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Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Unit Title: **Response to Literature; Reading Comprehension**

Annotation:

This activity task is meant to support the Response to Literature Unit.

There are six activity tasks all focused on one Read-aloud. It is suggested teaching the speaking, listening, and viewing lessons first, the ELA skill lessons, vocabulary lessons, and the reading comprehension lesson last. These tasks can build on one another to scaffold the students learning. The activities are centered on this particular book, but the lesson structures could be used for any book.

The rationale for these lessons centering on one Read Aloud is to demonstrate how a number of elements of the standard can be taught using one Read-aloud. Students are most likely to remember the specific vocabulary words and understand the book at a deeper level for having listened to it read repeatedly. The culminating task at the end of the comprehension lesson is a Response to Literature. The exposure to this text through several ELA lessons provides the support necessary for ultimately making a Response to Literature that would meet standard.

In responding to literature, whether the text is read aloud or read independently, students must be able to demonstrate an understanding of the text before responding is possible. This comes with multiple readings and many opportunities *to talk and think* about the text. The next step is to teach students appropriate ways to respond. Responding is one way for teachers to assess students' listening comprehension or comprehension to a text read independently. This lesson will concentrate on providing the reading strategy "Generating Questions" for helping students identify the main idea and supporting details of a text.

Grade, Subject, Topic, Author:

**First Grade, ELA,
"Generating Questions" ~ A Reading Strategy
Beth Weathersby**

Special Notes to Teacher:

It is suggested that this lesson be done towards the last half of the year and be taught after the other activity tasks using one text. However, this task can be done as a stand alone lesson.

The text *P is for Peach - A Georgia Alphabet* by Carol Crane is used.

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This lesson can take several days. The focus is on reading comprehension. By using the meta-cognitive reading strategy, “Generating questions,” students will identify the main idea and supporting details of the text by Carol Crane. It is suggested having students do the response AFTER the other activity tasks have been completed. This will provide a great deal of scaffolding for students’ comprehension.

To teach “Generating questions,” we will introduce the concept of *Thin and Thick* questions. *Thin questions* are those easily found in a text. They are right there in the book for us to see the answer. *Thick questions* are those that we have to think about. They may not be found in the book. We may ask why someone did or said something. We may wonder why the author wanted to write the book. Both kinds of questions help the reader identify the main idea and supporting details.

Standards

Focus Standard/Element(s): **Response to Literature**

Complementary Standard/Element(s):

ELA1 R5 Reading Comprehension

Element

g. Identifies the main idea and supporting details of informational texts read or heard

Learning Goals

Essential Question(s): What reading strategy might we use to understand the main idea of *P is for Peach?*

Knowledge: Thin questions and thick questions

Skills: Students will use questioning to support their comprehension.

Balanced Assessment for Task

Assessment Method/Type:

Having students verbally give sample thin and thick questions orally first. As the culminating activity, students will write their own examples of thin and thick questions as a **Response to Literature**.

Description/Directions for Assessment:

Have the students write these on a table just like the one on the chart. They will need a “visual example” to support them while working independently. NOTE: this should only be done after two or three days of working with a partner and **lots of talk** about asking questions.

Student Work Samples (optional):

Procedures, Directions, and Resources

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Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

1. The read aloud should be read to first graders over a period of several days. This book includes many facts about Georgia; therefore, the information should be presented in small increments for students to internalize the information. The initial first reading should be read without interruption so that students can “hear” the facts.

Opening:

Sample chart which will “grow” over the course of a week as you read aloud the text and students add their questions.

Thin Questions About a Text	Thick Questions about a text
<p>What is this book about? The Peach State = Georgia</p> <p>How did the Carol Crane organize this book? Alphabetically</p> <p>Although this is an Informational text, what other genre is included? Poetry</p> <p>What places/locations does this book take us? Atlanta, Cartersville, Dalton, The Okefenokee Swamp,</p> <p>What details does Carol crane tell about Georgia? The Trail of Tears Kudzu</p>	<p>What kind of text structure is it? Sequence = ABC order</p> <p>Why did Carol Crane choose to organize all the facts this way? To make it more interesting to read</p> <p>Why was this book written? To give readers information about Georgia</p> <p>What does adding poetry do to the sound of the book? Along with facts, the rhyming words make the book sound good to our ears.</p>

Opening Lesson: approximately 10-12 minutes

Read aloud **ONLY three or four pages** of *P is for Peach* each day without interruption

Introduce the Reading Strategy, “Generating Questions”

- Ask students how asking questions helps us comprehend?
It makes us *think* about what the text is saying.
- Explain the difference in thin questions and thick questions and how both help in comprehending what we read.
Thin questions are *Right There*. We can find the answers *right there* on the page.
Thick questions are sometimes are harder to find the answers. We have to think hard about what the author is trying to tell us.

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- Ask students to brainstorm questions they might ask about the pages you read aloud today. Put the questions in the appropriate box for now. Ask them if they can tell why you placed it in either box? If not, explain why.
- As the week progresses, have them tell you which box the question should appear.
- If too many thin questions are being asked, point this out each day and ask them to try some thicker kinds of questions. You will have to model some.
- List some of their ideas on the chart paper.

Work time: approximately 10-15 minutes

- Students are to work with a partner each day to create 2 questions about what they heard today in *P is for Peach*. One question should be a thin question and one should be a thick question. They are to write these on post-it notes and place them on the chart (in the appropriate box).
- When partners are finished, the students are then to read independently in their “Just Right” texts (books on their independent reading level).
- They are to practice asking questions with their independent books.
- Remind them, that generating and answering questions about books helps us understand what we read.

Closing: approximately 5-7 minutes

- During each day’s closing ask for one or two volunteers to share one question they wrote on a post-it note.
- After doing this for two or three days, have students write questions from their independent books. (See attachment) Take these up and check for understanding.
- Ask other students to show the class their book and ask one question.
- Ask the class if they are able to identify the question as a thin question or a thick question.
- Remind them that this is a time for readers to receive feedback, get help, or celebrate their own understanding.

Resources, Materials, and Equipment:

- Post-it Notes for students
- *P is for Peach* by Carol Crane
- Chart paper
- Markers
- Attachment for thin and thick “Questions”

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Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation: It is crucial for struggling readers to practice this reading strategy in books that are own their independent reading level. If they cannot read a book by themselves, they will be unable to generate questions about that text. The teacher may also need to monitor these students more carefully. The teacher could have them read the book aloud, and have them *tell* what questions they would ask instead of writing them.

Enrichment

/Extension: Students who read on grade level and above will be given a chance to try this strategy with books they can attend to as independent readers. Therefore, it is important to give this opportunity to create meaning with books of their choice and across genres. They might try this reading strategy with a science and social studies textbook. Have them answer their questions and later read one of their books aloud to the class. They might then ask the class the questions they generated and see if the class can answer the questions associated with their book.

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Name _____

Thin Questions
about my book

Thick Questions
about my book
