

Hey!

TAKE A CLOSER LOOK!

Use authentic literature to target asking questions with these interactive read aloud mini lessons!

Interactive Read Aloud

All from a Walnut

By Ammi-Joan Paquette

SKILL/STRATEGY: Asking Questions

TEXT SUMMARY: When Emilia finds a walnut one morning, Grandpa tells her the story of his journey across the ocean with only one small bag and a nut in his pocket.

Interactive Read Aloud

Honeybee

By Candace Fleming

SKILL/STRATEGY: Asking Questions

TEXT SUMMARY: Follow the life cycle of a devoted honeybee.

MATERIALS:

- Nonfiction questions anchor chart
- Cut & glue activity
- Exit ticket

VOCABULARY: squirms, solitary, clamber, teeming, emerge

The Lesson

BEFORE THE LESSON: The teacher will need copies of the worksheet for all students.

1. INTRODUCTION: We all know that asking questions helps us better understand a text. But how does the type of questions we ask change between fiction and nonfiction?

2. Say, "Today we will examine the kinds of questions we ask when reading a nonfiction text." Have a class discussion about why the questions we ask about a fiction text would be different than that of a nonfiction one. Discuss the structure of each type of text.

3. Display the anchor chart and discuss the four main categories that nonfiction questions often fall into. Tell the class that today you'll be reading a nonfiction text and examining some questions about it. Then, you'll work to sort those questions into the four categories.

4. Read the text sure to take time to see the anchor book features asking questions read.

5. Pass out the go over the need scissors

6. Model cut questions chart. The partnership Keep the students

7. When answers their own that w

Interactive Read Aloud

Love in the Library

By Maggie Tokuda-Hall

SKILL/STRATEGY: Asking Questions

TEXT SUMMARY: A true story about love and resilience at the Minidoka incarceration camp.

MATERIALS:

- Asking questions organizers on chart paper
- Sticky notes
- Student recording sheet
- Exit ticket

VOCABULARY: barbed wire, unjust, constant, nestled, miraculous, blushed, injustice

The Lesson

BEFORE THE LESSON: Using chart paper, create an Asking Questions Organizer that is divided into 6 sections for small groups to use (you'll need one per small group and one for yourself at the front of the room). I have provided you with a small copy of the organizer for reference so that you can see how each section should be labeled. If possible, this can be enlarged.

1. INTRODUCTION: Let's review what it means to ask deep questions when we read. What do deep questions that require the reader to think beyond basic story elements and incorporate their own schema and/or opinions into the question.

2. Break the students into small groups. Each group needs: the chart paper organizer, sticky notes, and writing utensils. Be sure that all groups are seated in a place that they can hear your story and see the pictures in the text.

3. Say: "Today, I will be reading a book called 'Love in the Library'. As I read, you will jot down all of the deep questions that come to mind on to sticky notes. Then, you will sort your questions into..."

4. Show students the organizers and discuss each category.

5. Read the story aloud and tell students that they are to listen and write—no talking allowed! Be sure to read slowly enough/pause so that students have time to write questions and sort them onto their charts. Each group is sharing a chart, but they do not need to discuss their work yet. If you notice that students need help thinking more deeply, a question suggestion guide (for teacher use) has been provided.

6. When the story is finished, give the groups time to look at their charts and ensure that all questions are deep repeated questions. Then, they should remove any repeated questions.

7. Have groups choose their 'best' question from each category to add to the chart at the front of the room. As each group presents, remove any repeated questions, if applicable. Have a class discussion, focusing on what they think the most profound questions are.

8. Pass out the Student Recording Sheet. Students will choose one question from each category that they think is the most profound.

Why?

Interactive Read Alouds



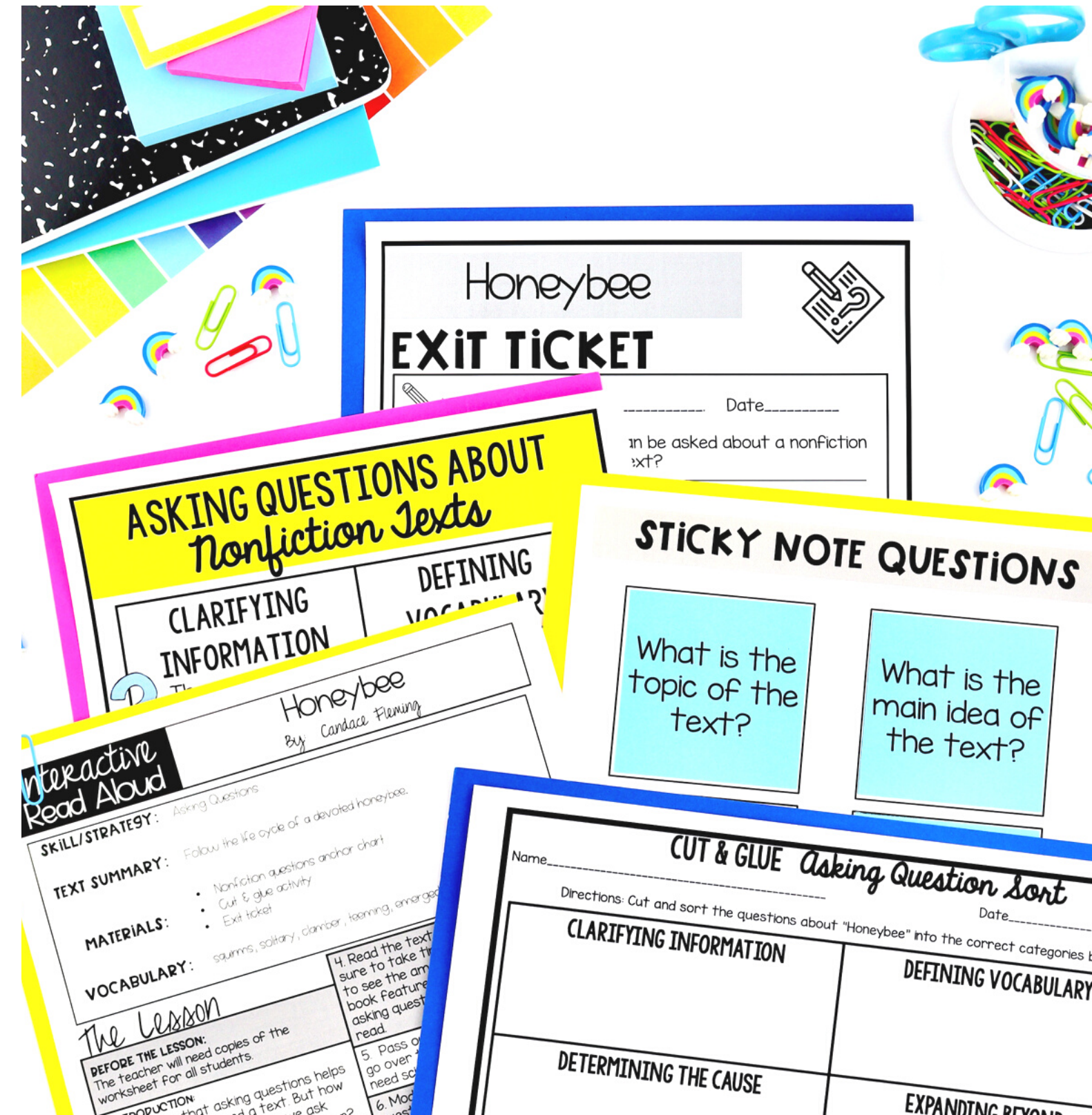
Very little prep for the teacher!
Grab the text, print, and go!



Students at all reading levels get
to experience interacting with a
high-quality text!



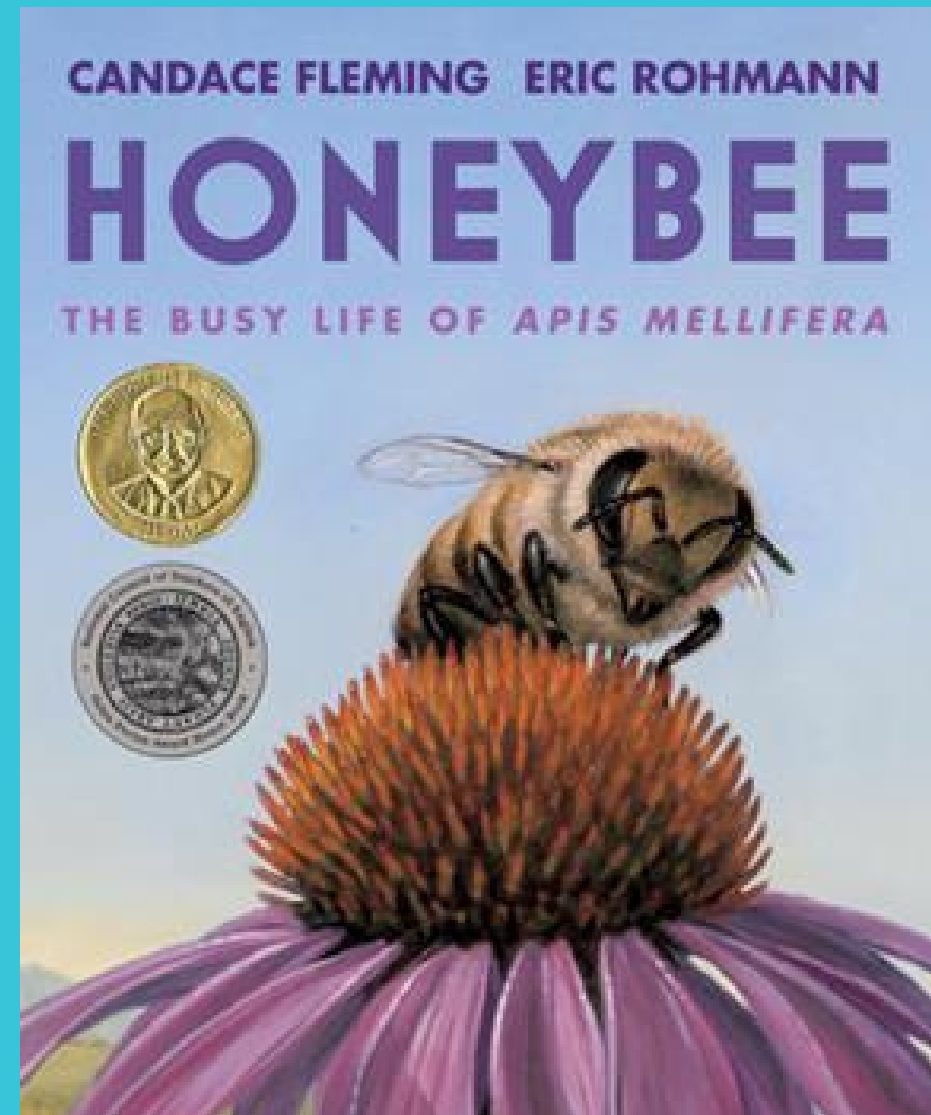
Show students the power of
literature and be the model for
critical thinking!



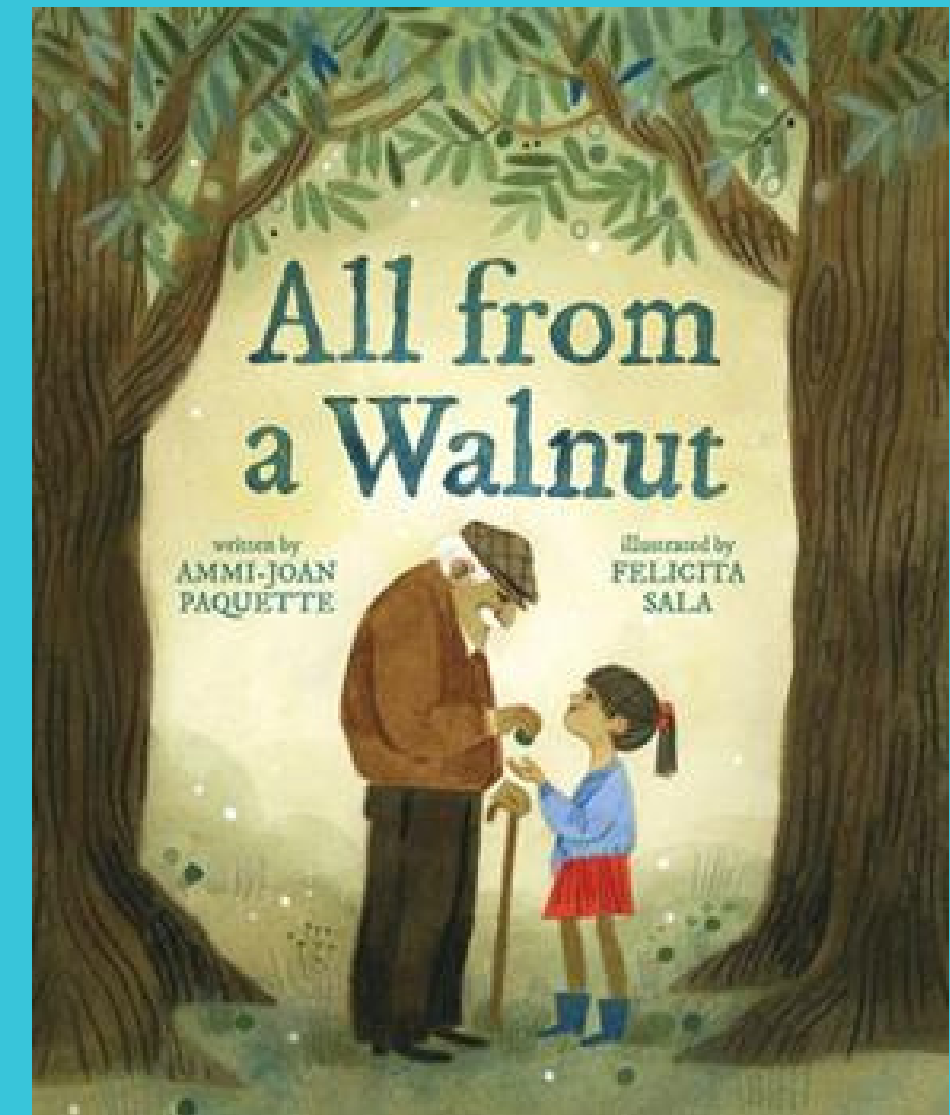
Read Aloud *Texts* for Asking Questions



Love in the Library
by Maggie Tokuda-Hall



Honeybee
by Candace Fleming



All From a Walnut
by Ammi-Joan
Paquette

Resource Includes

- 3 succinct mini lesson guides that correspond with high quality read aloud texts
- Supplemental materials needed for lessons, including anchor charts, graphic organizers, comprehension questions, exit tickets, answer keys, and more!
- Suggested vocabulary words, straight from the text
- Digital student pages

“ A MUST HAVE FOR EVERY CLASSROOM! ”

All from a Walnut

EXIT TICKET

Name _____ Date _____

How can you be sure you are asking deep questions when you are reading a text?

Name _____ Date _____

QUESTION GUIDE FOR TEACHERS: ALL FROM A WALNUT

This text does not have page numbers. In order to divide up the text equally for the purpose of the game, we placed a sticky note on every 6 pages of text. We used the first page with text as our starting point.

SECTION	BASELINE QUESTION	EXAMPLE OF A ONE-UP QUESTION
1	Who are the main characters?	What is the relationship like between the main characters?
2	Why does Grandpa keep taking the plant everywhere?	What significance does the plant have to Grandpa as he travels?
3	What steps did they take to plant Emilia's walnut?	Why was it important for Emilia to plant the nut alongside her Grandpa?

Interactive Read Aloud

All from a Walnut
By Anni-Jean Paquette

SKILL/STRATEGY: Asking Questions

TEXT SUMMARY: When Emilia finds a walnut one morning, Grandpa tells her the story of his journey across the ocean with only one small bag and a nut in his pocket.

MATERIALS:

- Baseline question guide
- Student game sheet
- Exit ticket

VOCABULARY: continent, sailing, sprout, windmill, craggy

The Lesson

BEFORE THE LESSON: The teacher should break the class into 3 teams. The teacher should divide the text into 6 equal sections—flagged/boxed.

INTRODUCTION We know what it means to ask questions when we read. But are all questions created equally? No. Some questions are deeper and more thought-provoking than others. Those are the kinds of questions that make us better readers.

2. Begin by breaking the class into 3 teams and telling them they'll be competing in a game called "One Up." In the game, their team will work together to improve a question about the text. The goal is to "one-up" the other teams by creating the strongest/deepest question. Pass out the game sheet.

3. Begin reading the text. Stop at the end of section one and read the "baseline question" from the guide provided. When students hear this question, they work with their groups to improve it—make it deeper, more meaningful. When everyone is ready, allow each group to read their question. In the teacher guide, a suggested "one-up" question has been provided, in case students need prompting.

4. The teacher chooses a winner of that round—the most meaningful question created—and awards them a point. Everyone in the class records the baseline question and the winning question on their sheet.

5. The teacher continues reading the text, stopping at the end of section 2 and repeating the procedure: present the baseline question, allow groups to craft a deeper question, and share. Once again, the teacher chooses a winning question and all students recording the baseline and the winning questions for section 2.

5. After all 6 sections of the book have been read and winning questions have been chosen, a winning team is announced.

How do you know that a question is "deep"? What do deep questions require of us?

STICKY NOTE QUESTIONS

Who are the main characters?

What point of view is this text written in?

What is one connection you have to the text?

How do the illustrations help you better understand the text?

What is one possible theme of the text?

What was the author's purpose for writing this text?

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BUILD A COMMUNITY OF COLLABORATIVE READERS!

Allow readers of all levels to experience authentic, grade-appropriate text!

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All from a Walnut
By: Ammi-Joan Paquette

SKILL/STRATEGY: Asking Questions

TEXT SUMMARY: When Emilia finds a walnut one morning, Grandpa tells her the story of his journey across the ocean with only one small bag and a nut in his pocket.

SKILL/STRATEGY: Asking Questions

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Love in the Library
By Maggie Tokuda-Hall

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TEXT SUMMARY: A true story about love and resilience at the Minidoka incarceration camp.

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1. INTRODUCTION: Let's review what a question is.

4. Show students the organizers and discuss each category.

5. Read the story aloud and tell students that they are to listen and write—no talking allowed! Be sure to read slowly enough/pause so that students have time to write questions and sort them onto their charts. Each group is sharing a chart, but they do not need to discuss their work yet. If you notice students need help...

4. Read the text and be sure to take time to see the anchor book features! Ask questions as you read.

5. Pass out the organizers and go over the instructions. You will need scissors.

6. Model cut and paste questions on the anchor chart. Then have students work in partnerships. Keep the students engaged.

Lessons follow an effective outline for maximizing instruction!

Great for whole group teaching, or strategic small group lessons!