

DOINGWHATWORKS



Presentation

FULL DETAILS AND TRANSCRIPT

Teaching Early Readers Questioning Strategies

Garfield Elementary School, Kansas • November 2010

Topic: Improving K-3 Reading Comprehension
Practice: Teach Comprehension Strategies

Highlights

- Brandy Gnad, a first-grade teacher at Garfield Elementary School, demonstrates how she uses a puppet to engage students in learning the reading comprehension strategy of questioning.
- “Quincy the Questioner” is a puppet that holds a microphone when he asks questions. Students use a hand signal similar to the puppet to pretend they are conducting an interview.
- Think/pair/share provides students with an audience for their questions, helps build students’ oracy skills, and helps give Gnad the chance to provide students with additional guidance and support in questioning.

About the Site

Garfield Elementary School
Garden City, Kansas

Demographics

81% Hispanic

13% White

4% Other

2% Black

83% Free or Reduced-Price Lunch

63% English Language Learners

12% Special Education

Garfield Elementary’s engaging and interactive culture is an important component in meeting the individual needs of its high migrant and English language learner student population. At each grade level, staff work to incorporate reading, writing, speaking, and listening into lessons.

- Cooperative learning strategies are used to facilitate student discussion around texts.
- Students learn to identify and implement appropriate metacognitive and reading comprehension strategies for selected texts.
- Teachers model reading comprehension strategies using puppets and props.
- The reading coach works one-on-one with teachers to provide feedback on instruction and to model effective practices.

Full Transcript

Slide 1: Welcome

Welcome to Teaching Early Readers Questioning Strategies.

Slide 2: Introducing Brandy Gnad

Hi, I’m Brandy Gnad. I teach first grade at Garfield Elementary School, in Garden City, Kansas.

Slide 3: Comprehension strategies

The main reading comprehension strategies I teach are predict and infer, questioning, summarizing and retelling, monitoring and clarifying, connecting, and evaluating. My goal and objective today is to teach the children how to ask questions throughout a story and to listen to a story and ask questions using Think/Pair/Share. Today, I am modeling the strategy questioning.

When I teach questioning, I use a puppet called Quincy the Questioner. I also use a hand signal with my students when we are working on questioning. The hand signal is holding their hand close to their mouth as if they are holding a microphone.

Slide 4: Questioning strategy

At the beginning of the lesson, I am asking the students in the class questions using my puppet, so what I will do is I use the puppet, Quincy the Questioner, and I try to get an attention getter that gets all of the kids engaged right away. What I like to do is pick one student from the group and put them in front of the class and then I will ask them questions, like interview, like what's your name, how old are you, what do you like doing for fun, questions like that.

I ask the students questions using the puppet as if I was a talk show host on a TV show, which gives them an idea what it means to ask questions.

Slide 5: Applying question words

Next, I am asking the students to think about question words that they have learned throughout the year. This is when I will make a list of question words on the board with the children. We will come up with words like *who*, *what*, *when*, *where*, *why*, and *how*. I will write those words on the board so that they can refer to them throughout the lesson when they are doing Think/Pair/Share. Then I also refer to a poster that I have about questioning. The poster gives them a visual of why we ask questions and how we ask questions before a story, during a story, and after a story.

Once we open up to the story, I use the puppet and I model how we ask questions. So I ask the children a couple of questions looking at the title page and the title.

Slide 6: Think/Pair/Share

I like to use a CD with the children because it allows the students to hear a fluent reader other than myself. I read to my students often, so they are used to my voice and how I read fluently. So it gives them another voice as an example and a good model of reading fluently.

As I am teaching questioning to the students, and I am stopping the CD, the students are also held accountable for asking questions. I will ask them to do Think/Pair/Share. Think/Pair/Share is when they have to take a moment to think first. I will give them about 10 to 30 seconds to think of a question about the story. They can use the pictures or they can use the story in the text to ask questions. And then they will turn to their partner, and they will ask their partner a question, and then their partner will ask them a question. And they will go back and forth and that is when they have time to practice the skill. It really allows the kids to discuss and it really builds on their oracy. Oracy is something that we work on because we have a lot of ESL students in our school, and it gives them a way to build on their oral vocabulary.

Slide 7: Teacher's role

My role as they are doing Think/Pair/Share is I walk around with the students and I usually will sit down or squat down and I will try to listen to each of their questions. That way, if they need help or guidance, I can help them at that moment. And then I will just get up and walk around, so I try to at least hear every student, maybe one time throughout the lesson, formulating a question. And also if the child is having difficulty then I can say, "Well, why don't you use the question word *where* and think of something in the story that you would love to ask?" So it gives me a chance to really help them and guide them if they need a little extra support.

Slide 8: Questioning deepens proficiency

In order for my students to be proficient readers, they need to consider good questions as they read to themselves. I feel questioning deepens their comprehension and understanding of what they are reading. Also, children love to ask questions, so it makes it fun and it keeps it interesting while they are reading.

Slide 9: Learn more

To learn more about Teaching Early Readers Questioning Strategies, please explore the additional resources on the Doing What Works website.