

Reading Comprehension Sample Lesson:

Strategy: Asking Questions

Lesson: From Questions to Answers

Grade 1, Melody Blackwell, Teacher, Watkins Nance Elementary School, Columbia, SC (Richland One School District)

(T=Teacher, S = student)

Lesson Segment	Transcript
CONNECT AND ENGAGE 4:13	<p>T: This week we've been learning how when we read nonfiction texts, we get information. And we've been learning how to ask questions. Can somebody give me those question words we've been learning how to ask questions?</p> <p>S: What</p> <p>T: Using "what"</p> <p>S: Why</p> <p>T: Why</p> <p>T: and if we need any help, where can we look to find those question words to help us?</p> <p>S: Up there</p> <p>T: Up there for those question words. Very good. And we also have been talking about, as we've been reading informational text, we've been learning about lady bugs, we've been learning about turtles, well, guess what we're learning about today. You ready? (kids guess) Well we shall see. And remember, good readers when we're reading, we're stopping every time we're thinking and we're asking what</p> <p>S: (unison) questions</p> <p>T: yes, we're asking questions to get an understanding of what we're reading about. OK let's take a look at the cover. Is the cover making you think about anything? Turn and Talk to your partner, and tell your partner what are you thinking and what question you might have about this picture. (Students turn and talk)</p> <p>T: Good job, I heard a lot of questions that you were wondering about with whales. One question I heard is, What do whales eat? Hmm, that was a good question (puts it up on chart.) The next one I heard was "What are the flippers used for? I heard someone say, "How big is a whale?" (She posts sticky note) And I heard someone say, "Why is that whale jumping out of the water?"</p> <p>T: Today, we're learning about how, when we ask questions about our text, we'll want to know how are we going to find answers to our questions, so that's what we're going to learn today, how can we actually find, when we have questions, how are we going to find the answers as we're reading through the text. The title of our story is "Whales." And we have here our Table of Contents.</p>

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<p>MODELING 5:35</p>	<p>T: Now you're going to watch Mrs. Blackwell and I'm going to model how good readers read and as we read we're listening, we ask questions as we're reading, and we want to find answers as we're reading as well. So the title of the story is "Whales". (reads): Introduction – whales are very large, in fact, they are the largest animals on earth... A large blue whale can be over 33 meters. It can weigh nearly as much as 20 school buses. Its heart is as big as a small car.</p> <p>T: Wow, that was some good information. I learned a lot by reading that. Let me jot down some information that I learned. As I was reading, I saw that, hmm, that whale can weigh (writes) oh my goodness, as much as 20 school buses. Woo. I'll jot that down and put it right here, I want to keep that information, that's important. I want to remember that information. Something else I learned – our heart – think about our hearts – the whale has a heart too. Sometime, when we're jotting down, we don't have to always write words, we can use pictures. Raise your hands if you can draw pictures? This time I'm going to draw some pictures. So for my heart, I'm just gonna draw a little heart. And it says it's as big as a small car. Now Ms. Blackwell isn't an excellent drawer, but I'm going to try to draw a heart.</p> <p>S: I know how to draw a heart.</p> <p>T: Oh, good. So I can't wait to see it when it's your turn. But it's my turn now. So there's my heart, and it's equal to a small car.</p> <p>T: Let's keep going. I want to learn some more information. Whoa, you saw the picture? I love pictures too, because pictures also give us information, but as I look up under the picture, I see that there's a ____ (S in unison: caption). There's a caption but there's also a ____ (S: heading)</p> <p>T: Heading. And you know, sometimes, we can turn those headings into questions – watch. The heading says, "Types of Whales." I'm going to turn that into a question, hmmm – remember, it's Ms. Blackwell's turn – "What types of whales are there?" (posts sticky). And remember, as we're reading, I want to see if we can find the answer to that question. So as I read, I want to see if you can find the answer to my question. My question again is, "What types of whales are there?" OK. So let's read. "There are about 75 kinds of whales." Wow. Most whales fall into one of two groups – so they have 2 groups. One group has teeth. They are called toothed whales. The other group does not have any teeth. They are called baleen whales."</p> <p>S: What are baleen whales?</p> <p>T: Oo, somebody asked, what are baleen whales.</p> <p>As I stop, turn to your partner and see if you can answer my question, "What types of whales are there?"</p> <p>S: (Turn and talk)</p> <p>S: (in group of girls) There are polka dot whales</p> <p>S: (in response) "There are not polka dot whales. Where do you see polka dot whales?"</p> <p>T: I heard some good answers. I heard some good answers, boy they were referring back to that text and that's</p>

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	<p>what good readers do. When you have a question, you're going to refer back to the text. Did anybody find the answer to what types of whales are there?</p> <p>S: Toothed whales and baleen whales.</p> <p>T: Toothed whales and baleen whales. Now notice that Ms. Blackwell has a side for my questions, but on the other side, we're learning how to find our what?</p> <p>S (unison) Answers.</p> <p>T: Someone just found the answer so what Ms. Blackwell is going to do is place this right here but just to let you know that I found my answer, I'm going to draw my line to show, wow, I found the answer. OK, but as we were reading, some more people had some more questions. Some more questions. And I heard someone say, "What is a baleen whale?" Where would I put this?</p> <p>(S: In that column)</p> <p>T: The question, because I'm asking a question</p>
<p>GUIDED PRACTICE 1 5:40</p>	<p>T: Now, Ms. Blackwell's going to stop for a minute because now she wants you to try it, and we're going to work together. So I need my team captains to stand, and go and get the clipboards for your group. (Students get clipboards and pass them out.)</p> <p>T: Let's see if we can find the answer to this question, "What do whales eat?" (reads): toothed whales, which includes dolphins and porpoises, have jaws lined with sharp teeth. They eat fish, squid, and other sea life. Larger toothed whales even eat seals. Whoa. Turn to your partner and tell your partner what you just learned.</p> <p>S: I learned that they eat fish and squid</p> <p>S: They eat fish and squid</p> <p>T: (raises hand while on floor with kids) Give me 5 – what did you learn about what do whales eat?</p> <p>S: They eat fish and squid.</p> <p>T: They eat fish and squid. Can we jot that down? Let's jot that down. When you're jotting down, you may either write it or draw the picture. Let's go ahead and do that. (posted sticky note) And that's a what?</p> <p>(S: question)</p> <p>T: Answer. We found the answer to our question, and we're going to put that in the answer column right beside "What do whales eat?"</p> <p>(teacher is circulating among kids writing) Be sure you draw your line to it, because we found the answer, and Ms. Blackwell needs to draw her line too (draws line). We found the answer to our question.</p> <p>T: (reading) "Baleen whales have a special material called baleen, that hangs from their upper jaw. Baleen looks like a giant feather or comb. It filters small fish and very small sea life from the ocean. Hmmm.</p> <p>S: I got a question.</p>

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	<p>T: What's your question. S: I meant, an answer to what is baleen? T: OK, what's the answer – you got it? S: That hangs from their upper jaw T: And it's like a feather. It gives us a picture to show it but you know what, I still need a little more understanding about baleen, how about you? S: What is baleen? T: What is baleen? That's a good question. Sometimes some books don't actually give us all the information we need, and sometimes we have to refer to other sources to find our answers. So Ms. Blackwell found another book on what – S: whales. T: _ Oh my goodness, I found another book on whales from another author, and as I looked, I was able to find a close-up picture, let me know it so you could see it. Now when I think of baleen, it reminds me of - Ms. Blackwell is going to infer – because I think that hmm, it reminds me of a strainer. Raise your hand if your parents have ever cooked spaghetti before? Raise your hand if you've ever seen when they cooked the spaghetti? They still have the spaghetti – the noodles and the water are still together. So what they want to do is drain the water off the spaghetti, so they actually put it in a strainer. Everybody say, 'strainer.'" (S: strainer). And when the strainer is finished, all that's left, the water has gone through the holes, but guess what's still in the strainer? S: the spaghetti. T: the spaghetti noodles. So that's exactly how the baleen is using – the whale is using the baleen – he gets all the food in, but then he takes it and some of it goes out and he ends up keeping the small fish and squids inside his mouth to what – to eat. The water is what? Coming out – just like the strainer. So, Ms. Blackwell is going to jot that down because I think I found an answer – what is baleen. (posts) And Ms. Blackwell's going to draw a line because I found another answer.</p>
<p>GUIDED PRACTICE 2 3:42</p>	<p>T: The next one – ooh, take a look at this picture. Turn and talk to your partner – what are you thinking about this picture? (T. jots down student response – You said, "what are the spots?") T: Now before we used our heading and we turned it into a question. Let's take a look at this picture – ooh, let's read right here – (S: in unison – caption!). Oh, let's read what that says, because you know that the caption also gives us some good info- what (S: mation!). Oh, I love the way Elijah is paying attention. "Blowhole of a gray whale with barnacles." S: barnacles? S: That's the knots? The food? No, that's not food.</p>

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	<p>T: Does anybody have a question about that? Hmm, blowhole of gray whale with barnacles. What question might you have? Turn to your partner</p> <p>S: What is a blowhole? (then kids talking in partners)</p> <p>T: turn and face. I found some good questions. Ready? Someone asked, hmm, what's a blowhole? Let's write that down. What is a blowhole? That's a good question. I heard another good question. Someone said, "Well, what are barnacles?"</p> <p>T: Let's see if I can find an answer to this question. (reads) "Characteristics of whales. Whales are mammals. They have lungs and must surface for air. Whales do not breathe through their mouths. Instead, they breathe through a blowhole on top of their head. So what is that blowhole used for?"</p> <p>S: breathing!</p> <p>T: For them to breathe. So beside "what is a blowhole" on the other side, write or draw – tell me what is a blowhole? Write across from it – remember, we are trying to find answers to our questions.</p> <p>T: I'm ready for one more, because I'm still confused, I'm still trying to figure out what are barnacles.</p> <p>T: I'm going to read it again, because as I'm reading it, I don't see anything that reminded me of what barnacles are. So I'll read it again: Whales are mammals ...Did they tell us what barnacles were?</p> <p>S: No.</p> <p>T: Sometimes when we're reading, sometimes we're not going to find the answer in this text. And that's OK, that's why they have other books about whales, and we can read them to find out about barnacles.</p>
<p>INDEPENDENT PRACTICE 1 – Preparation 5:04</p>	<p>T: Let's review quickly what we did today. As we were reading, we wanted to find questions, because as we are reading, we always have questions. We found questions, but we also found answers to our questions. So today this is what I want you to do. Today, when you go back to your seats for independent practice, guess what, you get to decide on which animal you would like to find out more information about .Let's talk about how do we answer our questions. (Gets chart). Today, as we were working, we did a lot of things to answer our questions, didn't we? What are some things that we did?</p> <p>S: We asked questions</p> <p>T: We asked questions. How do we find the answers when we ask the questions? OK, Ms. Blackwell's going to help you out. Everybody say, "We read books." We actually looked at the pictures. Remember we looked at the picture that had the barnacles on it?</p> <p>S: We looked at the words.</p> <p>T: That would be reading the book – good job. We also used the _____</p> <p>(S: Captions)</p> <p>T: yes and the headings. We also talked to each other and we used our background knowledge when I told you</p>

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	<p>about the baleen – I said it reminded me of what – a strainer – remember I said it reminded me of a strainer. And then sometimes we have to infer what might be the answer. And the last one, we actually looked for information in other texts. We used this book right here to find more information about how a baleen looks.</p> <p>T: And to help us find a book that is just right, we don't want a book that's too easy, we finish the book, everybody say, "Just like that". But we do want a book that is just right. And when it's just right, that means that we're not stuck on every word, we're not rushing, and we understand what we read.</p> <p>T: First thing you're going to do is choose a book with your partner. And that book has to be (S: just right!). Just right. Then, what you're going to do second is to write a question before you start to read. That means you're going to look at the cover, and from the cover, you're going to ask yourself a question. Hmmm</p> <p>S: What is that?</p> <p>T: That's a good idea. What is it? Number 3, read and write your new question. So as you begin to read, after you do your first question by looking at the cover, you begin to read, and as you're reading, you may have a what – S: question. You might have a question. But the key is, when you have a question, what are you going to do – see if you can find the - S: answer! Find the answer. Remember, we sometimes can't find the answer. We didn't always find the answer in the text. But that's O – K. Because you can find it later in another text. And number 4, write or draw answers your find as you read. So is it OK to draw your answers?</p> <p>S: yes!</p> <p>T: It's Ok to draw, you can draw or write. Now I'm going to give you another example. This is an example of a slug. Have you ever seen a slug before. So as you're looking at the cover, you might have a question. What question might you have?</p> <p>S: Why is it swimming?</p> <p>T: And the next one – a mudskipper. What questions might you have about a mudskipper?</p> <p>S: What is it?</p> <p>T: What is a mudskipper? OK</p> <p>T: So give me 5. I want you to tiptoe back to your seat. Take your clipboards with you.</p>
<p>INDEPENDENT PRACTICE 2 5:15</p>	<p>(children starting to choose books at tables)</p> <p>S: Come on let's get to reading.</p> <p>S: What do they play? P-I-a</p> <p>S: I put, What do they eat/ I put that</p> <p>S: What do they play?</p> <p>S: How do they move?</p>

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	<p>S: (reads) Hunting. A tiger hunts on its own mostly when it is dark. It creeps up on its prey. It ..posts T: pounces S: pounces on it. The tiger pushes its prey to the ground and breaks its neck. T: Oh, so what was your question – oh, you have a question? What’s your question? S: Why do they hunt by themselves T: Why do you think they hunt by themselves? S: So people won’t be making noise. T: Oh, because if there were a lot of them, they’d probably run away, huh? So if they did it all alone, they make sure they can get their prey. I wonder, what is prey? What does that mean? Let’s look, what is prey? S:, “We need to find the answer!” T: So what’s another question you had about bats? S: Where do bats live? T: Oh, that’s a good one. Write that one. T: Where. Where can you look to find “where.” (points to list in room) S: (boy in front reading): “Most bats give birth while hanging upside down. They catch their pups ----” T: (to previous child) Good job. OK, you have another question? Oh, you’re still drawing your fish. T; See it? Go up there and find “live” Where do they... S: Live T: So where’s live? Good job. So want to go write it? S: L – I – v – e. T: question mark. (child writes) T: There you go. Now, you want to read some to see where bats live? Remember, we talked about how headings help us get the information. So this one is about the bat growing up. So do you think that’s going to help us find out where he lives? S: Oh, I think the other way. T: Oh, OK, let’s see if we can find it. You probably already know. S: (turns pages – stops at page with the bat cave.) T: Ooo, what does that look like? S: Bats live in caves. T: They do! Very good. Let’s see – oh, I see it over here – Oh, you found it. Good job (high fives). Where are you going to put it, which side?</p>

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	<p>S: This side. T: Very good. Are you going to draw a picture or write it? S: I think I'll write it.</p>
<p>INDEPENDENT PRACTICE 3 6:25</p>	<p>T: have you found any answers to your questions? S: I found this one and what do lions eat. T: What do they eat? S: (pointing to the book): Zebras T: Wow! T: (to girl) – oh, is this your zebra? S: Well, that's my lion T: Oh, that's your lion, OK. And what is your lion doing? S: Eating the zebra T: Good job – very good (high 5) T: What do you need here (points to page) – a question mark. Cause you're asking a question. What about here? Because you're asking a – S: Question T: So that helps your reader know that you're asking a question. What about here? S: I didn't solve that yet. T: But you need to put a S: question mark T: Yes, 'cause you're asking a question.</p> <p>So what's your next thing that you're going to be looking for as you're reading? S: Do lions eat people? T: Oh! Do they eat people? Do you think they eat people?</p> <p>T: (reading student's work) Whatcha got here? S: What do that T: they S: eat? T: OK, and what did you find out that they eat? S: Um, they eat (pause) T: Did you look back in the text? Can you find it for me? Where does it say what they eat? I like those</p>

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	<p>headings, you can find it quickly, can't you, by looking at the headings? (S goes to the Table of Contents)</p> <p>T: Oh, that's a Table of Contents. –</p> <p>S: 8</p> <p>T: good job</p> <p>(S turns to page 8)</p> <p>T: OK, let's read. Ready?</p> <p>S: The tiger is a meat eater. It kills deers, wild pigs,</p> <p>T: mon –</p> <p>S: monkeys and snacks</p> <p>T: snakes.</p> <p>S: to eat.</p> <p>T: I think you just found your answer. What do they like to eat?</p> <p>S: snakes, monkeys, pigs, deers</p> <p>S: Ms.Blackwell, I have a question</p> <p>T: Well wait a second</p> <p>T: so let's see if we can get you – oh, I have one just for you. I think you're ready to answer your question. You want to draw it or write it?</p> <p>S: write it?</p> <p>T: If you need some help, where can you look? In the text</p> <p>So what do they like to eat?</p> <p>(child is drawing – doesn't answer)</p> <p>T: Oh, you're going to draw it. And what's that?</p> <p>S: A snake.</p> <p>T: Now let's put all these over here, because all of these are what?</p> <p>S: Wrong</p> <p>T: No, they're not wrong, they're just questions. So we'll put them on the question side. So what we're going to do is find some?</p> <p>S: Questions?</p> <p>T: Answers. We want to answer our questions, don't we. Yes, so what was this question?</p> <p>S: what do elephants eat</p> <p>T: Let's find out what they eat. Let's see if you can find what they eat. Now, Elijah showed me a trick. He said he could look at the Table of Contents to find what they eat. Can you look at the Table of Contents and find where it says what they like to eat?</p>

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	<p>S: (looks – points – reads) Homes..Food T: Food. What page? S: 8 T: OK, let's go to page 8 and see what they like to eat. (turn pages) T: All right, let's see what they like to eat. S: They like plants and other things T: Oh, well let's put that on there. Right here – ready? S; Ms. Blackwell I need to sharpen my pencil cause it's not sharp it might break, it's low T (fixes) OK, ready? So write, "grass" S: (writes): I said grass</p> <p>T: Did you find answers to your question? "Why do they eat pigs?" Why do you think they eat pigs? We can probably make an inference with this one – hmmm, why do you think they like to eat pigs? Maybe because they're --- S: hungry! T: I think so too. How about writing that for me. S: How do you spell "hungry" T: Write what you hear (child writes) T: good try. (high 5's).</p>
<p>SHARING AND CLOSURE 4:26</p>	<p>T: Now we're getting ready to share all our new learning that we learned about different animals. Now you also brought your books, so just in case you want to show us the picture where you got the information, that's OK too. So who can tell me, what was your question that you had about your text, as well as, did you find the answer to your question? Let's start, Pearl. S: Should I read all of them? T: Let's do one. S: What are crocodiles? They are reptiles T: Good thinking. Can you talk nice and loud so everyone can hear you? S: What do they eat? T: What was your animal? S: Tiger</p>

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	<p>T: OK, can you show it to us?</p> <p>T: Everybody take a look at Antoine's picture. Go ahead and show it – have a seat – show it around.</p> <p>S: Tigers eat deer, tigers, and wild pigs</p> <p>S: They eat other tigers?</p> <p>S: – not tigers but snakes.</p> <p>T: Go ahead, K_____</p> <p>S: What do bats eat?</p> <p>T: What do bats eat?</p> <p>S: They use echolocation to find food.</p> <p>S: In the dark</p> <p>T: Oh, okay. What do they like to eat?</p> <p>S: fish, frogs, and mice.</p> <p>T: A____?</p> <p>S: What do lions eat?</p> <p>S: Lions eat zebras</p> <p>S: I got a question (inaudible). That's a deer.</p> <p>S: The person who kill them is a lion stealer.</p> <p>T: E_____</p> <p>S: We had the same book.</p> <p>T: Now hold on, Elijah has the same book as Antoine. So did you find something different? OK. Tell us about what you found.</p> <p>S: Tiger's skin is</p> <p>T: What was your question?</p> <p>S: What tiger's skin color is?</p> <p>T: Oh, what color are they. And what did you find out?</p> <p>S: Orange and black.</p> <p>T: And you also asked, what was a tiger? Remember that question? And what did you find out when you read your text? What did you find out? It's a what?</p> <p>S: A cat</p>

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	<p>T: What kind of cat? A – S: Big cat T: A big cat. S: Hey, hey, a lion is a cat S: Ms. Blackwell, the lion is a cat too. T: Wow, they're in the cat family</p> <p>T: Go ahead S: What do they eat? T: What do what eat? What's your animal? S: Polar bear. T: Oh, can we see a picture of a polar bear. We haven't seen any polar bears in the circle. S: Polar bears eat walrus, reindeers, and berries</p> <p>T: Who had a question that they did not find an answer to, it was not in their book? A____, what was your question? S: Lions don't eat people in the book. T: OK, so it didn't tell us if they eat people in the book? So how could she find that information out? S: In a different book. T: In a different book about – S: Lions T: Did you have one too? What was yours? S: They live in swamps T: Where do they live? S: No, why do they live in swamps? T: Oh, why do they live in swamps. OK, very good. And you couldn't find that information in your text either? So remember, if we don't find it, everybody say, "It's OK." S: It's OK. T: We can find it in a different text. S: We can find it in a different text. T: OK, give yourselves a pat on the back</p>