

WITH A  
 READ **Question** IN **Mind**

**Infer to answer your questions****TEACHING MOVES*****Get kids engaged with the topic.******Discuss background knowledge.******Wonder about the text.******Ask kids to turn and talk about what they think.******Share and list kids' questions.******Model how to answer the original questions.******Skim and scan headings, confirm inferences.******Put information into own words.*****TEACHING LANGUAGE****CONNECT & ENGAGE**

- Today I've brought a book about...that I think will interest you. In fact, I bet you all have some questions about...already.
- The author of this book did a lot of research about.... So let's pay close attention to the information he shares. Let me tell you what I was thinking as I began reading this book.
- My first thought was about...because I have some background knowledge about that.
- Turn and talk with someone about your background knowledge.
- The first question that popped into my head was.... Then I wondered....
- What do you think about these questions? Do you have a question of your own? Turn and talk about that. In a minute, we'll share our thinking and make a list of questions.
- You've already done one important thing today—ask thoughtful questions that you want to find answers to. Now we'll think about your questions and how we can find the answers as we read.

**MODEL**

- Let's try to answer the first question. For a minute or two, watch me and notice what I do. First, I'll look for a table of contents or an index to see if there might be a page that has the information I need. But I don't see either, so I'll have to try something else.
- Maybe I'll start by skimming and scanning the headings on each page because these tell me what the page is about. I'll check to see if the headings or illustrations have some information that relates to my questions.
- I've got some background knowledge that tells me these pages aren't relevant to my question.
- I think I'll keep on reading and look for information that relates to....
- Here's a heading that sounds interesting. I'm matching the idea and language of my question to the heading on this page.
- I'm combining what I know with the text clues to answer my question. As I write the information, I'll make sure to put it in my own words. And I don't need to write all the information, just enough to respond to my question.

## TEACHING LANGUAGE

### GUIDE

- Let's see if we can work together to find any additional information to answer our questions. Get into small groups and start discussing the questions. I will come around and listen in as you do.
- Great thinking. Let's review what you did when you were reading to answer the questions.
- So you were thinking about the question and checking to see if the information on the page was related in some way. Anything else?
- You combined text clues with your thinking and found evidence in the text.
- You put this information in your own words.
  
- And we also learned that one question might have multiple answers.

### PRACTICE INDEPENDENTLY

- As you get together in your groups, remember to write down your own list of questions first, those that really interest you. We've got our list up on the board, and you will probably think of others as you continue reading.
- Sometimes our best questions come to mind after we've learned a little more information. Keep in mind what we just practiced to find the answers.
- I'm going to write some of our questions up here on the board. When you've discussed and written down your answers, put them under the appropriate question.

### SHARE THE LEARNING

- Let's share our thinking about the answers to our questions and create an Anchor Chart to recap the strategies we use to answer our questions.

## TEACHING MOVES

***Work together to read the text and answer questions.***

***Review the strategies I notice the kids using to answer questions.***

***Note that there can be more than one answer to a question.***

***Guide and confer with students as they work in small groups to answer their questions.***

***Create an Anchor Chart to recap the strategies we used to answer our questions.***

## reflection & assessment

### DID YOUR STUDENTS:

- ask authentic questions?
- read to find the answers to their questions through inferring?
- discuss the strategies we used to answer their questions?