

**KUTZTOWN UNIVERSITY
ELEMENTARY EDUCATION DEPARTMENT
PROFESSIONAL SEMESTER PROGRAM
LESSON PLAN FORMAT**

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| Teacher Candidate: <u>Molly Cermanski</u> | Date: <u>10/3/13</u> | Time: <u>60 minute</u> |
| Cooperating Teacher: <u>Sandy Chambers</u> | | Coop. Initials: <u>S.C.</u> |
| Group Size: <u>Whole class</u> | | Grade Level: <u>3</u> |
| Subject or Topic: <u>Reading Comprehension Strategy: Questioning</u> | | Section: <u>933</u> |

STANDARD: (PA Common Core):

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

I. Performance Objectives (Learning Outcomes):

- At the end of this lesson, the students will be able to comprehend the *Henry's Freedom Box* read a loud, by using the questioning strategy, with teacher support.

II. Instructional Materials:

- Children's literature piece: *Henry's Freedom Box (A True Story from the Underground Railroad)* by, Ellen Levine and Kadir Nelson
- Large cardboard box (1)
- Short question slip for each student
- Clip board for each student
- Sticky note pad for each student
- Loose leaf paper (1 for each student on clipboard)
- Pencil for each student
- Doc cam
- Chalk board
- Teacher made chart: "good readers use questioning strategies"
- Student journal, one per student
- Extended activity: White card board box (1 for each student)
- Markers, colored pencils, glitter, dot – dots, buttons (other craft materials)
 - *A good variety for each table

III. Subject Matter/ Content (prerequisite skills, key vocabulary, big idea):

1. Prerequisite skills:

- a. Students are familiar with the Gradual Release of Modeling process and

- understand what I am doing before, during and after a think aloud
- b. Students are familiar with and are interested in listening to different quality pieces of children’s literature
- c. Students are familiar with other reading comprehension strategies such as (summarizing, previewing, predicting, visualizing, personal connections)
- d. Students already know how to read and respond to stories, informational books and poems
- e. Students have prior knowledge with familiarizing the time period of slavery
- f. Students have been introduced to thick and think questions

2. New content/ Key Vocabulary:

- a. Questioning strategy:
 - i. Pay attention to descriptive and important words
 - ii. Using your 5W’s and H questions throughout text: (who, what where, when, why and how)
 - iii. Using, your I wonder questions, throughout text
 - iv. Activate your prior knowledge
 - v. Asking questions out of curiosity
 - vi. Making predictions before reading
 - vii. Become more engaged with the text and want to keep reading to find out answers
 - viii. Evaluate/reflect on the text and characters experience after reading the non - fiction text
- b. How does questioning strategy enhance comprehension:
 - i. Slows reader down to pay attention to details in the story
 - ii. Helps reader feel “inside the story”
 - iii. Helps reader understand the main characters feelings/ actions
- c. Summary of *Henry’s Freedom Box, A True Story from the Underground Railroad*:
 - i. This is a true and powerful story from the Underground Railroad. A boy named Henry is going through a rough time in his life, where he loses his family and has to face some life changing events on his own, but never loses hope. He is strong and brave and we are able to travel with him as he explains to us his journey and choices he has to make to become a free person and claim his independence.
- d. New vocabulary: none for this lesson

3. Big idea:

- a. Readers can use the questioning strategy to create literal and higher level thinking questions to comprehend *Henry’s Freedom Box*

IV. Implementation:

*Note: ***For morning work***

- “Now, I have a cardboard box here with me, and I am going to take it out. I would like you all to come up one at a time and take turns sitting in the box. I want you all to close your eyes while you are inside and think about what’s

1. How did you feel?

2. What were you thinking about while sitting in the box?

While answering these questions, be thoughtful and use describing words.

around you. I am giving you a mini sheet that has a few questions on it (above) that I would like you to answer. Imagine yourself sitting in this box, like Henry for days and days...Please answer the questions thoughtfully and use describing words.”

- This activity will serve as an introduction to the questioning strategy.

A. Introduction –

1. Ask students to refresh my memory on what the 5W’s, and the H is that we ask ourselves while we read.
2. “Today as we read, we will be focusing on questioning. We’re ready to use our prior knowledge on what we know about questioning and will apply it to books.”
3. “Boys and girls, on your clipboards I provided you with a piece of loose leaf paper. Last week, we started talking about slavery. I want you to write the word slavery down and bullet words that come to mind when you think of the word slavery.”
4. Share with the person that is sitting next to you, your answer
5. Have a brief class discussion

B. Development –

Whole group: teacher modeling with think aloud (I DO)

1. Name of strategy and brief explanation of what good readers do to use this strategy: (questioning) – refer to teacher made chart
 - a. Today, as I read, we will focus on “asking literal and higher level questions. As you remember, we’ve already spent some time discussing the importance of asking yourself questions when you read in order to understand more completely what you’ve read. Good readers use questions to focus their reading, to clarify confusing parts, and think deeply about what they read.”
 - b. Ask students: “Boys and girls, what type of text would you call this piece of children’s literature? Lets look at what it says underneath the title of the book? It’s based on a **true story** from the Underground Railroad. So this means it’s a **non – fiction text**. We also need to think about the structure of the text. It’s important to preview the text, so we know the type of information it will provide us.
 - c. Good readers devise questions before, during and after reading. They often ask themselves these questions as they read to help them comprehend the text: who, what, where, when, why, how, I wonder and what if (have labeled on chalk board the 5W’s, H, and I wonder, as a guide.)
 - d. Good readers try to ask questions that can be inferred. Good readers use clues from the text and use personal experiences
 - e. When readers have questions, sometimes they stop and reread, sometimes they keep reading, and sometimes they stop and ask for help or use another resource for assistance.
2. Modeling the comprehension strategy through “thinking aloud”
 - a. Have students gather around the carpet to listen to the story
 - b. “Today, I will be reading a book about a boy who goes on a wonderful

adventure to claim his freedom. The story is called, *Henry's Freedom Box*, by Ellen Levin and Kadir Nelson."

c. "I will be using the doc camera so you can see and follow along as I read. I'll stop when I have questions and write them on a sticky note. Also, I'll think aloud to let you know why this is an important question to me."

Start reading...

- Read page 1: "Henry Brown wasn't sure how old he was. Henry was a slave. And slaves weren't allowed to know their birthday's."
 - *I already have a question that I would like to ask myself. I wonder why slaves are not allowed to know their birthdays? Who makes these rules up? As it's the beginning of the story, I'll keep reading.*

- Read page 2: "Henry and his brothers and sisters worked in the big house where the master lived. Henry's master had been good to Henry and his family. But Henry's mother knew things could change. **"Do you see those leaves blowing in the wind? They are torn from the trees like slave children are torn from their families."**
 - *Oh my goodness, my head is spinning with many questions and comments from just this one page. Where do I begin. How does the comparison of leaves torn from the trees and slave children torn away from their families relate to each other? I am not so sure if the book will be able to provide me answers to my questions. That may be big idea question that I just have to keep thinking about as I read.*
 - *Well, here on the same page I am lost again! What does this word mean – there is another one of the 5W questions again. Let me reread the part that talks about the word that I am wondering about means. "Henry and his brothers and sisters worked in the big house where the master lived." I wonder what the word master means and who it is? Maybe if we keep reading we will find out who Henry's master is.*

- Read page 3: (read and move to next page)

- Read page 4: (read and move to next page)

- Read page 5: (read and move to next page)

- Read page 6: (read and move on to next page)

- Read page 7 and 8: (read and move on to next page)

- Read page 9: “Months later, Henry asked Nancy to be his wife. When both their masters agreed, Henry and Nancy were married. Soon there was a little baby. Then another. And another. Henry knew they were very lucky. They lived together even though they had different masters. But Nancy was worried. Her master had lost a great deal of money. “I’m afraid he will sell our children, she said. Henry sat very still.”
 - *Oh boys and girls, isn’t this absolutely horrible! I can’t even imagine myself, as a mother what I would do in this kind of situation. My heart goes out to these people. How could people ever think they can sell someone to another person like someone selling a house or an animal? This is a question we can not answer. Sometimes books lead us to search our hearts for answers.*
- Read page 10 (read and move on to next page)
- Read page 11 (read and move on to next page)

Whole Group: (WE DO, YOU DO)

- “Now, do you all see how I asked questions throughout the story on almost every page? I am really thinking about what I am reading, along with clarifying the text by asking many questions.”
- “I am going to continue reading each page of the story and I would like you to think of some questions that you are thinking about on your sticky notes and write what page that question you have is from.”
 - Continue to read...
- As we look at page 12: “I want you all to jot down a question or two that come to mind while I am reading this page. Remind the students to look back at the chart I provided on the chalkboard of what good readers do to create good questions.” If no one has questions, reread the page and I will demonstrate my question.
 - Page 12: “At lunchtime, Henry rushed to the center of town. A large group of slaves was tied together. The owner shouted at them. Henry looked for his family. “Father! Father!” Henry watched his children disappear down the road. Where was Nancy? He saw her the same moment she saw him. When he wiped away his tears, Nancy, too, was gone.”
 - *My, oh my what a powerful page this is. It’s filled with lots of emotions and there is a lot is going on. I just feel so terrible for poor Henry and his family. Henry was separated from his family – I can’t even imagine being separated from my family. My heart would be so broken, as I’m sure all of yours would be too. When did this happen to Henry’s family and I wonder if there was enough time could Henry have done something to stop his family from being separated? This is another one of those*

questions that we can not answer. We just need to continue with the story.

- Read page 12: “Since, you all just saw how I created my own question for this page I want you all to write down on your sticky note pad with the page number on it, what questions are important to you and then once you all have one question, I want you to give me a thumbs up. Once everyone’s thumbs are up, I want you to turn to the person who is sitting next to you and share with them your question.” You can help each other and see if they are good questions to ask.”
- Read page 13: (read and move on to next page)
- Read page 14: Read all of page 14. “Boys and girls what types of questions come to your minds here? Try to think of a few and write them down on your sticky note pad with the page number. Make sure you look back at our chalkboard for your guide of what good readers do for creating good questions. Give students a few minutes to think of a question. I will reread the page, if I do not see many students writing. (If I see that students are having trouble, I will share a few of my own questions that I have, and will ask the students to make up another question.) Give them time to make up their questions for each page.
 - *Example for page: 14- Why is Henry sad here? What is happening to him? (will do the same for other pages)*
- **Read page 15-18:** (middle of story) and have students create their own questions. I will read these pages one by one and after I read each page, I will have the students create a question on their sticky note pad with the page number written on it as well. I will make sure to re read each page if students are having trouble or need an extra minute or two to come up with a question or questions.
- Read pages 19-23 (end of story) and have students listen to the ending of the story because it is so powerful. I want the students to really pay close attention to how they story ends.
- Ask students if they liked the story and why? What didn’t they like about it? Did this story have a happy ending?
- Reflection in whole group on questioning strategy:
 - “Okay, as I was thinking aloud and asking questions, it helped me understand the text more clearly because I slowed down to make sure I understood who the main character was and how he felt throughout the entire story. By asking myself thick questions, it makes me keep thinking about the time period of slavery. These types of questions make me want to read more about the topic of slavery and talk with my peers about it. That’s what asking questions did to help me understand the text better. How did it help you?”

- Continue with closure activities as an extension!
- So, as you read books on your own this week, I want you to practice using your asking questions strategy while reading a text. You can use stickies or anything else you would like on the pages.

C. Closure –

- “What is one thing you will go home and tell your parents/ guardians that you learned at school today about questioning and what types of questions are good ones to ask to make it a “thick” or literal/ detailed question?”
 - Review the 5W’s, I wonder, and thick questions that are good to ask during a read aloud of a quality piece of children’s literature
- Class activity:
 - Note: This will become another writing activity for the next day, if we run out of time. This will be taken place during small group work time, and the students will create their memory boxes with adult volunteer supervision.*
 - “We are going to create our own “memory boxes.” The reason why we are creating “memory boxes” is because when Henry traveled away for his own safety and to become free he had to leave everything behind. If you were Henry and had to leave your home, what are some of the most important things that you would bring with you that can fit inside this box? This is going to continue with homework: after we are finished creating and designing our boxes, I want you to take your box home and fill it with your meaningful and personal items. Here is a small, plain white box that I would like you all (independently) to create. You can design your box however you would like. Please stay at your tables and work on creating your box. “

D. Accommodations / Differentiation:

- Follow IEP’s
- Have a few questions already written down for students who need more examples and who need extra help and guidance

E. Assessment/Evaluation plan -

1. Formative:

- I will take note as to who can comprehend the new information through the use of an anecdotal note like this: I am aware that I will only have a sample of the class.

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|--|
| Name: _____ Date: _____ Asking literal and high level questions: Y or N Comment(s): _____ _____ |
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- I will also take notes to see if students have mastered and asked the literal, detailed and the 5W's questions through a checklist (see attached to lesson the checklist)

- Journal responses to *extended activity*:
 - I will ask my students to complete a journal entry after the read a loud from today. Also, I will ask my students to write about how they felt, while sitting in the medium brown cardboard box. All of the students will be asked to sit inside the box for a minute or two, before the read aloud. I will ask them to close their eyes and really think about how they feel while being in the box. They will use their question slips that I will give them and they will respond later in their journals more specifically about how they felt and what they were thinking (just have students extend in their journals the questions from their sheet.)
 - Also, after the students create their “memory box” in school as another extend to this lesson, I will ask my students to take their boxes *home* and fill it with what they would take with them if they had to go on a journey, just like Henry did. When the students return the next day, they will have a group discussion at their tables and each student will share a few things that are inside their boxes.

2. Summative:

- None for this lesson

V. Reflective Response:

A. Report of Students' Performance in Terms of States Objectives (Reflection on students performance written after lesson is taught, includes remediation for students who failed to meet acceptable level of achievement)

B. Personal Reflection (Questions written before lesson is taught. Reflective answers to questions recorded after lesson is taught.)

1. Was the pacing I used appropriate? Did I ask too many questions throughout my read a loud?
2. Was my delivery of my think aloud effective?
3. Did I use monitoring effectively?

VI. Resources:

Chambers guide - questioning model

Levine, E., & Nelson, K. (2007). *Henry's freedom box*. New York: Scholastic Press.

Terry, A. W., Hall, K. P., Tom, D. A., & Williams, C. (1997). *Every teacher's guide to classroom management*. Cypress, CA: Creative Teaching Press.

Tompkins, G. (2011). *Literacy In The Early Grades, A Successful Start for Pre K -4 Readers and Writers*. California: Pearson

Questioning strategy:

Good readers will...

1. Good readers use questions to focus their reading, to clarify the confusing parts and to think deeply about what they read

2. Good readers look deeply at the text and figure out what type of text they are reading. For example, is the text non – fiction or fiction?

3. Good readers devise questions before, during and after reading.
 - a. *WHO*
 - b. *WHAT*
 - c. *WHERE*
 - d. *WHEN*
 - e. *WHY*
 - f. *HOW*
 - g. *I WONDER*

4. Good readers try to ask questions that can be inferred and use clues from the text to help them as a guide

5. When good readers have questions, sometimes they stop and reread, sometimes they keep reading and sometimes they stop and ask for help