**Comprehension Example Lesson: Asking and Answering Questions**

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**Text: *Refugees* by David Miller, Lothian Children’s Books, an imprint of Hachette Australia, 2004**

**Overview** This lesson will require students to read and understand a narrative text. The text works on two levels. It follows the story of two ducks who lose their habitat due to economic development and they embark on a search for a new home. The predicament of the ducks runs parallel to the flight of refugees. It is here that the text truly connects with its title and acts as a metaphor for the plight of refugees around the world.

The text provides opportunities to teach literal, inferential and evaluative comprehension.

**Links to Curriculum:**

Victorian Curriculum (English), Reading and Viewing, Literacy Strand: Interpreting, analysing, evaluating:

Level 3: Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)

Level 4: Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)

**Lesson Sequence** 3 lessons over several weeks. **Lesson One-Literal Comprehension**

**Reading Model** Text Decoder/Text Participant

**Lesson Configuration** Whole-Part-Whole: Modelled reading-Independent reading-Reflection

**Lesson One Learning Intention** We are learning the strategy of asking and answering questions as we read to help us understand what we read.

**Success Criteria** I can ask and answer at least one literal question as I read to help me check for understanding. I can write the literal question on a post it note and share the answer with the class at the end of the lesson.

1. Introduce the learning intention and the success criteria for the lesson.
	* Today we are learning about a strategy that can help us understand what we read. As we read we can ask ourselves questions to check that we have understood. Today I am going to show you how to ask and answer a literal question as I read. Literal questions ask us for information that is directly in the text. You can find the answer on the page. I will use this anchor chart to help me ask some literal questions. Refer to an anchor chart displayed so all students can view it. It will have the literal question stems listed. See: [Comprehension](https://www.education.vic.gov.au/school/teachers/teachingresources/disciplinehttp%3A/www.education.vic.gov.au/english/literacy/readingviewing/Pages/litfocuscomprehension.aspx)
	* After I have shown you what to do, you are going to read independently. As you read I want you to check for your own understanding. You can do this by asking yourself a literal question and then finding the answer on the page. You can look at the anchor chart to help you think of a question. You will know if you are successful at asking and answering a literal question if you can write your question on a post it note and stick it on the page where you find the answer. At the end of the session, you need to share your question and answer with each other.
2. Read the picture story book *Refugees* by David Miller, Lothian Children’s Books, an imprint of Hachette Australia, 2004.

Read the first 4 pages.

1. Model the strategy e.g. I’m not sure if I understand what this story is about. I am going to reread this page.

e.g. The swamp was home for **two
small wild ducks** who spent their
days **swimming and diving for
food**, and their nights sleeping
safely on a small island.

I am going to ask myself ‘Who is in the story?’ and ‘What is happening?’ Write the questions on post it notes.

* **Who** are the main characters in the story?
* **What** do they do with their days?
1. Model how to find the answers by looking for the key words in the question and matching to the text. Find the answer and stick the post it notes on that page.
2. Continue reading. Model the strategy one more time. Refer to the anchor chart for a suitable question stem. Write the question on a post it note.
	* **Where** did the ducks sleep at night?

Find the answer and stick the post it note on that page (this question is answered more than once as the ducks travel over many days).

1. After the reading has been completed ask students to turn and talk to a partner to retell the story to each other. Rove the group to check students’ understanding. Whilst roving, ask one student to be prepared to retell the story to the whole group.
2. Student retells story. Check for whole group understanding.
3. Revise expectations for independent reading e.g.: Sit in one place, select a book from your individual book box and start to read straight away, read quietly for 20 minutes and read for meaning.
4. Revise success criteria.
	* To practise this skill, today I want you to look at the anchor chart, find a question stem and ask yourself a literal question as you read. Write down the question on a post-it note and stick it on the page where you find the answer. Put your name on the post-it note because I am going to collect them at reflection time. Hand out post-it notes.
	* Be prepared to share your questions and answers at reflection time. Last 10 minutes of the session.
5. Students read independently for 20 minutes. During independent reading the teacher will work with a small group such as guided reading, or conduct reading conferences and goal setting with individual students.
6. Reflection Time-Whole Group
	* Students put their name on their literal question and bring their book with the post-it note(s) attached to the relevant pages.
	* Ask some students to share their question and answer. Repeat this several times.
	* Collect the questions and stick on a prepared sheet with the heading ‘Literal Questions’ Display. Use these charts as a record of who is successful at asking questions. Teacher annotates student records. (See Photo One: Example of questions we can ask to check for understanding).
7. Revisit Success criteria. Check if everyone has at least one written question. Clarify students’ understanding of a literal question. Write a group definition of literal comprehension.

**Going further**: Repeat the explicit teaching of asking and answering literal questions with a range of text types, see: [Multiple Exposures: High Impact Teaching Strategy](http://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf)