

Web of Questions to Build a Story - Questioning Strategies

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VITAL INFORMATION

Subject(s)	Art, Reading
Topic or Unit of Study	Literacy
Grade/Level	Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10
Objective	The purpose of this lesson is to teach questioning strategies when reading that would then lead to inferential thinking. When asking questions during the reading, it invites the reader to keep reading and answer those questions. Questioning while reading also helps stretch a reader's imagination as well as develop good reading skills such as predicting.
Summary	The picture book <i>The Mysteries of Harris Burdick</i> will be the main source for this lesson. The student(s) will look at the art work and read the captions. They will be prompted to start asking themselves questions about what they are seeing in the images and will verbally interpret how they are viewing them to the teacher or to their partners. At the end, they will select one picture they want to focus on and will create a "Web of Questions." In this Web of Questions, they will create a web map with all of their questions that they have for the chosen picture. After the Web of Questions is finished, they will then write their own short stories (no more than a page) by answering those questions they listed. Before writing these stories, the student(s) will practice note-taking skills with guided templates for answering their questions and listing down ideas.

IMPLEMENTATION

Learning Context	Questioning while reading is a skill that will be practiced. Developing this strategy specifically should help a reader to think more critically about what they read as they are reading. This lesson also addresses the development of better note-taking habits and turning those notes into more refined writing.
Procedure	<p>1. *Have you ever come to a point while you were reading where you have had many questions in your mind about what you were reading? Did this happen while reading a novel or a newspaper/magazine article? Was it because you didn't understand what was being read or were you thinking of what was going to happen next? Naturally, as we seek for more information, we begin to ask ourselves questions. Once we begin asking those questions, we try to find out more!*</p> <p>- Introduce <i>The Mysteries of Harris Burdick</i>.</p> <p>2. Look through the pages of <i>The Mysteries of Harris Burdick</i> and stop at images the student(s) takes interest in. Both teacher and student observe the pictures and share ideas of what they are seeing, such as questions and comments. Share your own interpretation about some of the pictures.</p> <p>3. Ask questions of your own. (For example, "How is that nun's chair floating in the air?") While modeling the questions you ask out loud, prompt the student to start asking questions about the art work as well. What did s/he have in mind? What is his/her interpretation of the art?</p> <p>Steps 1 to 3 - 5 to 10 minutes, depending on the discussions that could be brought up.</p> <p>4. Have the student pick what they found was the most interesting image. Introduce the next activity and hand out the Web Map page. On the Web Map, they will put the title of the art in the big box in the middle. They will then write their questions along the lines that branch out from the box where they will begin to build their own Web of Questions. The more questions the better! Have the student(s) write out as many questions as they can ask about the art work. Allow 5 to 7 minutes.</p> <p>5. *Some times, we do not always end up with the answers right away for the questions we ask while reading. Because we don't get these answers, we can come up with our guesses or predictions. This is where we can search into the treasure troves of our minds where our imagination is stored. Look back at your questions and see if you can give your own answers to them. Be creative! These answers you will fill in are going to become your own story for the picture you have asked questions about.*</p> <p>Distribute template pages (Crystal Ball for elementary grades and Cornell Note Taking Guide for Middle and High School students) for brainstorming and writing notes aside for answering the questions as these answers will be turned into their own short story. Note-taking and listing down ideas will also be practiced in this lesson. For this activity, the student(s) will also have a sheet of binder paper set aside for the stories that they will be writing after jotting down ideas from the questions they have answered from their Web of Questions. (They should mark which page of the book of what they will be writing about on their note-taking sheets and their binder papers.) Not all questions have to be answered if there are too many. Choose about four or five. Give ideas to the student(s) of what questions they can answer and what kind of story they can write out about with those answers. Allow 10 minutes for brainstorming.</p> <p>6. Once ideas have been noted down, they can then begin drafting those ideas into their own short stories onto the binder paper. Minimum amount to be written for the story should be 2 - 2 1/2 paragraphs (paragraphs that include three to four sentences each) but no more than one whole front-sided page. Give the student(s) 10 to 15 minutes to write.</p>
Differentiated Instruction	

Sample Student Products	
Collaboration	
Time Allotment	1 class periods. 40 Mins. per class.
Author's Comments & Reflections	

MATERIALS AND RESOURCES

Instructional Materials	
Resources	<ul style="list-style-type: none"> Materials and resources: <ul style="list-style-type: none"> "The Mysteries of Harris Burdick" book Web map template Crystal Ball Prediction Note Taking template page for Elementary School students Cornell Note Taking template page for Middle and High School students Binder paper <p>Attachments:</p> <ol style="list-style-type: none"> crystal ball elementary.pdf FreeCornellNotesTemplate.pdf web map template.pdfA template for jotting down questions on a web map.

STANDARDS & ASSESSMENT

Standards	
Assessment/Rubrics	