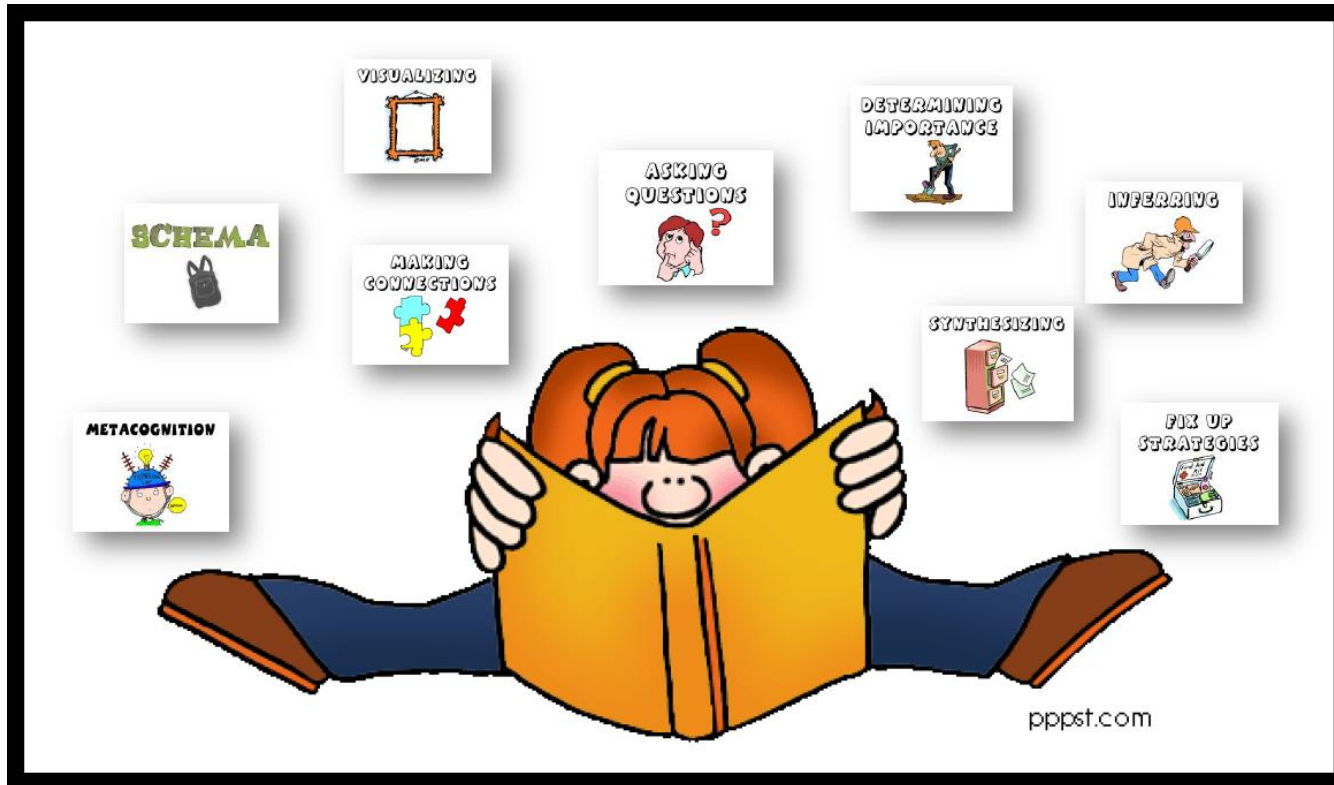


# Reader's Workshop SCOPE and Sequence

*Last Updated on 8-15-11*



## Questioning

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

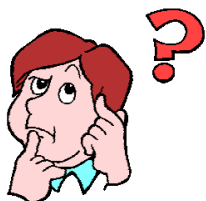
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**Take Time to Wonder**

### ASKING QUESTIONS

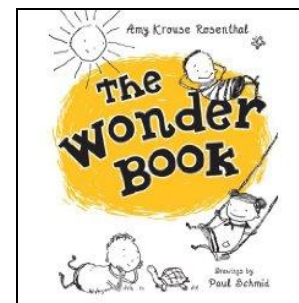


As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Ask the class what reading strategies we've learned about so far. Help students as they summarize: Readers use their schema when reading to make connections and visualize. Making connections and visualizing helps the reader to better understand the book. Tell the class that today they will begin to learn about a new strategy that readers use when reading. Show the book to the class and share that the author, Amy Krause Rosenthal, wrote a great little book that will help introduce the new strategy. At this point, DON'T introduce the name of the strategy. Simply read the book. When finished, ask the class what the book was about. Ask them what the author did throughout the book. Record their thinking on the board for the next lesson. End by encouraging students to think deeply about what they're reading (make connections and visualize).

- The Wonder Book by Amy Krause Rosenthal



- [www.youtube.com/watch?v=008pwZ6wmys&feature=player\\_embedded](http://www.youtube.com/watch?v=008pwZ6wmys&feature=player_embedded) (a neat little video for teacher and/or students)

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**A Curious Family**

### ASKING QUESTIONS



As I read . . .

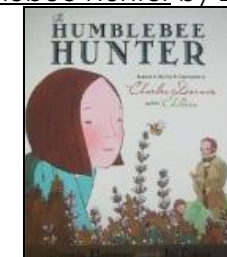
I ask questions and look for answers to help me understand what I am reading.

Remind students that we are starting a new comprehension strategy study. Hold up the book The Humblebee Hunter. Share that this is a true story about a little girl's family. Share that her father, Charles Darwin loved nature. Ask students to enjoy the book as you read it. Ask students to think about what the family does in the book. Read the book. When finished, ask the class what happened in the book. Discuss the family's curiosity. Discuss what it means to grow up asking *WHAT*, *WHY*, and *HOW*. Go into the book and locate places where the characters demonstrated "wondering." Share that Henrietta's family grew up wondering *WHAT*, *WHY*, and *HOW*. They were bubbling over with questions! Demonstrate the concept of "bubbling over" by using a bubble generator. Have students ask questions as it makes bubbles. Tally each question as they ask.

- Bubble Generator/Maker



- The Humblebee Hunter by Deborah Hopkinson



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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**Are You Curious or Not?**

### ASKING QUESTIONS



As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Engage the class in a discussion about things they are curious about. Show pictures of various things and have them put their thumbs up or down to indicate if they are curious about it or not. Conclude that when someone is curious about something -- they ask questions! Tell the class that readers ask questions all the time. Encourage them to be metacognitive today when they are reading (shared, guided, independent) and to notice when they have a question as they read. Begin to model asking questions during modeled reading (mentor texts, chapter book read alouds).

- Picture Cards



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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

Wondering

### ASKING QUESTIONS

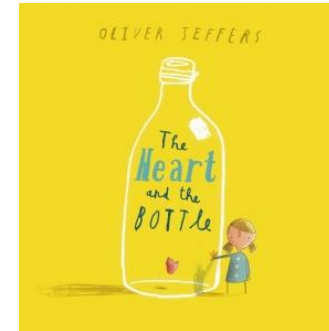


As I read . . .

I ask questions and look for answers to help me understand what I am reading.

As you hold up the book The Heart and the Bottle, share that this book reminds you of the book The Humblebee Hunter. Ask the class to use their eyes and ears as you read the story (much of the story is told through the illustrations). When finished, talk about the little girl's sense of wonder. What did she wonder about? Who helped her discover the world around her? Why did she stop wondering? Why did she bottle up her heart? Should she have done that? What helped free her heart, so that she could begin to wonder again? Is there someone in your life that encourages you to stop and wonder? Do they help you to explore the world and learn all that you can? Why is it important to wonder/be curious? How does looking for answers to our questions/wonders/curiosities help us as learners? As you read today, think about what questions you have.

- The Heart and the Bottle by Oliver Jeffers



- <http://www.youtube.com/watch?v=DJE3ZXmMtGU> (a neat little video for teacher and/or students)

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

### Mini Lesson

### Materials and Resources

We Wonder...

## ASKING QUESTIONS



As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Create a question box for your class. It could be a card file of some sort, or it could be a special notebook. Allow students to add their curiosities to it as the year progresses. From time to time:

1. Choose a question/curiosity.
2. Activate background knowledge: What do we already know?
3. Locate sources of help (sources for answers).

- Question Box
- Index Cards/Paper
- Pencil
- Location for Question Box
- Procedure for Adding to the Box
- Procedure for Selecting a Question from Box



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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**Terrarium Wonders...**

### ASKING QUESTIONS



As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Create an area for scientific observation. In our classroom we have a terrarium. Students are allowed to bring in critters they find or have for a few days of interaction and learning. This is a great time to wonder, research, discuss, and learn as a community! As we begin to wonder, we list our questions on a "We Wonder" sheet. Over the next few days we locate sources for answers. This could include an assortment of the following:

- field guides
- nonfiction texts
- online resources (web pages, videos)
- science teachers from the MS or HS
- Mr. Toney's (a long-time volunteer and retired DNR specialist)
- etc.

This is a yearlong activity. One that students remember for years to come! =]

- Terrarium (or Some other Observation Spot)
- "We Wonder" Recording Sheet
- Procedure for Adding Something the Terrarium



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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

### Question Words

## ASKING QUESTIONS



As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Prepare the anchor chart ahead of time by drawing a large question. You can have students color or use glitter to decorate it, if you wish. Share, "We've been talking a lot about being curious, wondering, and asking questions. Today I'd like us to begin brainstorming question words. We use question words when we ask questions. These question words will help us identify questions in our writing, reading, and discussing" Encourage the class to start naming question words. As they share, have them use the word in a question.

**Note #1:** We never finish the chart during the mini lesson. Instead, we add to it throughout the day as we read and write, discovering more question words as the year progresses.

- Question Words Anchor Chart



**Note #2:** We use this chart when we have share time for writer's workshop. Students are encouraged to not only share connections, suggestions, and comments, but to also ASK QUESTIONS of their peer's writing.

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

Ask Before, During, and After

### ASKING QUESTIONS



As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Choose a book. State the objective, "Today we will ask questions and write them down. We will notice when readers ask questions." Share the book's title. Model asking questions before reading by asking one yourself. Record any questions students ask on the chart. Code the B, D, or A for before, during, and after. When finished, share that it is important for readers to ask questions. Why do readers ask questions before, during, or after reading? Come to the conclusion that readers

- enjoy the book more,
- clarify meaning, and
- think about what the text will be about

when they ask questions before, during, and after reading. Encourage students to start noticing their thinking today as they read. Are they making connections, visualizing, or asking questions?

- Book (fiction or nonfiction)
- Three Column Chart

When	Questions	Who

**Note:** This lesson should be done several times with both fiction and nonfiction text selections.

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**A Day Full of Questions**

### ASKING QUESTIONS



As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Ask, "Why do we ask questions? Who do we ask questions? Do we always get an answer?" Display the *Day Full of Questions* tally chart. Share that today we will brainstorm questions that are asked for certain parts of the day. Go through the chart, section by section, and brainstorm questions that are asked. Indicate who may ask them and to whom they are asked. End by concluding that

- questions are a part of our day; and
- we ask questions from morning 'til night, even during the middle of the night, and so...
- questions can be asked 24/7/365!

**Note:** Another way to do this activity is to divide the class into cooperative groups. Have them brainstorm questions for their assigned time of the day. Then gather as a class to share results.

- Day Full of Questions Chart

Asking



Questions

When Asked	Who Asked	What is Asked
Wake Up		
Get Dressed		
Breakfast		
To School		
At School		
Lunch, Snack		
Recess		
Reading, Writing, Math		
To Home		
Dinner		
Homework		
TV Watching		
Game Playing		
Bedtime		

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**Practice Questioning**

### ASKING QUESTIONS

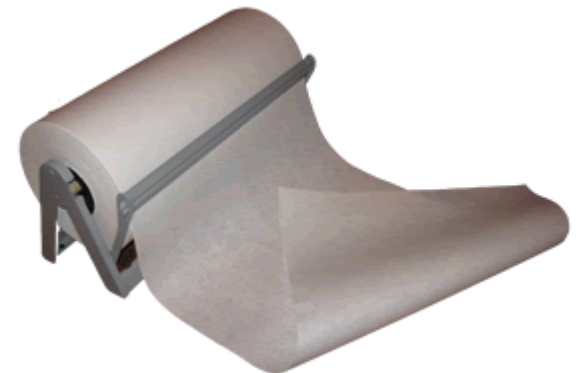


As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Select a book to read. Prepare, ahead of time, a few large pieces of butcher paper with a question word written in the middle of each one. Have the class use the large paper to record questions they had before, during, and after reading. Students can draw pictures and/or write their questions. Allow time for them to write one question at a minimum. When finished, discuss the questions on the chart. Ask the question contributor if they had the question before, during, or after reading. Code question with B, D, A as appropriate. Encourage students to start noticing their thinking today as they read. Are they making connections, visualizing, or asking questions?

- Large Pieces of Butcher Paper



**Note:** This lesson should be done several times with both fiction and nonfiction text selections.

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**Identifying Questioning Thinking Stems (Ongoing)**

### ASKING QUESTIONS



As I read . . .  
I ask questions and look for answers to help me understand what I am reading.

What do readers do while they are reading? Reiterate that readers THINK about their reading. Readers use their schema, make connections, and create mental images as they read the authors words/text. Model this for students. Read aloud a book you are familiar with and use the "think out loud" strategy to ASK QUESTIONS. Use the "questioning thinking stems" that you'd like your students to begin using when they begin asking their own questions (whether shared or not shared). When you have finished reading and thinking out loud, ask students to make observations about you as a reader (what you were doing, what words you used, etc.). Record their answers on the Questioning anchor chart. As you dismiss students, encourage them to think about what they are reading, and to start using question thinking stems as they read and ask questions. Add to the chart as the unit progresses.

- Read Aloud you've previously read and elicits questions from you
- Questioning Thinking Stem Statements:

<b>Thinking Stems...</b>	I wonder... What if... Can... Did... Would... Could... Should... It's confusing... It confused me when... I don't understand... Who... What... When... Where... Why... How does... How did... How can... Is...
--------------------------	---

Continue to add to the chart as the unit progresses!

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**Noticing When  
We Don't Understand**

### ASKING QUESTIONS



As I read . . .  
I ask questions and look for answers to  
help me understand what I am reading.

Select a book to read. Ask students to watch and listen closely as you read the book. Read the book. Find words, quotes, phrases, or parts that don't make sense to you as a reader. Think aloud as you read, sharing that this part (reread) is confusing to you. If you have a question that comes to mind, share it. Tag each confusion with a post it note tab. Encourage students to be metacognitive while they are reading. Encourage them to begin noticing when they are confused, wonder about something, or when something doesn't make sense. Distribute 2-3 post it note tabs to students. Ask students to use the post it note tabs to mark their questions/confusions in one book that they read today. Allow students to share their questions at the end of a workshop session.

- Read Aloud (fiction or nonfiction)
- Post It Note Tabs



**Note:** This lesson should be done several times with both fiction and nonfiction text selections.

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

**How Answers Are Found**

### ASKING QUESTIONS



As I read . . .

I ask questions and look for answers to help me understand what I am reading.

Ask students to raise their hand if they've ever asked a question when reading. Ask, "Did you ever find the answer to your question(s)? How?" Write down any student responses. Share, "Readers try to figure out the answers to questions they have when reading." Begin a chart of "Ways Readers Find Answers to Questions They Have." As the unit progresses, continue adding to the chart. Example Responses:

- Reread
- Look in the Text/Story/Book
- Infer
- Visualize
- Look for Clues in the Text or Pictures
- Make Connections
- Use Schema
- Talk with Others, Ask Someone
- Read Something Else

- *Ways Readers Find Answers to Questions They Have Chart*

- Reread	<b>Use Text</b>	
- Use Schema - Make Connections - Visualize	<b>Use Schema</b>	
- Look For Clues in Pict. - Look for Clues in Text	<b>Infer</b>	
- Read Something Else - Ask Someone - Talk with Others	<b>Use Another Source</b>	

⇒ Model, throughout the year...finding answers to Qs!

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

Thick and Thin Questions

### ASKING QUESTIONS



As I read . . .  
I ask questions and look for answers to help me understand what I am reading.

Share with the class that readers ask questions and look for answers to help them understand what they are reading.

Some answers are "right there answers"  
-- meaning they can be found within the text.

Some answers are not "right there answers"  
-- meaning they cannot (only) be found in the text.

As you read mentor texts with the class, ask questions, and find answers, discuss whether the question is "thick" or "thin."

Label the chart you created with "Thick" and "Thin" labels.

Thin  
Thick  
Thick  
Thick

• Ways Readers Find Answers to Questions They Have Chart

Reread	Use Text	
- Use Schema - Make Connections - Visualize	Use Schema	
Look For Clues in Pictures Look for Clues in Text	Infer	
- Read Something Else - Ask Someone - Talk with Others	Use Another Source	

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# Reader's Workshop SCOPE and Sequence

## QUESTIONING

Questioning: Asking Questions Before, During, and After I am Reading and Finding Answers to my Questions

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	✓	✓	✓	✓	✓	✓	✓

*Mini Lesson*

*Materials and Resources*

### Burning Questions

## ASKING QUESTIONS



As I read . . .

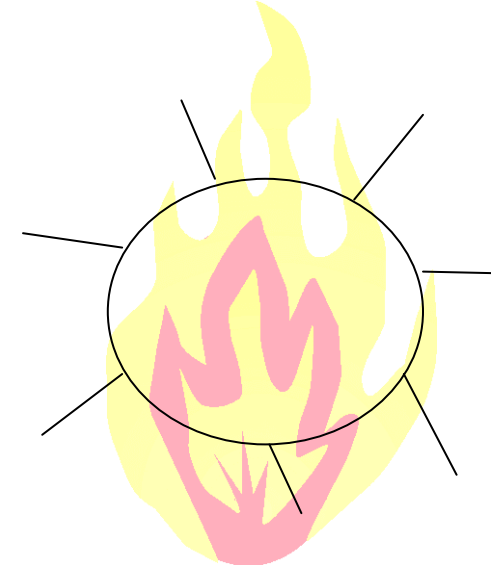
I ask questions and look for answers to help me understand what I am reading.

If you haven't already introduced *Web Graphic Organizers*, now would be a great time to do so.

Using a nonfiction of fiction book:

- Read the book.
- Record questions students have on post its.
- Choose one question to focus on as a class.
- Write the question in the middle of the web.
- Reread the book.
- Practice finding answers to the question.
- Write the answers around the web.
- Discuss how the answers were found.

**Note:** This lesson should be done several times with both fiction and nonfiction text selections.



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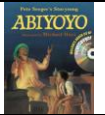


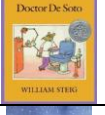
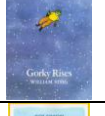




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# Additional Books to Use for Questioning Throughout the Year:

<i>Grandfather Twilight</i> Berger, Barbara	
<i>Grandmother Winter</i> Root, Phyllis	
<i>Grandpa's Teeth</i> Clement, Rod	
<i>Big Al</i> Clements, Andrew	
<i>Monarch Butterfly</i> Gibbons, Gail	
<i>Why is the Sky Blue?</i> Mara, Wil	
<i>Storm Boy</i> Lewis, Paul Owen	

<i>Knots on a Counting Rope</i> Martin, Bill	
<i>The Potato Man</i> McDonald, Megan	
<i>Wump World</i> Peet, Bill	
<i>All I See</i> Rylant, Cynthia	
<i>An Angel for Solomon Singer</i> Rylant, Cynthia	
<i>Something Permanent</i> Rylant, Cynthia	
<i>Grandfather's Journey</i> Say, Alan	

<i>Abiyoyo</i> Seeger, Pete	
<i>The Amazing Bone</i> Steig, William	
<i>Brave Irene</i> Steig, William	
<i>Doctor DeSoto</i> Steig, William	
<i>Gorky Rises</i> Steig, William	
<i>Solomon, the Rusty Nail</i> Steig, William	
<i>Sylvester and the Magic Pebble</i> Steig, William	

<i>Mailing May</i> Tunnel, Michael	
<i>The Stranger</i> Van Allsburg, Chris	
<i>Sector 7</i> Wiesner, David	
<i>Tuesday</i> Wiesner, David	
<i>Freedom Summer</i> Wiles, Deborah	

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