Lesson Plan for Teaching Questioning

**Lesson Focus:**
*What is the focus of the lesson? How will I teach it?*

The focus of the lesson is questioning. Use a think-aloud and a selected text in a guided reading lesson on analysis questions.

Students will develop an anchor chart on analysis questions.

**Rationale:**
*Why am I teaching this lesson?*

An analysis of previous assessment data (e.g., CASI, Shared Reading observations) has determined that a small group of students need further instruction in the use of analysis questions in order to meet curriculum expectations.

**Assessment:**
*How will I know when my students are successful?*

- Observe students as they use analysis-level questioning in a Literature Circle context and record findings on an anecdotal record sheet.
- Observe students as they assume a role and work cooperatively in small groups. Record findings on a group work checklist.

**Prior Knowledge:**
*What prior knowledge do my students need in order to be successful with this lesson's focus?*

Prior to this lesson, students will need to:
- recall the nature and purpose of different levels of questioning
- understand the roles and structure of Literature Circles
- know how to work cooperatively in groups

**Curriculum Expectations:**
*Which expectations will I address?*

Language: Reading – Grade 6

By the end of Grade 6, students will:
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;
- summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;
- make judgements and draw conclusions about ideas in written materials on the basis of evidence.
### Materials/Preparation for Teaching:
*What do I need to know, have, and be able to do before I can begin the lesson?*

- anecdotal record sheet
- large sample of *Run*, by Eric Walters, pp. 61-67
- Taxonomy chart
- student copies of *Run*

### Differentiated Instruction:
*How can I ensure that I am meeting the needs of all my students?*

As this is a guided reading group, the participants have been selected because they have similar needs and can work at a similar level of difficulty.

### Instruction:

#### Before Reading:
1. Remind students about the shared reading lesson done earlier on questioning.
2. Review knowledge and comprehension questions and how to recognize them using the Taxonomy chart.
3. Discuss the levels of questioning and why the differences are important.
4. Tell the students that they are going to learn how to ask analysis questions.

#### During Reading:
1. Read page 67 of *Run* using a think-aloud to demonstrate analysis questions.
2. Have students work with a partner to turn knowledge questions into analysis questions.
3. Remind them to refer to the Taxonomy chart if they need help.

#### After Reading:
1. Allow each pair of students to share their questions with the group.
2. Check with the group for understanding.
3. Tell them that they should try to use analysis questions when they next meet in their literature circle.
4. Remind them to refer to the Taxonomy chart at any time.

### Reflection:
*Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?*

- Did the students understand the need for different levels of questioning?
- Were they able to generate analysis questions?
- Did the Taxonomy chart and the question starters help the group?
- Do I think they will be able to use analysis questions in Literature Circles?
- Do any of the students need further instruction in analysis questioning?
- I will need to take careful anecdotal notes during the next Literature Circle.