

Questioning

Activity: BDA Questions

Purpose: To teach children that readers ask questions before, during and after reading!

Sea of Ice
The Wreck of the Endurance
Before, During & After Questions

B	Where is the ship stranded?
B	How did the ship get trapped in that ice?
B	When did the ship wreck happen?
B	How cold is it outside?
B	Do those people get rescued?
B	Why did the author call this book a <i>Sea of Ice</i> ?
D	Why would Shackleton go south when he was warned about the ice?
D	What does it mean when it says "ice squeezed on all her sides"?
D	How will the men survive the cold weather if they can't live on the ship?
D	I wonder if anyone was scared.
D	Why is that guy in a bag?
D	Why does seeing seaweed mean they are close to the island?
D	How could everyone survive?
D	I wondered if I would have given up hope.
A	How did the sailors, families react when they found out that the sailors were still alive after 2 years?
A	Did any of the sailors try to go back to Antarctica?
A	I still wonder, how could everyone survive?

1. Teacher explains to students that careful readers ask questions before, during and after reading.
2. Select a book. *Sea of Ice: The Wreck of the Endurance* was used in the lesson example.
3. Model to students how the title and cover graphics raise questions in your mind. Record and code the questions that are asked before you begin reading with a 'B' for *before*.
4. Ask the students to share the questions that they are wondering about before you begin reading. Record and code the questions.
5. Begin to read the text. As you think of questions, pause and think aloud about your question. Record and code the question with a 'D' for *during*.
6. Encourage the students to ask questions while the text is being read. Record and code the questions.
7. Help students see that by asking questions and pondering them, they comprehend at a deeper level.
8. When you finish reading the text, model to the students that you still have questions. Record the questions and code the questions with an 'A' for *after*.
9. Review that some answers to questions can be found in the text or inferred from the text and some answers will need to come from an outside source or might not be answered.
10. Allow time for guided practice. Students read their own text and monitor and code their questions. At this time, the teacher walks around the classroom and confers with the students about their questions and how the questions improve their understanding.