

# The Lesson in Real Time

**Strategy:** Asking Questions

**Lesson:** From Questions to Answers, Grade 1, Melody Blackwell, Teacher  
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*Videos of lessons shown in the Reading Comprehension modules have been edited so that they can be viewed in short segments. As it is helpful to know how time is used in a complete lesson, the approximate actual times spent in each segment are given below. This does not imply there is a specific amount of time that should occur for any part of a comprehension lesson, as time of course will vary depending on the lesson focus, familiarity of the students with the strategy(ies) being taught/applied, complexity of the texts, etc.*

Lesson Segment ~ Real Time	Teacher and Student Actions (T = teacher, S=students)
Connect and Engage (6 minutes)	T. reviews posted question starters for questions, and reminds students that readers ask their own questions as they read. S. turn and talk about their questions from the book cover. T. shares some of students' questions and posts them on the Q/A chart. T. introduces focus for lesson on finding answers to questions
Modeling (7 minutes)	T. reads aloud page of text, thinks-aloud new information she learned, shows how she records her thinking and posts it on the anchor chart. S. turn and talk; T. circulates, listens, identifies students' responses to share with the class, and posts on anchor chart.
Guided Practice (20 minutes)	T. introduces guided practice, has team captains pass out clipboards and pencils. T. reads aloud portion of the book, stops to think aloud and model drawing her thinking and posting it on the chart. S. record one of the questions from the anchor chart on their sticky note. T. reads and S. turn and talk to find answers to the question. T. circulates, listens, confers. S. record their answers by writing or drawing. T. reads another portion of text, models other ways to find answers – consulting other sources, using background knowledge and inferring. S. continue to turn and talk and jot down answers to questions.
Preparation for Independent Practice (8 minutes)	T. discusses with S. chart of ways to answer questions, review possible questions about animals, review how to choose a just right book. T. shares process chart for independent practice.
Independent Practice (25 minutes)	S. work at desks in partners or independently; T. confers
Sharing and Closing (11 minutes)	S. share questions and answers from their reading. T. asks S. to share questions that they couldn't find answers to in their books, and discusses alternate ways to answer them