

Summer 2 – Week 11 Day 3

Questioning

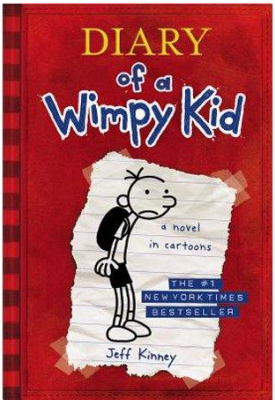
No need to print – answer in your book or on paper.

The answers are provided so please check your learning to help you improve.

If you have any questions about your learning please email:

learning@wembleyprimary.brent.sch.uk

Remember to also do Bug Club everyday!



Asking Questions – Initial introduction



Sort these questions into which are more likely to be open and which closed?

Closed:

Open:

Why?

When?

**How do
you think?**

What?

Where?

Who?

What if?

**Why do
you think?**

Asking questions - Answers



Closed:

Who..

What..

When...

Where...?

Open:

Why...

How...

What if...

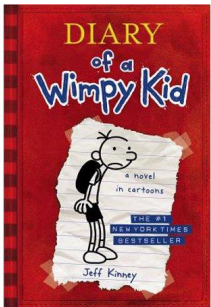
Why do you think...?

How do you think..?

How do we know..?

To be expert questioners we need to ask questions which encourage people to think. Some of these stems can be closed or open, depending on how they are used.

Author:



Diary of a Wimpy Kid author Jeff Kinney didn't grow up wanting to be a children's author. His dream was to become a newspaper cartoonist, but he wasn't able to get his comic strips syndicated.

Since initial publication of his book in 2007, the series has gone on to win many awards around the globe.

Context / Knowledge:

The main character, Greg, insists it is a journal he is writing and not a diary. Even though his Mum bought it for him to write down his feelings, he is doing it because he believes one day he will rich and famous. It is his first day of school and decides to write in his journal. He insists he won't be writing 'Dear Diary'.

Our reading strategy is Questioning



What is questioning?

Asking questions is seeking information.

Why do we ask questions?



So we think more deeply about the whole text.



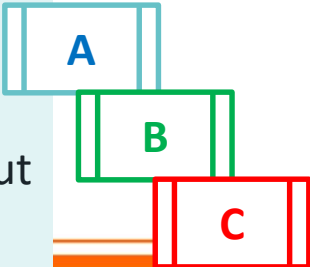
So we check our understanding as we read.

What makes good Questions?

- Asking more **open ended questions** which make us think about the text.
- *Author intent questions are an extra challenge.*

I wonder
Why
How
What if
Why do you think
How do you think
How do we know

- Support and Actively listen...**
- Good question
 - I like the way you asked an open question which makes me think about the text.





Our Learning Behaviours



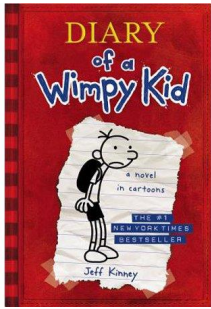
Today we are focussing on...

Discuss and explain our ideas		1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that ... because it says... This part suggests that because ... My view is that ... because in the book Two main reasons explain why I think that ... Earlier we learnt that ... therefore ... On the one hand you could say ... but on the other is similar to because In my opinion because This character is because The main idea is that ... In summary / I conclude that ... because ...	
	Building on other's answers	
	Agreeing I agree with ... because ... Similarly ... I'd like to build on / add to that point Adding to that point ...	
	Disagreeing / challenging and offering alternative In contrast ... Alternatively It could be but..... I agree with some aspects of ...'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea Have we considered? Another point I wish to make is ... On reflection I no longer think that	

Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more...	

Take responsibility for our own/group's learning		1 2 3 4
ensure you took part, made sure everyone understood task and participated	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because wee.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because Our target next time should be to ...	

If possible, ask someone at home to be your learning partner:
Support and actively listen



Teacher's Think Aloud

SEPTEMBER

Tuesday

Today is the first day of school, and right now we're just waiting around for the teacher to hurry up and finish the seating chart. So I figured I might as well write in this book to pass the time.

By the way, let me give you some advice. On the first day of school, you've got to be real careful where you sit. You walk into the classroom and just plunk your stuff down on any old desk and the next thing you know the teacher is saying – "I hope you all like where you're sitting, because these are your permanent seats."

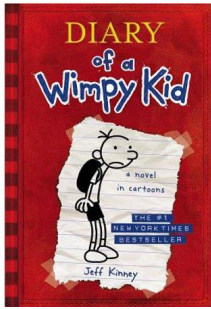
Key question:

What questions do you have about this text?

Our Question Stems



- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**



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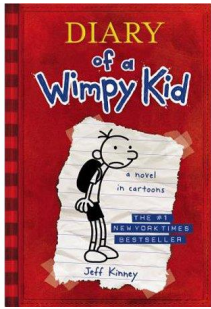
I wonder if a teacher would really decide where children are sitting like that and would they really be their permanent seats.

Our Question Stems



- Who
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- When
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- How
- What if
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- How do you think
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Teacher's
Think
Aloud



Your Turn
(with Talk
Partner, if
possible)

SEPTEMBER

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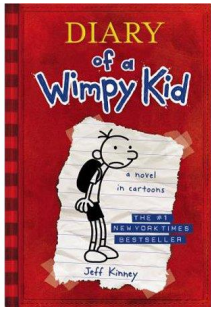
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Key question:

What questions do you have about this text?

Example Answer:

I wonder how Jason Brill felt when Greg stopped him from sitting next to him.

Our Question Stems





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- What
- When
- Where
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	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more... 

How did we do?



I can do this!



I'm getting there.



I need help!

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