Lesson Skill: Framing questions about the text

Strand Reading—fiction/nonfiction

SOL 5.5, 5.6

6.5, 6.6

7.5, 7.6

8.5, 8.6

Materials

- Copies of a newspaper or magazine article about a topic of interest to students
- Copies of the attached I Wonder chart

Lesson

- 1. Ask students to think about the times they are most likely to wonder about something and ask questions. Answers will probably include such situations as when they do not understand something, when they need clarification, when they are wondering what a word means. Remind students that there are many things "good readers" do and one is to ask themselves questions and/or think "I wonder..." about a text while reading it.
- 2. Give students some examples of "I wonder..." statements, such as the following:
 - I wonder what ______ (a word or term) means.
 - I wonder what will happen after ______.
 - I wonder why ______.
 - I wonder what the statement means.
- 3. Distribute copies of an interesting article and the attached I Wonder... chart. Read the beginning of the article aloud to students, and model how to ask questions and/or make "I wonder..." statements as you read.
- 4. Instruct students to read the rest of the article and write down four questions and/or "I wonder..." statements about the text while reading it.
- 5. After students are finished, lead a class discussion of all the things the class "wondered" while reading. List responses on a chart or the board for all to see.
- 6. Explain to students that the things readers wonder about a particular text may be different. It all depends on the background knowledge the reader brings to the reading of the text. Nevertheless, *all* readers should always ask questions as they read because it helps them become better readers.

.

I Wonder...

I wonder	I wonder
I wonder	I wonder
I wonder	I wonder
I wonder	I wonder

English Enhanced Scope and Sequence