

# Small Group Lesson Plans & Resources

# ASKING QUESTIONS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use the space below to jot down the questions you asked before reading, during reading, and after reading.

Questions you had before reading:	Questions you asked during reading:	Questions you asked after reading:

## Chess Master

Earning the title of chess master is no easy feat. Imagine receiving such a remarkable title at the age of ten-years-old? On May 1, 2021, Tanitoluwa 'Tani' Adewumi did just that.

Tani has faced many challenges at such a young age. In 2017, Tani and his family left their home in Northern Nigeria as refugees. He and his family lived in a shelter for families facing homelessness. It was during this time he learned to play chess at school.

He started winning titles right away! His first big win was in 2019 at the New York State championship for kindergarten through 3<sup>rd</sup> graders. When Tani was unable to afford the admission fees for competitions or supplies to play, he was supported by his teachers and classmates. His mother also found free chess practice sessions for him to attend.

Tani took his practice very seriously. He spent up to ten hours practicing everyday after school. Tani would play in person and online to gain experience. Through hard work, Tani's chess abilities began to blossom.

In order to be named chess master, chess players earn at least 2,200 points by competing in various tournaments. Chess is known to be difficult to play. But practicing and traveling to competitions brought its own challenges. With the support of his family and his community, he has been able to compete - enough to earn the chess master title!

Chess master is only one of Tani's amazing accomplishments at such a young age. He is also an author of a book that is important to share the story of his life. The book is called *The Chess Master's Journey*. It is a story of an unsafe journey, a journey of courage and hope for chess. It is a story that is shared in the world. It is a story that is a master coach's chess journey, a journey of courage and hope for chess. It is a story that is shared in the world. It is a story that is a master coach's chess journey.

### Before, During, and After

*Readers can ask questions before, during, and after reading.*

#### Before Reading:

What do you already know about chess?

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#### During Reading:

What does the author want me to learn about Tanitoluwa Adewumi and/or the game of chess?

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#### After Reading:

What questions do you still have about the topic?

--

Asking Questions: Non-Fiction Texts

### Impact of Question

Reading with certain questions in mind will influence your reading experience.

The questions you ask will impact how you read a text. Consider the following:

- Do you need to read the entire text?
- Do you need to read a small section?
- Are you looking for a specific detail?
- Are you looking for a specific idea?
- Are you looking for a specific problem?
- Are you looking for a specific solution?

Asking Questions: Non-Fiction Texts

### 5 W Questions

Readers can ask the 5W questions to understand the main ideas in the text.

You can use the 5Ws to help you ask questions for nonfiction texts.

**Who?**

- Who is the text about?
- Who wrote this text?

**What?**

- What is the text about?
- What are the main ideas?

Asking Questions: Non-Fiction Texts

### Asking Questions

Readers can ask questions before, during, and after reading a text.

Asking Questions: Non-Fiction Texts

### Open Questions

Readers can ask open questions to stretch their current understanding of a topic or idea.

**Think and Search**

What are they?	Examples:
<ul style="list-style-type: none"><li>• Can be harder to answer</li><li>• Require a longer response that includes text evidence</li><li>• Don't always have just a single answer</li><li>• May require</li></ul>	<ul style="list-style-type: none"><li>• Why did? How did?</li><li>• What caused?</li><li>• What would happen if...?</li><li>• What is the significance of?</li><li>• Why did the author include?</li><li>• How does this challenge?</li></ul>

# WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.

**STRATEGY LESSON #11**  
FOCUS: Open Questions

**Objective:** Students will be able to ask and answer open questions while reading non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time analyzing asking questions in non-fiction texts. To better understand questions you can start by thinking about open questions.
- The means that readers can ask open questions to stretch their current understanding of a topic or idea.

**The focus for today is understanding Closed Questions:**

- Open questions are questions that the reader extends their thinking and understanding of the topic. When answering open questions, the answer of the reader is required to think and search.

**Open questions:**

- Can be harder to answer
- Requires a longer response
- Don't always have a single answer
- You require additional research
- Often look at the strategy card to see the all different components of Open Questions.

Now it's your turn to try this strategy on your own.

**Teacher Note:**

- Encourage students to be able to bring their independent reading texts to the strategy group. If your students aren't reading a non-fiction text or if you prefer to have all students using the same text, you can use the text "The Great Bear".
- For more context to help students apply the specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking as listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that when they are at the table, all they are focusing on is applying the strategy.

**Discuss:**

- Who can tell me how this focus helped you better understand asking questions?
- How did considering open questions help you better understand the text?

**Link:**

- Remember, you can ask questions anytime you are reading independently. You can ask open questions to better understand the text on a deeper level. This will help you better understand that text as a whole.

## LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.

**Questions you ask during reading:**

**Impact of Question**  
The questions you ask will impact how you read a text. Consider:

- How do you understand the text?
- How do you feel about the text?
- How do you think about the text?
- How do you react to the text?
- How do you respond to the text?
- How do you think about the text?
- How do you feel about the text?
- How do you think about the text?
- How do you react to the text?
- How do you respond to the text?

**5 W Questions**  
Reader can ask the 5W questions to understand the main ideas in the text.

**You can use the 5Ws to help you ask questions for nonfiction texts:**

- Who? Who is the text about?
- What? What is the text about?
- Where? Where is the text about?
- When? When is the text about?
- Why? Why is the text about?

**Open Questions**  
Readers can ask open questions to stretch their current understanding of a topic or idea.

**Think and Search**

**What are they?**

- Can be harder to answer
- Requires a longer response that includes text evidence
- Don't always have just a single answer
- Often require additional research

**Examples:**

- Why did I not get it?
- What caused it?
- What would happen if...?
- What is the significance of...?
- Who did the author include?
- How does this challenge?

**Before Reading:**

- Readers can ask questions before, during, and after reading a text.
- What is the focus of this text?
- What do I already know about this topic?
- Why would someone read this text?
- What might I learn?

**During Reading:**

- How does the author want me to learn?
- How does the author think I already know?
- How is the text organized?
- How do these ideas connect to what I know?

**Reading:**

- Did I learn?
- What questions do I still have about the topic?
- Did my thinking/understanding change?
- What are the next steps of a reader?

## STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.

**Should Animals Be Kept in Zoos?**

Are zoos a good thing? Some people believe they are, while others are not sure we should have them. This is an ongoing debate in many areas of the world.

Let's start with the reasons why people don't think zoos are a good idea. One purpose of a zoo is to display animals for people's enjoyment. Many people are bothered by this because that is not an animal's purpose. It has also been reported throughout history, that zoo animals are not always treated the best. Some societies and groups have been started specifically to spread this message.

In the United States, the Association of Zoos & Aquariums (AZA) was established to help make sure zoos and aquariums meet the highest standards of animal care possible. Their purpose is to make sure zoos are providing fun, safe, and educational experiences while keeping animals happy and safe. It is great that this exists in the United States, but not all countries have such associations to keep animals safe.

On the other side of this debate, there are groups and associations in support of zoos. It is argued that zoos are doing important conservation work for animals. Conservation is a way of protecting animals. Many Zoos claim they are protecting animals by giving them a safer environment outside of their natural home. For example, the golden frog which is native and no longer exists in Panama, can still be found in zoos. So, although this amphibian is extinct in the wild, zoos are maintaining the species existence.

Remember, the AZA? They believe that zoos are doing important and necessary education around wildlife. They believe zoo education programs help visitors better understand and feel connected to nature.

Another reason many people believe zoos do more good than harm? They often help rescue animals from dangerous situations. Zoos have the skills and resources to help animals being mistreated by companies such as circuses or carnivals that use animals for entertainment purposes. They give them a safer home that resembles their natural habitat.

Now that you know a little more about both sides, what do you think - are zoos a good thing?

**Personal Beliefs**

Readers can ask: "How does this challenge my own personal understanding or beliefs?"

What details did the author include that support the belief that zoos are good and beneficial?

What details did the author include that support the belief that zoos are harmful and should not exist?

How did the text make you think differently?

## STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Organize Your Thinking:** What questions did you ask while reading the text? How did those questions affect your understanding?

Questions You Asked:	Impact on Reading:
	→
	→
	→

**Comprehension Questions:**

- What was something you learned about coral from reading the text?
- Why are coral reefs in danger?
- What was the main idea of this text?

## RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes a graphic organizer and comprehension questions related to the text.

# COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.



**STRATEGY LESSON**  
FOCUS: Before



**Objective:** Students will be able to ask questions while reading non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time on asking questions while reading non-fiction texts. To better understand the author's point of view, we will ask questions while reading.
- This means that readers should ask questions while reading.

**The focus for today is understanding the author's point of view.**

- In order to better understand the author's point of view, we will ask questions while reading.
- Before reading your text, ask yourself "What do I already know about this topic?"
- During reading, ask yourself "What do I still have questions about?"
- After reading your text, ask yourself "What do I still have questions about?"
- Let's look at the text together and ask questions.

Now it's your turn to try this strategy.

**Teacher Notes:**

- Ideally, students would be able to use the strategy group. If your students are not using the strategy, you may want to provide a Master to help them.
- While students are reading and practicing, check-in and talk with each student to keep the discussion focused on the strategy.
- If you choose to use the shared text, you might need to provide a first time, you might need to provide a first time, you might need to provide a first time.
- One way to keep the discussion focused on the strategy is to provide students with the text and make sure that while they are at the strategy.

**Discuss:**

- Who
- How



**STRATEGY LESSON**  
FOCUS: Author's



**Objective:** Students will be able to identify the author's point of view in non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time on understanding the author's point of view. To better understand the author's point of view, we will identify the author's point of view in non-fiction texts.
- This means that the author's point of view is the author's perspective on the informational text.

**The focus for today is understanding the author's point of view.**

- When analyzing the author's point of view, we will ask questions while reading.
- For example, when analyzing the author's opinion, we will ask "What do I already know about this topic?"
- When analyzing the information, we will ask "What do I still have questions about?"
- When analyzing the informational text, we will ask "What do I still have questions about?"
- Let's look at the strategy card together.

Now it's your turn to try this strategy.

**Teacher Notes:**

- Ideally, students would be able to use the strategy group. If your students are not using the strategy, you may want to provide a Master to help them.
- While students are reading and practicing, check-in and talk with each student to keep the discussion focused on the strategy.
- If you choose to use the shared text, you might need to provide a first time, you might need to provide a first time, you might need to provide a first time.
- One way to keep the discussion focused on the strategy is to provide students with the text and make sure that while they are at the strategy.

**Discuss:**

- Who can tell me how this focus helps them understand the author's point of view?
- How did considering the author's point of view help them understand the text?

**Link:**

- Remember, you can ask questions any time you are reading. Consider the author's point of view.

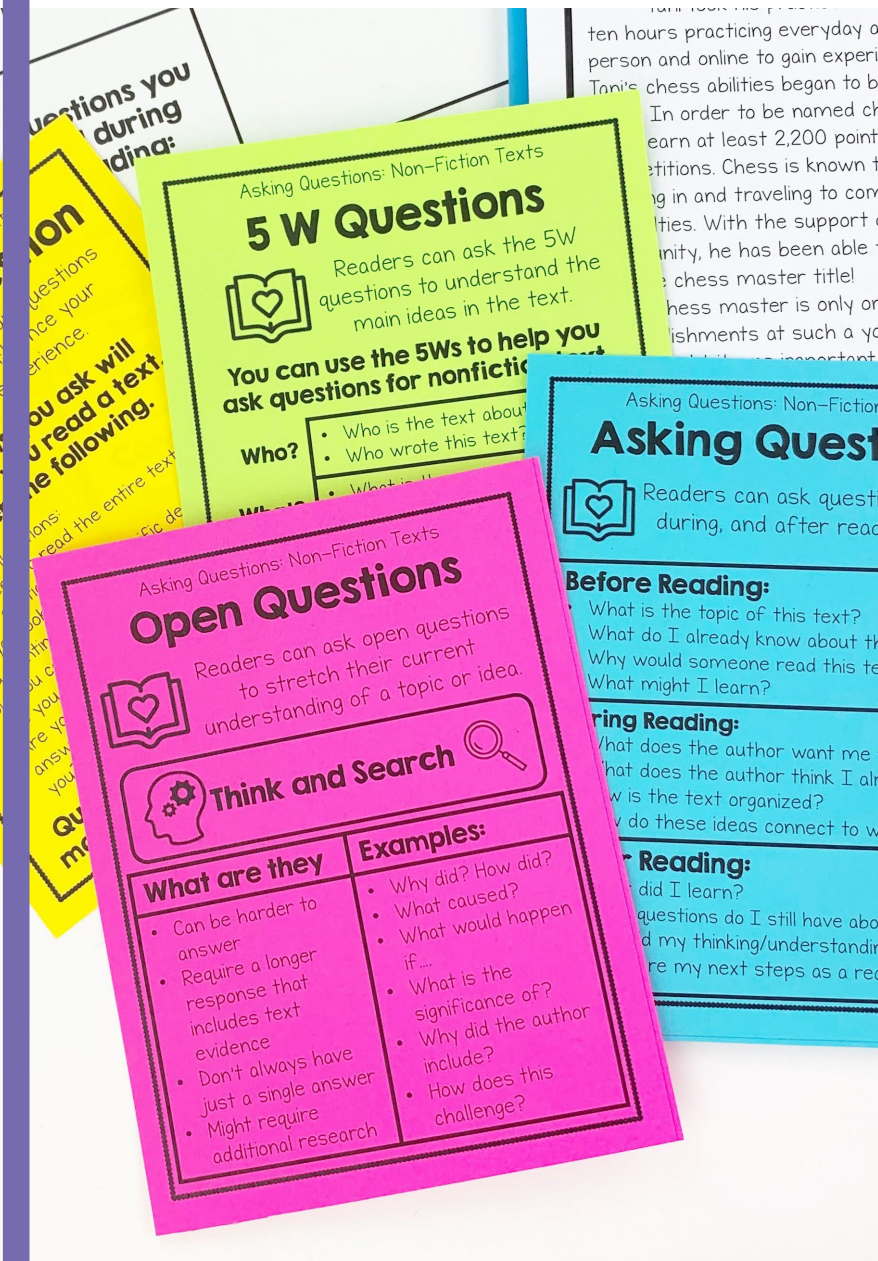
**TRANSFER**  
2-3 min

# Includes 12 Focus Lessons

Each lesson will help you teach your students a specific focus skill that will help them understand asking questions.

## Lessons Include:

- Ask a Variety of Questions
- Asking the question “What surprised me?”
- Asking 5W and H Questions
- Closed Questions (Right There Questions)
- Open Questions (Think and Search Questions)
- Asking Questions Before, During, and After Reading
- How Questions Impact Our Reading
- Questioning the Author’s Point of View
- Asking the question “What does the author expect me to already know?”
- Using Questions to Monitor a Change in Thinking
- Questions Lead Readers to Explore More Texts
- Asking the question “How does this challenge my own personal understanding or belief?”



# FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.

- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes a graphic organizer related to the focus skill and comprehension questions.

**Great way for students to practice and work towards mastery of key comprehension skills.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Organize Your Thinking:**

<b>Personal Opinions</b>	What is the author's opinion?
<b>Information Shared</b>	What new information did you learn?
<b>Information Left Out</b>	Are there facts or perspectives that were not shared?

**Comprehension Questions**

1. What do you think is the best piece of text to support your answer.
2. What do you think would be the most interesting details from the text to support your answer.
3. What was the most interesting part of the text?

**A Day in the Life: Wildlife Biologist**

If you love animals and being outdoors, you would love being a wildlife biologist! My name is Kara Silva. I am a scientist, passionate about animals, and work for the Sky Island Alliance (SIA) in Tucson Arizona.

My job as a wildlife biologist consists of many jobs and responsibilities. I love working with the Sky Island Alliance group because these islands are an important habitat for many animals. Sky Island is a mountain range surrounded by valleys. The SIA was established to protect native species.

I grew up in Mexico City. My parents were doctors, and they taught my brother and I the importance of nature. We spent a lot of time outdoors. From a very young age, I loved animals and felt a connection to nature. In school, science was always my favorite subject. I decided to go to college and study biology.

After spending some time researching and studying on my own, I joined the Sky Island Alliance team. As a wildlife biologist, it is my job to study animals in their natural environment. I work with a team to gather, observe, and gather information about their environment and ecosystem. We sometimes have to relocate animals to a safer habitat to ensure their survival.

I specialize in big cats in our area. My job is to research mountain lions, ocelots, and jaguars. One of my responsibilities is to track pawprints to better understand how these animals travel and where they live. My main job is to protect, save, and restore the cats' habitats.

I also get to educate the public on our conservation efforts! Protecting our wildlife is so important. My favorite part is encouraging young people to start learning about animal conservation efforts in their areas. Another part of working with the community includes helping educate industries that use the land to understand ways they can also protect the environment and its inhabitants.

Although I specialize in big cats, wildlife biologists can work anywhere in the world! For instance, marine biologists specifically work with marine life such as sharks, fish, and whales. A very famous wildlife biologist is Jane Goodall, known for working with and protecting chimpanzees.

**Author's POV**

The author's point of view will impact how they write an informational text.

What is the author's point of view on being a wildlife biologist?

How does that point of view impact how the text will be written?

What questions do you want to ask the author about their experience?

# INCLUDES TEACHER GUIDE

Are you new to using strategy groups in your classroom? No worries! We got you!

This resource also includes a 2-page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

**Strategy Group FAQs**  
Strategy groups are an effective tool for... your student... to know how... how to get st...  
Here are some...

**TEACHING GUIDE: Strategy Groups**

**What is a strategy group?**  
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.

**Why should I prioritize strategy groups?**  
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.  
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.  
• Practicing reading strategies in small group can be much more engaging for students than independent practice.  
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

**Strategy Group Reminders:**

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

**How should I structure my strategy group?**  
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

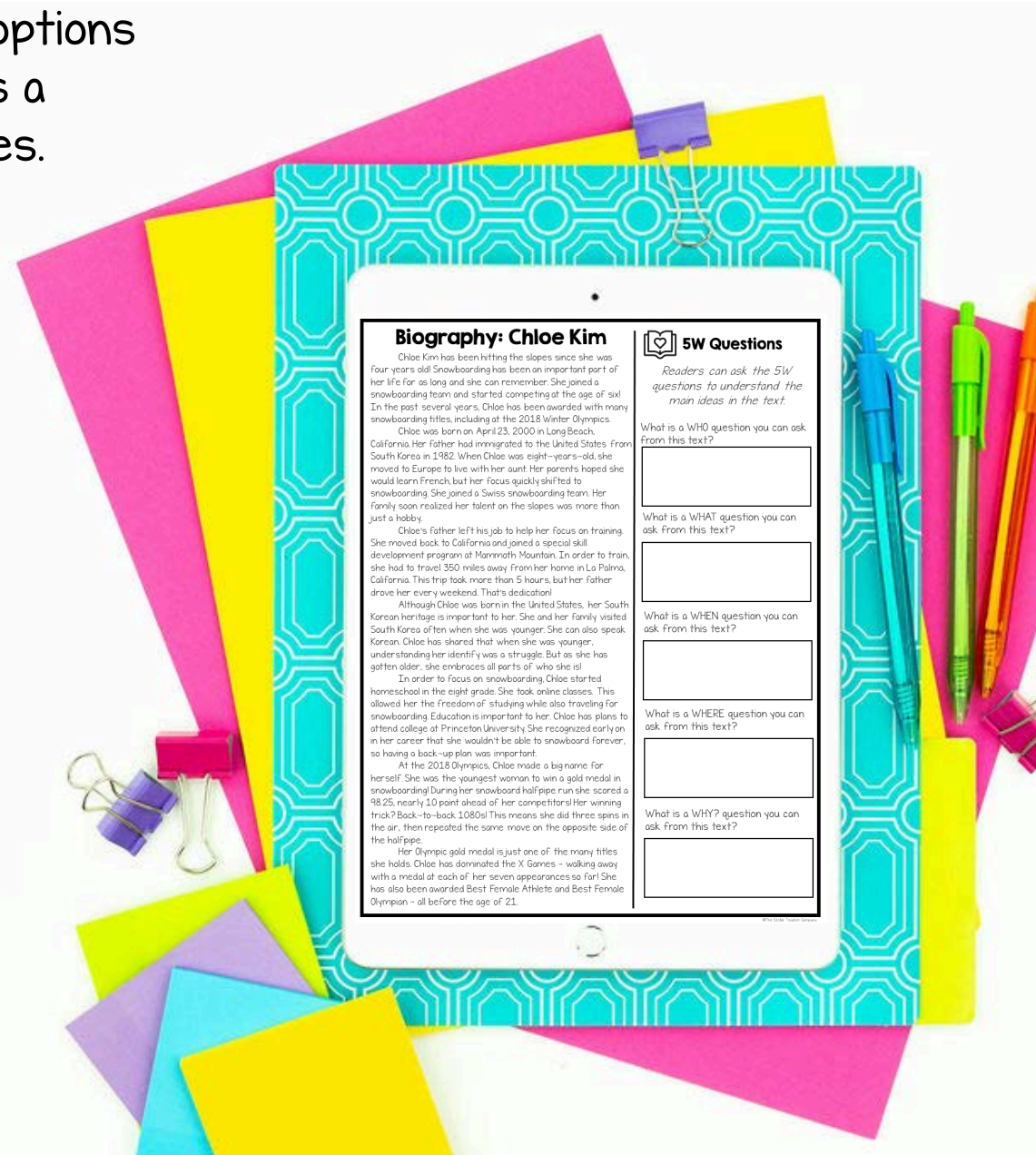
<b>Target</b>	<b>Teach</b>	<b>Tackle</b>	<b>Transfer</b>
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

# Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



# A LOOK INSIDE... \*12 Total Lessons

## Scripted Lesson Plans

## Student Strategy Cards

## Strategy Specific Texts

## Response Pages

**STRATEGY LESSON #1**  
**FOCUS: Impact of Question**

**Objective:** Students will be able to understand the impact of questioning in non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time analyzing asking questions in non-fiction texts. To better understand questioning we can start by examining the impact of questioning.
- This means that when you are reading with certain questions in mind your full reading experience will be influenced.

**The Focus for Today is understanding the Impact of Question.**

- When reading, the questions you ask will impact how you read a text.
- Based on your questions you may read a small section or the entire text or look for specific details or the big picture.
- It is important to remember that the questions you are asking guide your reading.
- Let's look at the strategy card to see the different components of Impact of Question.

**TEACH**  
1-2 min

**Teacher Notes**

- Now it's your turn to try this strategy on your own.
- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a non-fiction text, or if you prefer to have all students using the same text, you can use the text *A Coral of A Different Color* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson.

**TACKLE**  
5-7 min

Asking Questions Non-Fiction Texts

**Impact of Question**

Reading with certain questions in mind will influence your reading experience.

**The questions you ask will impact how you read a text. Consider the following.**

Based on your questions:

- Do you need to read the entire text or just a small section?
- Are you looking for a specific detail or are you wanting more of a big picture?
- Did you come up with your own questions or are you trying to answer someone else's?
- Are you REALLY interested in finding the answers, or are your questions boring to you?

**Questions guide your reading, make sure you are asking them.**

Asking Questions Non-Fiction Texts

**Impact of Question**

Reading with certain questions in mind will influence your reading experience.

**The questions you ask will impact how you read a text. Consider the following.**

Based on your questions:

- Do you need to read the entire text or just a small section?
- Are you looking for a specific detail or are you wanting more of a big picture?
- Did you come up with your own questions or are you trying to answer someone else's?
- Are you REALLY interested in finding the answers, or are your questions boring to you?

**Questions guide your reading, make sure you are asking them.**

**A Coral of a Different Color**

As human activity such as burning oil and coal increases, so does the temperature of the ocean. A gas called carbon dioxide is released when these resources are burned. Carbon dioxide is causing the earth's atmosphere to warm and as it does, our coral reefs are suffering.

What is a coral reef? A coral reef is a biotic reef that develops in tropical waters. These large, underwater structures are made of the skeletons of a marine invertebrates known as coral. Due to the hundreds of different species of coral, in a variety of colors, shapes, and sizes, coral reefs have a unique beauty. Within a single coral reef one can see dozens of dazzling colors, tall coral, round coral, and even a folded coral mimicking the appearance of a brain!

Even more interesting, coral is not an individual creature. It actually has two parts - one half is the coral and the other is algae. Algae is a living thing, like a plant. The two form a partnership known as symbiosis. The two support each other in various ways to help the other survive.

So, why are coral reefs suffering? The warmer ocean temperatures are stealing the coral's colors, turning them white. This process is called bleaching. Recently, scientists discovered some corals reacting oppositely. Instead of white, they are turning bright yellow, pink, or even blue!

The reason for this is unknown. Scientists began performing experiments, exposing coral to heat on purpose, to try and understand what was going on. When

**Certain Questions**

Reading with certain questions in mind will influence your reading experience.

Before you start reading, pick a question below to keep in mind.

- What is the author's purpose for writing this text?
- How does this topic connect to my personal life?
- What information did I read that I already know?
- What did I learn while reading?

Can you answer your specific question after reading the text?

How did reading with that specific question influence how you read?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Organize Your Thinking:** What questions do you ask while reading the text? How did those questions impact your reading experience?

Questions You Asked:	Impact on Reading:
	→
	→
	→

**Comprehension Questions:**

1. What was something you learned about coral from reading the text?
2. Why are coral reefs in danger?
3. How did reading with that specific question influence how you read?

**STRATEGY LESSON #2**  
**FOCUS: What Surprised Me?**

**Objective:** Students will be able to ask themselves "What surprised me?" in non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time analyzing asking questions in non-fiction texts. One of the best questions you can ask, while reading non-fiction texts is "What surprised me?"
- When you ask this question while reading, you'll be thinking about your own background knowledge and looking for specific details the author included that might spark your curiosity.

**The Focus for Today is understanding What Surprised Me?**

- When you read you should ask yourself "What surprised me?" Remember that there is no right or wrong answer to this question!
- The reason you ask yourself this question is because:
- You might learn new and interesting information.
- You might discover a new perspective or point of view.
- You might confirm or clarify what you think.
- You might read something alarming or concerning that pushes you to read further.
- Let's look at the strategy card to see the different components of Surprise Me!

**TEACH**  
1-2 min

**Teacher Notes**

- Now it's your turn to try this strategy on your own.
- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a non-fiction text, or if you prefer to have all students using the same text, you can use the text *Unlikely Heroes* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

**TACKLE**  
5-7 min

**Discuss:**

- Who can tell me how this focus helped you better understand asking questions?
- How did considering what was surprising to you help you better understand the text?

**Link:**

- Remember, you can ask questions anytime you are reading independently. You can consider what surprised you about a text. This will help you better understand the text.

**TRANSFER**  
2-3 min

Asking Questions Non-Fiction Texts

**Surprise Me!**

Readers can ask the question "What surprised me?" and then mark those parts as they read.

**Every time you read, ask "What surprised me?"**

**When you ask this question:**

- You might learn new and interesting information.
- You might discover a new perspective or a new way to view something.
- You might confirm or clarify what you "think" you know to be true.
- You might read something that is alarming or concerning and causes further reading.

**There is no wrong answer to this question. It's a chance for you to share your personal thoughts.**

Asking Questions Non-Fiction Texts

**Surprise Me!**

Readers can ask the question "What surprised me?" and then mark those parts as they read.

**Every time you read, ask "What surprised me?"**

**When you ask this question:**

- You might learn new and interesting information.
- You might discover a new perspective or a new way to view something.
- You might confirm or clarify what you "think" you know to be true.
- You might read something that is alarming or concerning and causes further reading.

**There is no wrong answer to this question. It's a chance for you to share your personal thoughts.**

**Unlikely Heroes**

Have you ever seen a dog wearing a vest with "Service Dog" on the side? These are not your ordinary pets. Service dogs, and other types of animals, are specially trained to assist people with disabilities.

Service dogs help their owners in a variety of ways. They must go through very specific training programs in order to properly support their owners. Many puppies, only 8-12 weeks old, start this training process! Of course, they learn general training skills like being house-trained, walking on a leash, and basic commands.

But then they must also learn special commands and skills. Since service dogs are supporting people with disabilities, they learn to do tasks such as turning light switches on and off, opening and closing doors, and even helping owners get dressed. A service dog may help a visually impaired person move around obstacles or alert a hearing-impaired person to an alarm. All of these skills take special training.

Service dogs are constantly protecting their owners, above and beyond their daily duties! Willy, a Golden Retriever, is an alert dog for an owner with Type 1 Diabetes. Willy was trained to sniff out a drop or spike in a person's blood sugar. Dogs are trained to detect a unique smell in a person's breath or sweat that is undetectable to humans! If Willy senses this unique smell, he will paw at his owners' leg to alert them to a change in blood sugar. If for some reason the owner is unresponsive, Willy has been trained to retrieve special glucose tabs and bring directly to the owners. Amazing!

Some service dogs focus on supporting their owners with mental health disorders. For example, war veterans suffering from PTSD have service dogs who are trained to apply pressure to their owners' bodies during a panic attack. The pressure has been known to help calm a person experiencing anxiety.

These dogs lead a very special life. Not only do they provide life saving tasks for their owners, but they become an essential part of everyday life.

**What Surprised Me?**

Readers can ask the questions "What surprised me?" and then mark those parts as they read.

What surprised you while reading this specific text?

Why was that specific detail surprising to you?

Did you read anything that wasn't surprising? Explain.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Organize Your Thinking:** What surprised you while you read? Why was that surprising? What questions do you still have? Organize your thinking below.

What surprised you while you read?	Why was that surprising?	What questions do you have after reading?

**Comprehension Questions:**

1. Describe the training process for a service dog?
2. How are a service dog and pet different? Use details from the text.
3. Why do you think the author chose the title "Unlikely Heroes"? Explain your thinking.



# A LOOK INSIDE... \*12 Total Lessons

## Scripted Lesson Plans

## Student Strategy Cards

## Strategy Specific Texts

## Response Pages

### STRATEGY LESSON #3

#### FOCUS: Author's Point of View

**Objective:** Students will be able to ask themselves about the author's point of view in non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time analyzing asking questions in non-fiction texts. To better understand questioning we can start by analyzing the author's point of view.
- This means that the author's point of view will impact how they write an informational text.

**The focus for today's understanding Author's POV:**

- When analyzing the author's point of view you can ask yourself questions about the author's opinions, the information that they shared as well as the information they left out.
- For example, when analyzing the author's personal opinions you might ask, "What is the author's opinion?" and "How do they feel about this topic?"
- When analyzing the information shared, you might ask, "What new information do they share with the reader?"
- When analyzing the information left out you might ask, "Are there facts about this topic the author didn't include?"
- Let's look at the strategy card to see the different components of **Author's POV**.

Now it's your turn to try this strategy on your own.

**Teacher Notes:**

- Ideally students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a non-fiction text, or if you prefer to have all students using the same text, you can use the text *A Day in the Life: Wildlife Biologist* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming in the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

**TACKLE**  
5-7 min

**Discusses:**

- Who can tell me how this focus helped you better understand asking questions?
- How did considering the author's expectations help you better understand the text?

**Link:**

- Remember, you can ask questions anytime you are reading independently. You can consider the author's expectations and ask questions. This will help you better understand the text.

#### Asking Questions: Non-Fiction Texts

### Author's POV

The author's point of view will impact how they write an informational text.

**Personal Opinions**

- What is the author's opinion?
- How do they feel about this topic?

**Information Shared**

- What new information do they share with the reader?
- What do they want you to learn?

**Information Left Out**

- Are there facts or details about this topic the author didn't include?
- Did they share all perspectives on this specific topic?

#### Asking Questions: Non-Fiction Texts

### Author's POV

The author's point of view will impact how they write an informational text.

**Personal Opinions**

- What is the author's opinion?
- How do they feel about this topic?

**Information Shared**

- What new information do they share with the reader?
- What do they want you to learn?

**Information Left Out**

- Are there facts or details about this topic the author didn't include?
- Did they share all perspectives on this specific topic?

### A Day in the Life: Wildlife Biologist

If you love animals and being outdoors, you would love being a wildlife biologist! My name is Kara Silva. I am a scientist, passionate about animals, and work for the Sky Island Alliance (SIA) in Tucson Arizona.

My job as a wildlife biologist consists of many jobs and responsibilities. I love working with the Sky Island Alliance group because these islands are an important habitat for many animals. Sky Island is a mountain range surrounded by valleys. The SIA was established to protect native species.

I grew up in Mexico City. My parents were doctors, and they taught my brother and I the importance of nature. We spent a lot of time outdoors. From a very young age, I loved animals and felt a connection to nature. In school, science was always my favorite subject. I decided to go to college and study biology.

After spending some time researching and studying on my own, I joined the Sky Island Alliance team. As a wildlife biologist, it is my job to study animals in their natural environment. I work with a team to gather observe animals and gather information about their environment and ecosystem. We sometimes have to relocate animals to a safer habitat to ensure their survival.

I specialize in big cats in our area. My job is to research mountain lions, ocelots, and jaguars. One of my responsibilities is to track pawprints to better understand how these animals travel and where they live. My main job is to protect, save, and restore the cats' habitats.

I also get to educate the public on our conservation efforts. I hope to inspire you to take the same steps to protect our planet.

#### Author's POV

The author's point of view will impact how they write an informational text.

**Personal Opinions**

- What is the author's opinion?
- How do they feel about this topic?

**Information Shared**

- What new information do they share with the reader?
- What do they want you to learn?

**Information Left Out**

- Are there facts or details about this topic the author didn't include?
- Did they share all perspectives on this specific topic?

What is the author's point of view on being a wildlife biologist?

How does that point of view impact how the text will be written?

What questions do you want to ask the author about their experience?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Organize Your Thinking:

Use the space below to jot down some details about the point of view of the author of the text.

<b>Personal Opinions</b>	What is the author's opinion? How do they feel about this topic?
<b>Information Shared</b>	What new information do they share with the reader? What do they want you to learn?
<b>Information Left Out</b>	Are there facts or details about this topic the author didn't include? Did they share all perspectives on this specific topic?

### Comprehension Questions:

- What do you think is the best part about being a Wildlife Biologist? Use details from the text to support your answer.
- What do you think would be the most challenging part of being a Wildlife Biologist? Use details from the text to support your answer.

### STRATEGY LESSON #4

#### FOCUS: Prior Knowledge

**Objective:** Students will be able to ask themselves about the author's expectations in non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time analyzing asking questions in non-fiction texts. To better understand questioning we can start by analyzing the author's expectations of our own background knowledge.
- This means that readers should ask the question "What does the author expect me to already know?" while they are reading a text.

**The focus for today's understanding Prior Knowledge:**

- When analyzing the author's expectations we should think about what the author expects the reader to know.
- Author's expectations may include:
  - Basic understanding of the topic
  - Specific words or terms in the text
  - Background knowledge of specific events, or locations.
- Once we analyze the author's expectations, we can fill in our knowledge gaps with other tools.
- Let's look of the strategy card to see the different components of **Author's Expectations**.

Now it's your turn to try this strategy on your own.

**Teacher Notes:**

- Ideally students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a non-fiction text, or if you prefer to have all students using the same text, you can use the text *An Untold Story* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming in the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

**TACKLE**  
5-7 min

**Discusses:**

- Who can tell me how this focus helped you better understand asking questions?
- How did considering the author's expectations help you better understand the text?

**Link:**

- Remember, you can ask questions anytime you are reading independently. You can consider the author's expectations and ask questions. This will help you better understand the text.

#### Asking Questions: Non-Fiction Texts

### Author's Expectations

Readers can ask the question "What does the author expect me to already know?"

**What does the author expect me to know?**

- Basic understanding or familiarity of the topic
- Specific words or terms in the text
- Background knowledge of specific events or locations

If we don't know EVERYTHING the author expects us to know, we can use other tools to help fill in the gaps.

#### Asking Questions: Non-Fiction Texts

### Author's Expectations

Readers can ask the question "What does the author expect me to already know?"

**What does the author expect me to know?**

- Basic understanding or familiarity of the topic
- Specific words or terms in the text
- Background knowledge of specific events or locations

If we don't know EVERYTHING the author expects us to know, we can use other tools to help fill in the gaps.

### An Untold Story

Have you ever heard a picture is worth a thousand words? In 2011, Mary Gainer, a historic preservationist, stumbled upon a photograph that was worth more than that. A black and white photograph from 1943 of a large group of what appeared to be mostly men, except upon a closer look - women scattered throughout the group.

Gainer was instantly intrigued. In 1943, women working for NASA would've been uncommon. But this picture told her otherwise. Some white, some black - there were too many women pictured to be the secretaries historically listed as employed during that time.

Gainer and her assistant, who worked at Langley Research Center in Virginia, started digging to find out more. Who were these women? She was not the only one. Margot Lee Shetterly had a similar question and the two linked up to research. Gainer and Shetterly knew they were onto something special.

Shetterly's father had been a scientist in the 1970s and 80s who worked at Langley Research Center. She remembered he speaking of the black women working at NASA. But why didn't everybody know about this time in history? Conducting interviews and research led them to discover - NASA had hired women to do math and research that would launch men into space.

The picture led Gainer and Shetterly to learn of the first women being hired by Langley Research Center, now known as NASA, in the mid 1930s. These women were performing essential research for aircraft improvement during World War II.

Soon a piece of history - almost lost for good - would become common knowledge. Shetterly knew it was necessary to share the story of these women and their heroic actions during a time where segregation riddled the United States. She wrote a book, *Hidden Figures*, that would later be made into a movie.

*Hidden Figures* formally introduced Katherine Johnson, Christine Darden, Dorothy Vaughan, and Mary Jackson to the world. Four black American women mathematicians who worked for NASA. Their calculations helped Alan Shepard safely launch into space and return home safely to Earth. They also successfully led Neil Armstrong to the moon and home.

In a time of discrimination, these four women were trailblazers. Groups of black women were segregated from other women working for NASA. They used different bathrooms and ate lunch separately. Johnson, Darden, Vaughan, and Jackson helped pave the way for future women interested working in math, science, engineering, and technology.

#### Prior Knowledge

Readers can ask the questions "What does the author expect me to already know?"

What is the topic of this text?

Do you already have any background knowledge about this topic? Explain.

What clarifying questions would you want to ask the author about the text?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Organize Your Thinking:

Use the space below to jot down information from the text that the author assumes you already know about this topic?

What do you think the author assumes you already know about this topic?

What words or phrases does the author assume the reader knows and understands?

What specific dates or events does the author assume you have prior knowledge of?

### Comprehension Questions:

- What surprising information did you learn from reading this text?
- What was the main idea of this text?
- What questions do you still have about this topic after reading? Write 2 questions you are still curious about.

# A LOOK INSIDE...

\*12 Total Lessons

## Scripted Lesson Plans

## Student Strategy Cards

## Strategy Specific Texts

## Response Pages

**STRATEGY LESSON #5**  
FOCUS: Personal Beliefs

**Objective:** Students will be able to ask and analyze their own personal beliefs while reading non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time analyzing asking questions in non-fiction texts. To better understand questioning we can start by analyzing and questioning our personal beliefs.
- This means that readers should ask the question "How does this challenge my own personal understanding or beliefs?" while they are reading a text.

**The Focus for Today is understanding Personal Beliefs.**

- When reading non-fiction it is important to remember that not everything you read will match your current understanding about a topic. That is ok! It is important to read texts that challenge us.
- Texts can challenge our beliefs in many ways, including:
  - Giving us the opportunity to learn new things.
  - Helping us see a different view point or perspective.
  - Pushing us to deepen our understanding of the world.
  - Let's look at the strategy card to see the different components of **Personal Beliefs**.

Now it's your turn to try this strategy on your own.

**Teacher Notes**

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a non-fiction text or if you prefer to have all students using the same text, you can use the text **Should Animals Be Kept in Zoos** to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

**TACKLE**  
5-7 min

**Disables:**

- Who can tell me how this focus helped you better understand asking questions?
- How did considering how your thinking changed help you better understand the text?

**Link:**

- Remember, you can ask questions anytime you are reading independently. You can consider how your thinking changed and ask questions. This will help you better understand the text.

Asking Questions: Non-Fiction Texts

**Personal Beliefs**

Readers can ask: "How does this challenge my own personal understanding or beliefs?"

**Not everything you read will match your current understanding about a topic.**

How does this text make me think differently about...?

When we read texts that challenge us:

- We have the opportunity to learn new things.
- We can see a different viewpoint or perspective.
- We can deepen our understanding of the world.

When reading challenges us, we learn and grow.

Asking Questions: Non-Fiction Texts

**Personal Beliefs**

Readers can ask: "How does this challenge my own personal understanding or beliefs?"

**Not everything you read will match your current understanding about a topic.**

How does this text make me think differently about...?

When we read texts that challenge us:

- We have the opportunity to learn new things.
- We can see a different viewpoint or perspective.
- We can deepen our understanding of the world.

When reading challenges us, we learn and grow.

**Should Animals Be Kept in Zoos?**

Are zoos a good thing? Some people believe they are, while others are not sure we should have them. This is an ongoing debate in many areas of the world.

Let's start with the reasons why people don't think zoos are a good idea. One purpose of a zoo is to display animals for people's enjoyment. Many people are bothered by this because that is not an animal's purpose. It has also been reported throughout history, that zoo animals are not always treated the best. Some societies and groups have been started specifically to spread this message.

In the United States, the Association of Zoos & Aquariums (AZA) was established to help make sure zoos and aquariums meet the highest standards of animal care possible. Their purpose is to make sure zoos are providing fun, safe, and educational experiences while keeping animals happy and safe. It is great that this exists in the United States, but not all countries have such associations to keep animals safe.

On the other side of this debate, there are groups and associations in support of zoos. It is argued that zoos are doing important conservation work for animals. Conservation is a way of protecting animals. Many Zoos claim they are protecting animals by giving them a safer environment outside of their natural home. For example, the golden frog which is native and no longer exists in Panama, can still be found in zoos. So although amphibian is extinct in the wild, zoos are maintaining the species existence.

Remember, the AZA? They believe that zoos are doing important and necessary education around wildlife.

**Personal Beliefs**

Readers can ask: "How does this challenge my own personal understanding or beliefs?"

What details did the author include that support the belief that zoos are good and beneficial?

What details did the author include that support the belief that zoos are harmful and should not exist?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Organize Your Thinking:** What was your personal opinion on the topic before reading? What is your opinion on the topic after reading? Did it change? Explain.

Before Reading	After Reading
What was your personal opinion on zoos before reading the text?	Did the text change your mind? Why or why not? Explain.

**Comprehension Questions:**

- What is the role of the Association of Zoos & Aquariums (AZA)?
- Do you think the Association of Zoos & Aquariums (AZA) is an important organization? Explain your thinking.

**STRATEGY LESSON #6**  
FOCUS: Change Your Mind

**Objective:** Students will be able to analyze how their thinking was changed while reading non-fiction texts.

**TARGET**  
1-2 min

- Today we are going to spend some time analyzing asking questions in non-fiction texts. To better understand questioning we can start by analyzing how our thinking can be changed by reading.
- This means that readers can change their mind after reading non-fiction texts.

**The Focus for Today is understanding Change Your Mind.**

- When reading non-fiction it is important to analyze how your thinking has changed. You can consider what you used to think prior to reading and then what you think now.
- When analyzing what you use to think you can ask, "What did you know about this topic in the beginning?"
- The key question you should consider is "What did you read in the text that caused your thinking to change?"
- Let's look at the strategy card to see the different components of **I used to think**.

Now it's your turn to try this strategy on your own.

**Teacher Notes**

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a non-fiction text or if you prefer to have all students using the same text, you can use the text **Should They Get Paid** to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

**TACKLE**  
5-7 min

**Disables:**

- Who can tell me how this focus helped you better understand asking questions?
- How did considering how your thinking changed help you better understand the text?

**Link:**

- Remember, you can ask questions anytime you are reading independently. You can consider how your thinking changed and ask questions. This will help you better understand the text.

Asking Questions: Non-Fiction Texts

**I used to think...**

Readers can change their mind after reading non-fiction texts.

I used to think...	Now I think...
<ul style="list-style-type: none"> <li>What did you know about this topic in the beginning?</li> <li>What did you think or believe to be true?</li> <li>What was the source of your thinking?</li> </ul>	<ul style="list-style-type: none"> <li>How did your understanding of this topic in the beginning change or grow?</li> <li>What new information did you learn?</li> <li>What surprised you while you read?</li> </ul>

**Key Question:** What did you read in the text that caused your thinking to change?

Asking Questions: Non-Fiction Texts

**I used to think...**

Readers can change their mind after reading non-fiction texts.

I used to think...	Now I think...
<ul style="list-style-type: none"> <li>What did you know about this topic in the beginning?</li> <li>What did you think or believe to be true?</li> <li>What was the source of your thinking?</li> </ul>	<ul style="list-style-type: none"> <li>How did your understanding of this topic in the beginning change or grow?</li> <li>What new information did you learn?</li> <li>What surprised you while you read?</li> </ul>

**Key Question:** What did you read in the text that caused your thinking to change?

**Should They Get Paid?**

The debate over college athletes earning a paycheck has been controversial for many years. Student athletes often receive full-ride scholarships to attend school and play sports, but is it enough?

College athletes are helping their schools bring in millions of dollars. Games, tournaments, and sports apparel are just a few of the ways colleges make money off college athletes. College sports are a profitable entertainment business, but at what cost? These students spend hours practicing as well as studying in order to maintain their grades in school. Everybody surrounding these players - coaches, sports staff, agents - are being paid, yet the athletes producing the focus of entertainment are not.

Not only are these athletes providing financial support for their schools, but they are also bringing positive media exposure to their schools. Colleges with well-known athletes or successful teams can increase application rates. High school students may be more likely to attend a college they have heard of because of mainstream media.

Many colleges use alumni donations to fund their schools. An alumnus is a student who has graduated from a particular school. Studies have shown that if a student athlete is successful, or a championship is won - alumni donations will increase.

Because student athletes are practicing and studying, they often don't have time to work in order to make money. Even if a student athlete receives a hefty scholarship, this does not provide money for extra expenses such as food, bills, or entertainment. This leaves the responsibility to the athlete's families.

Although a sports season doesn't last all semester, even in the off-season student athletes are expected to practice and go to the gym in order to maintain their status for the upcoming season. This is for little to no pay, so they have to study. If these athletes were receiving compensation for their hard work, could it compensate for some of this stress? Maybe!

A major concern for many athletes is the risk for injury. A student athlete is at a higher risk of injury than a traditional student. Many students are attending college on athletic scholarships and a major injury could mean the loss of that money, ultimately jeopardizing their education and a chance at a professional career.

College athletes are putting in work worthy of a paycheck. They deserve to be compensated for their successes as well as given financial stability to support themselves and save for their future.

**Change Your Mind**

Readers can change their mind after reading non-fiction texts.

**Before Reading I used to think...**  
What do you already know about college athletes and sports?

Do you think college athletes should get paid to play college sports? Explain your thinking.

What is the source/cause of your thinking?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Organize Your Thinking:** How did your thinking change while reading? Write down what you used to think about the topic, what you read, and how your thinking changed.

Key Question	How did your thinking change or grow?	What new information did you learn or discover?	What surprised you as you read?
What did you read in the text that caused your thinking to change?			

**Comprehension Questions:**

- What is the author's opinion on the topic? Use evidence from the text to support your thinking.
- What information, in the text, was surprising to you?
- Would you want to be a college athlete? Use the information presented in the text to explain your answer.



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