

Bachelor of Education (Elementary)

Lesson Plan

Lesson Title: Questioning **Lesson #** 3 **Date:** October 30, 2023

Name: Larissa Beatty **Subject:** English Language Arts **Grade(s):** 5/6

Inspired by the chapter 'Questioning' in Adrienne Greer's book Reading Power.

Rationale:

This lesson will set up what the 6 question words are, how to use them, and allow students to get comfortable with them. This will lead into the next lesson on inference where they will have to use these question words.

Core Competencies:

Communication	Thinking	Personal & Social
-I communicate clearly and purposefully, using a variety of forms appropriately.	-I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.	

Big Ideas (Understand)

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<p>-CC#2 Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (6)</p> <p>-CC#5 Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (6)</p> <p>-CC#2 Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text (5)</p> <p>-CC#5 Apply a variety of thinking skills to gain meaning from texts (5)</p>	<p>-C#2.1 reading strategies</p> <p>-C#2.3 metacognitive strategies</p>

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<p>- Use the question words in a sentence</p>	<p>-In a group students will complete a sheet with questions to ask in regards to the story</p> <p>-The teacher will listen to students' questions while walking around the room to hear their questions to assess their thinking</p>

Prerequisite Concepts and Skills:

<p>-simple sentence structure</p> <p>-understand question words and how to form a question</p>

- listening comprehension
-quiet listening

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story

Universal Design for Learning (UDL)/Differentiate Instruction (DI):

-questions will be brainstormed as a group
-question words will be put on the board for students to see
-if students are having an issue coming up with questions they can use the ones off the board

Materials and Resources

-25 questioning worksheets
-pencils
-book: Ronnie and His Grit by Ronnie Lott and Leslie Harter (from Vooks website:
<https://watch.vooks.com/videos/ronnie-and-his-grit?channel=seasonal-fall>)
-set of different picture books(at least 1 per student)

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): Invite students to the carpet	Students will move to carpet area and take a seat	1 min

<p>Ask if anyone can tell us what the 6 question words are, and write the answers on the board. If students are struggling the teacher will prompt them by asking “if I asked ‘<i>where is the library?</i>’ what is the question word I used?”</p> <p>Teacher will then explain that we will be listening to the story today and that the students should listen to the story and remember any questions that they want to ask to the main character. After explaining the teacher will ask for thumbs up/down to check for understanding. If lots of thumbs are down the teacher will reexplain.</p>	<p>Students will raise their hands to answer the questions</p> <p>Students will listen to explanation and then answer with a thumbs up/down if they understand or don't.</p>	<p>2 min</p> <p>1 min</p>
<p>Body:</p> <p>Teacher will play ‘Ronnie and His Grit’ with the Vooks link.</p> <p>When the story is over the teacher will ask for any questions the students had during the story or a question they would want to ask Ronnie and write them on the board. If students need a place to start the teacher will remind them about their 6 question words they came up with. They will remind them that as long as the question is appropriate it is not wrong.</p> <p>When a good amount of questions are on the board the teacher will explain that the next part of their lesson will involve them coming up with questions in small groups. In groups of three they will pick a picture book from one of their daily 5 bins, they will read it as a group, and then as a group will come up with 5 questions either for</p>	<p>Students will quietly listen to the story.</p> <p>Students will raise their hands to give any questions.</p> <p>Students will listen to the explanation, ask questions if they have any, and put thumb up or down if they need further explanation.</p>	<p>7 min</p> <p>5- 7 min</p> <p>3 min</p>

<p>the main character or about the book in general. Each question must use at least one of the question words. Teacher will ask for thumbs up/ thumbs down to check for understanding.</p> <p>Teacher will use popsicle sticks to split up groups, giving one student a piece of paper when they are called out. They are dismissed to find a spot in the class to work.</p> <p>While groups are working the teacher will be walking around checking in with groups that need support or prompting. They will be checking for understanding and keeping groups on task that may need that help. They will also be making sure their sentences are numbered, start with a capital and end with a question mark.</p>	<p>In their groups students will find a spot in the class and pick the book they are using.</p> <p>In their small groups they will read their story and discuss their questions, one person will write down their questions on the sheet.</p>	<p>1 min</p> <p>10- 15 min</p>
<p>Closure:</p> <p>Teacher will give a 5 min, and 1 min warning to students that the activity will end.</p> <p>Teacher will ask students to hand in their sheets to the blue table.</p>	<p>Students will finish up their questions.</p> <p>When sheets are complete they will hand in their sheet to the blue table and return to their desk.</p>	<p>5 min</p> <p>1 min</p>

Organizational Strategies:

Worksheets will not be handed out until after the story, explanation, and discussion are complete. Students will be asked to raise their hands to participate in group discussion and answer questions. Popsicle sticks will be used to randomly sort students into groups. If there is a debate on whose book they will read in their group they can use rock, paper,

scissors. If students finish early they can try and come up with what they think the answers might be, or read one of the other stories and think of some questions.

Proactive, Positive Classroom Learning Environment Strategies:

The teacher will be walking around the class talking to students, supporting those that need it, and giving encouragement and acknowledging students working hard. The teacher will work with any groups that may need prompting or help.

Extensions:

- Can lead to a lesson on inferring
- Can lead to science lessons involving answering questions
- Can lead to discussions on what questions come up from stories at other reading times
- Can be connected to a novel study lesson

Reflections (if necessary, continue on separate sheet):