Questions

Anchor Lesson 9: Inferring to answer unanswered questions

Our Big Question

Page #	Quotes from the Text

Our Answer

Unit of Study: Asking Questions

Anchor Lesson 10: Finding Important Questions

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials.</p>	<p>Choose a text that supports the strategy. Folktale: The Guest, Uma Krishnaswami (Grade 4 MCAS Excerpt)</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that..." "A strategy good readers use is..."</p>	<p><i>I have noticed that you are getting so good at asking questions as you read, figuring out what questions have been answered and which have not and then finding proof and being able to answer those unanswered questions.</i></p> <p><i>Today I want to show you how to think about which unanswered questions are truly important questions. I want to show you how the some unanswered questions help you to talk about the "big" ideas in the story. Important questions help you to understand the author's message and they tie together lots of ideas in the story.</i></p> <p>Introduce the text.</p>	
<p>Demonstrate the strategy.</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p>	<p><i>Watch me as I read and record my questions. Record questions on post-it notes so that they can be easily sorted. Read the first page and record 2-3 questions.</i></p> <p><i>Possible Questions:</i></p> <ol style="list-style-type: none"> <i>1. What words and actions will Mullah choose in this story?</i> <i>2. Why did Mullah put on his shabbiest clothes?</i> <p><i>Why didn't the servant let the "old beggarman" in the house?</i></p>	
<p>Provide Guided Practice</p>	<p>Invite the students to practice the strategy with teacher</p>	

Unit of Study: Asking Questions

Anchor Lesson 10: Finding Important Questions

	<p>guidance Have students read the rest of the text and record their questions on post-it notes. Put the students' unanswered questions on a large chart. Read the questions and have the students discuss which of these questions let us talk a lot about the text and which do not.</p> <p>Sort the questions with the students.</p> <p>Once questions are sorted, ask students to talk about that important question.</p>	
<p>Provide Independent Practice</p>	<p><i>Today at independent reading, please continue recording your own questions. Before our group share, please put a star (*) next to an important question that was not answered in the text. Remember important questions are the ones that you have a lot to say about - they are talk worthy.</i></p>	
<p>Conference Points</p>	<p><i>Let's take a look at your questions. Which questions get at the truly important ideas in the text? How do you know? How might you answer that question? What in the text helps you to know that?</i></p>	
<p>Share/Reinforce</p>	<p><i>Let's share some of our big questions.</i></p>	

Unit of Study: Asking Questions

Anchor Lesson 11: Readers Ask Questions Differently When Reading A Variety of Genres

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the materials.	Short Informational Article. Choose a text that supports the strategy.	
Name the strategy. Explain. "I have noticed that..." <i>"A strategy good readers use is..."</i> Introduce the text.	<i>We have learned so much about asking questions in fictional text. Today I want you to think about how the questions we ask are different when we read a different genre.</i>	
Demonstrate the strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>Read the first few paragraphs of the nonfiction text and model how to ask questions before during and after reading nonfiction. Introduce a few different types of questions:</i> <ol style="list-style-type: none"> 1. <i>What am I going to learn?</i> 2. <i>What is a _____? vocabulary word</i> 3. <i>Why</i> 	
Provide Guided Practice	Invite the students to practice the strategy with teacher guidance. <i>Today I am going to give you and your partner time to discover how your questions are different when we read nonfiction versus fiction. Read both articles and record your questions in the different columns. After you have done we will have a conversation about what we notice about the different questions.</i>	
Provide Independent Practice	<i>Today at independent reading, please begin by reading a piece of nonfiction text. Record your questions before, during and after reading. At the end of</i>	

Unit of Study: Asking Questions

Anchor Lesson 11: Readers Ask Questions Differently When Reading A Variety of Genres

	<i>independent reading we will discuss what you learned about asking questions in nonfiction.</i>	
Conference Points	<i>What kinds of questions are you asking when reading nonfiction? What do you notice about the different ways you are asking questions?</i>	
Share/Reinforce	<i>Please bring your charts of questions to the rug. Let's listen to a few questions and then talk about how the questions we ask when reading nonfiction and different from the questions we ask when reading fiction.</i>	

Unit of Study: Asking Questions

Anchor Lesson 11: Readers Ask Questions Differently When Reading A Variety of Genres

Asking Questions in Different Genres

My Questions When Reading Fiction	My Questions When Reading Nonfiction