

Lesson: Interacts with the text after reading by formulating questions

Fourth Grade Objective: 2.023 remediation

Lesson

1. Good readers ask themselves questions after reading to better understand and remember what they have read.
2. These types of questions are questions that can have more than one response. Good thinking questions are not ones that you can answer with a yes or no response or ones that have an answer “right there” in the text.
3. Good thinking questions asked after reading a NONFICTION text help the reader better understand and remember what they have read. For example, these questions may ask you to explain something in your own words, ask about what you learned, ask about the important ideas or important vocabulary.
4. Let’s look at some sample questions you may ask yourself after reading a nonfiction selection:

Sample Questions for Nonfiction	Sample Question Stems for Nonfiction
<ol style="list-style-type: none">1. What are some of the most important words related to this topic, and what do they mean?2. What are some of the most important ideas related to this topic?3. Were there parts of the text that you didn’t understand? What were they? What did you do to understand it better?4. Did the book give you enough information? What else do you need to know?5. What did you learn about this topic?6. What did this text make you want to learn more about?7. How does this text remind you of other texts you have read?8. How does the information in this text fit with what you already know?	<ol style="list-style-type: none">1. In your own words, tell . . .2. What is the purpose of . . . ?3. How would you compare _____ to _____?4. How would you summarize . . . ?5. What is the most important . . . ?6. How many ways can you think of to . . . ?7. How can you explain . . . ?8. What did you learn about . . . ?

5. The column on the left shows sample questions that could be applied to any nonfiction selection. The column on the right shows question stems. These will help you get started asking questions, but you would fill in the blanks with specific information or ideas about the text you read.
6. Let’s practice asking good thinking questions after reading a NONFICTION article.
7. First you will need the article from the internet. Follow these steps:
 - Go to <http://kids.nationalgeographic.com/>
 - Click on Stories
 - Click on Animals in Nature
 - Click on “Lungless Frog” April 21, 2008
8. Read the article.

9. After I finished reading this article, I asked myself the following questions:
- What did I learn about the lungless frog?
 - In my own words, explain what *hampered* means.
 - How can I explain why Bickford dissected these frogs when they are so rare?

Try these on your own!

1. Write down 3 of your own good thinking questions about this article. Use the sample questions and sample question stems from the table above to help you.

Check your questions using the following guidelines:

- Do my questions ask me to explain what I learned?
- Do my questions help clarify confusing parts?
- Do my questions help me remember the important parts about what I learned?

Try these on your own!

1. Read a nonfiction article of your choice. Then practice writing good thinking questions after you finish reading the text and use the guidelines above to evaluate your questions. You may find an article to read in a magazine or on a website. Here are a few websites you may try:

- www.ncwiseowl.com
- www.scholasticnews.com
- <http://kids.nationalgeographic.com/>
- www.timeforkids.com