

**Strategy**: Asking Questions

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**Learning Intention**: Build on comprehension skills by developing better questioning strategies

**Resources**: Song lyrics, song (audio-cd player or Ipod), video. Song chosen was *Seasons of Love (*fromMusical *Rent)* appropriate for grade 6 and older

**Activity/Lesson**:

1). Present lyrics without telling the students it is a song, (may be revised) to students to read over and generate questions

2).Use “question trekking” (p. 50 Q Tasks [: How to Empower Students to Ask Questions and Care About Answers. Koechlin, Carol. Pembroke Publishers, 2006.](javascript:goLink('/cgi-bin/db2www/bibdetl1.mac/result?ctl=1551381974&title=Q%20tasks%20%3A%20how%20to%20empower%20students%20to%20ask%20questions%20and%20care%20about%20answers%20%5BBook%20%20PL1377%2C%20PL1399%5D'%20+%20'&session_id=2009-11-17-11.32.58.425000&environment=GSCLMM0&webyes=&ebooks=&go=2009111711%3A32%3A59');)) as a framework to record questions. What are good questions? (See Graphic organizer below).

3). Share what questions they formulated. Ask them, “Can those questions be answered here?”

4). Discuss that if the questions can’t be answered, do we need more information?

5.) What kind of text is this, based on the information given? Hint: Notice any patterns, rhyming, rhythm, punctuation

6). Present the song in audio formation, with the lyrics already handed out

7). Were any of the previous questions answered, or were more questions being generated. Looking at the answers, what connections can be made to yourself, other text (songs/stories), and real world? What are “thick” and “thin” questions? (thin = quickly answered/ thick=higher level questioning)

8). Share connections- ask “why do we like some songs and not others? Is it because we have more personal connections or more knowledge, or are we not experiencing it at that time?

9). Cumulative activity: choose a favourite song and ask yourself “why did you choose this song?” Use the “question trekking” sheet

10). Extension: show the video and see if you can respond to any unanswered questions

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| Sketch | What I know |
| Questions I have | |
| Who |  |
| What |  |
| When |  |
| Where |  |
| Why |  |
| How |  |
| How can I find answers to my questions? | |
| 2006 Q Tasks: How to Empower Students to Ask Questions and Care About Answers by Carol Koechlin and Sandi Zwaan. | |