**Objective:** The learner will verbally construct and answer 5 questions, utilizing discussion and one word question prompts, demonstrating logical interaction with the story evidenced by the text.

 **TEKS 3.8** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

**Procedure:**

1. TTW review the questions from the question cube, asking if and how questions and connections have been used since last meeting. The teacher and student will examine the questions, discussing how questions can be generated based on the text read. TTW remind the student of the importance of Stop, Think, and Check (using visual gestures), reviewing the strategies of summarizing in chunks, asking/answering questions, and making connections.
2. TTW show the book, The Dog Who Cried Wolf by Keiko Kaska. Together the teacher and student will discuss the title, cover, author, and illustrator while making predictions and filling out I wonder post-its while taking a picture walk.
3. TTW begin reading the story, stopping every 2 pages to model story interaction, thinking of questions, answering questions, and making predictions. Post-its will be used to summarize, ask questions, and make predictions. These post-its will be placed directly into the book.
* When I read this sentence, “Moka is a good dog,” I can turn it into a question I answer. Watch, “Who is Moka? Moka is a good dog.”
* Oh look, here is a Why card! I have a really good why question that I am thinking when I read this page – Why was life not perfect after reading a book about wolves to Moka? Let me write this down on a post-it. Maybe we can find out the answer while we’re reading.
1. TTW move to shared reading, question construction, and answers verbally with student.

Post-its will be use to record thoughts.

* Why is he running?
* Oh, he is running because he wants to be like the wolves.
1. TSW independently read the story, stopping every 2 pages to practice interacting with the text through the use of self-generated questions and answers. The student will use post-its to aid comprehension by recording thoughts.
2. TTW end the session pointing out any areas of growth observed, reminding to use Stop, Think, and Check, and encouraging the student to continue use of interacting with the text and using the questions given at the end of the first session.

**Assessment:**

TTW assess the student through evaluating the student’s ability to construct and answer questions which coordinate with the story as supported by the text. Given the length of the text with modeling and shared collaboration at the beginning, the student should be able to independently construct and answer 5 questions about the text.

**Reflection:**

This lesson went very well. The student demonstrated an air of confidence. She came up with questions immediately and without hesitation. Sometimes we came up with our own questions, while sometimes we drew a question card, then created a question. As we continued reading, we would often discover the answer. We also learned that not all questions can be answered, but this is part of the fun. I’m so glad I provided 3 lessons because it was during this last session where I could really see improvement. The student asked 9 questions, with an ability to answer 7. The other two could not be answered by the story. She performed above and beyond the objective. I wouldn’t change anything about this lesson. It flowed smoothly, the student saw how asking questions along the way made the story more engaging, and her comprehension increased with this strategy. I didn’t care for the second lesson, but at the end of this lesson, I asked the student how she felt about all 3 activities; the favorite activity was the snake game which was the second lesson. If the lesson motivates the student, then there is value. For this lesson specifically, I will use the question cards in future classrooms.

**Resource:**

[http://www.fcrr.org/curriculum/PDF/G4-5**/**45CPartFour.pdf](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf) (pages 38, 40-41)