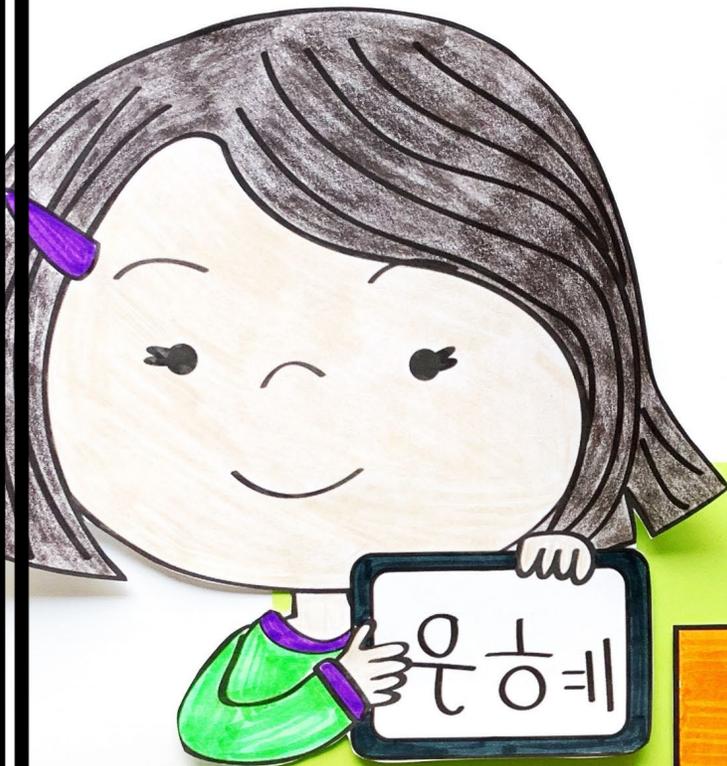


2nd & 3rd GRADE
RL.2.1/3.1



MENTOR STANDARDS
ask & answer questions



MENTOR STANDARDS

ask & answer questions

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PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and researched based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine over development, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.



I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I created my “Mentor Standards” unit.

Carefully selected books

I've carefully selected books that:

- are excellent mentor texts for each standard
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

PEDAGOGY



Unit Components

Anchor Charts

Anchor charts should be created or printed as posters for teachers to refer to during lessons and for students to refer to during work time. Journal-size anchor charts are available for students to keep in their reading notebooks for reference.

Sticky Note Templates

Sticky note questions make prep simple, keeps things organized for years to come, and is easy for substitutes to implement.

Student sticky note templates make tasks engaging. Sticky notes are easily carried to any reading location and later placed in readers' notebooks to track progress.

Student Work Pages

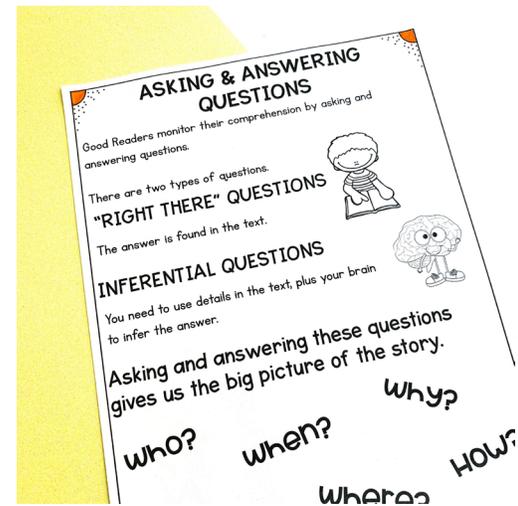
Student work pages can be placed in students' journals to track learning and make assessment easy for teachers.

Mini Rubrics

Mini rubrics can be printed on sticky notes to make student self-assessment and teacher assessment simple and effective. Students learn how to assess their understanding and application of each standard. This helps students understand areas they need to improve.

Interactive Flipbooks

Flipbooks are a practical way to practice skills and strategies during group or independent work. They make the activities fun and more hands on, but they still incorporate important writing skills. There are plenty of uses for flipbooks, including guided practice, independent work, small groups, or centers.

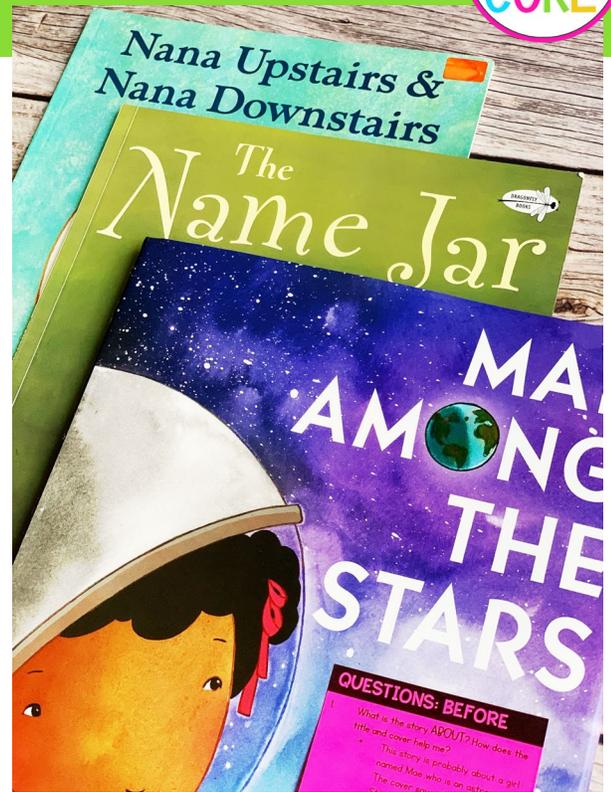


LESSON PREP



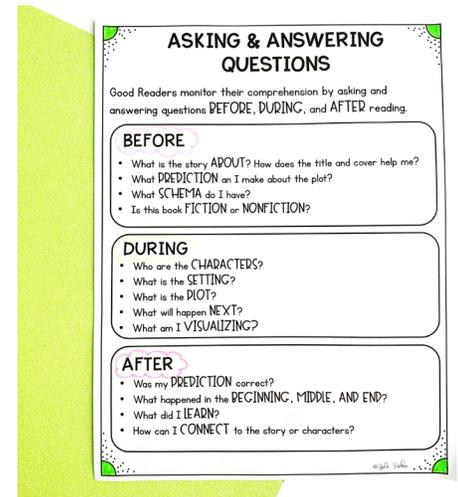
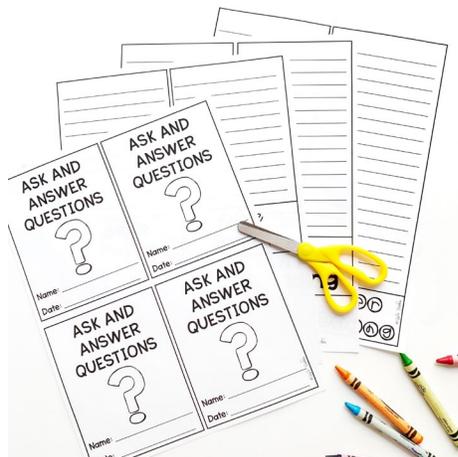
materials:

- Book: *Mae Among the Stars* by Roda Ahmed, *The Name Jar* by Yangsook Choi, and *Nana Upstairs & Nana Downstairs* by Tomie dePaola
- Sticky notes
- Prepared anchor charts
- Copies of student journal pages
- Copies of sticky note questions for students
- Copies of student rubrics
- Copies of flipbook pages



prep:

1. Number all book pages. Page #1 should be the first page with the picture after the title page.
2. Create the “Asking and Answering Questions: Before, During, and After” anchor chart. Recreate this on chart paper, or print the included anchor chart as a poster under the print settings.
3. Print the student question tracking pages. If you would like this to fit in composition notebooks, reduce the size to 80%.
4. Print the “Sticky Note Template” page. Place sticky notes on squares. Put the template with the sticky notes into the printer per your printer settings. Print the sticky note questions.
5. Place sticky notes inside the books on indicated pages.
6. Print student sticky note questions and student rubrics.
7. Follow picture directions to print and create each activity template.



ASKING & ANSWERING QUESTIONS

Good Readers monitor their comprehension by asking and answering questions BEFORE, DURING, and AFTER reading.

BEFORE

- What is the story ABOUT? How does the title and cover help me?
- What PREDICTION am I make about the plot?
- What SCHEMATA do I have?
- Is this book FICTION or NONFICTION?

DURING

- Who are the CHARACTERS?
- What is the SETTING?
- What is the PLOT?
- What will happen NEXT?
- What am I VISUALIZING?

AFTER

- Was my PREDICTION correct?
- What happened in the BEGINNING, MIDDLE, AND END?
- What did I LEARN?
- How can I CONNECT to the story or characters?

LESSON PLANS

Week 1: Day 1

FOCUS:

asking and answering questions before reading

Standard:

RI.2: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

I DO:

Show students the “Asking Questions Before, During, and After” anchor chart. Explain that good readers ask and answer questions before they read, while they preview the text, while they read to monitor their comprehension, and after they read to monitor comprehension and think deeply about what they have read.

Model: Show students the cover of *Mae Among the Stars*. Tell students that you are going to model how good readers ask and answer questions before, during, and after reading. Today we will focus on “before reading” questions.

Model asking and answering the “before reading” questions on the sticky notes. Chart your questions and responses on the “Questions” anchor chart.

We DO:

Pass out a picture book to each partner pair. Pass out a copy of the “before reading” sticky note prompts to each pair, as well. Tell students that you would like them to practice asking the “before reading” questions while they preview the books with their partners.

Allow time for partners to preview, discuss, and jot down their questions and answers. Have students add their responses to their journal pages under the “Before” column.

Select a few partner pairs to share their book covers, questions, and answers.

YOU DO:

Pass out the “before reading” sticky note prompts to each student. Tell students that during independent reading today, you would like them to ask and answer at least two “before reading” prompts. Students who are reading chapter books may ask questions before they start reading their next chapters.

Differentiation:

- Select partners and books of varying levels.
- Small Groups: Select leveled texts that are appropriate for each group.
- Independent Work: Students are working with texts on their independent reading levels.

Closing:

Select two students to share their independent reading books and questions.

LESSON PLANS

Week 1: Day 2

FOCUS:

asking and answering questions during reading

Standard:

RI.2: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

I DO:

Show students the “Asking Questions Before, During, and After” anchor chart. Explain that yesterday we learned that good readers ask and answer questions before they read. Today we are going to learn how good readers ask and answer questions while they read to monitor their comprehension.

Model: Present the book *Mae Among the Stars*. Tell students that you are going to model how good readers ask and answer questions while reading. While I am reading, I am monitoring my comprehension. If at any point I am unable to answer questions, I know I need to reread. Model asking and answering the “during reading” questions on the sticky notes. Chart your questions and responses on the “Questions” anchor chart.
Note It is important to model how to reread if you do not know how to answer questions.

We DO:

Pass out yesterday’s same picture book to each partner pair. Pass out copies of the “during reading” sticky note prompts to each pair, as well. Tell students that you would like them to practice asking the “during reading” questions while they begin to read the books with their partners.

Allow time for partners to read a few pages, discuss, and jot down their questions and answers. Have students add their responses to their journal pages under the “During” column.

Select a few partner pairs to share their questions and answers.

YOU DO:

Pass out the “during reading” sticky note prompts to each student. Tell students that during independent reading today, you would like them to ask and answer at least two prompts.

Differentiation:

- Select partners and books of varying levels.
- Small Groups: Select leveled texts that are appropriate for each group.
- Independent Work: Students are working with texts on their independent reading levels.

Closing:

Select two students to share their independent reading books and questions.



Unhei

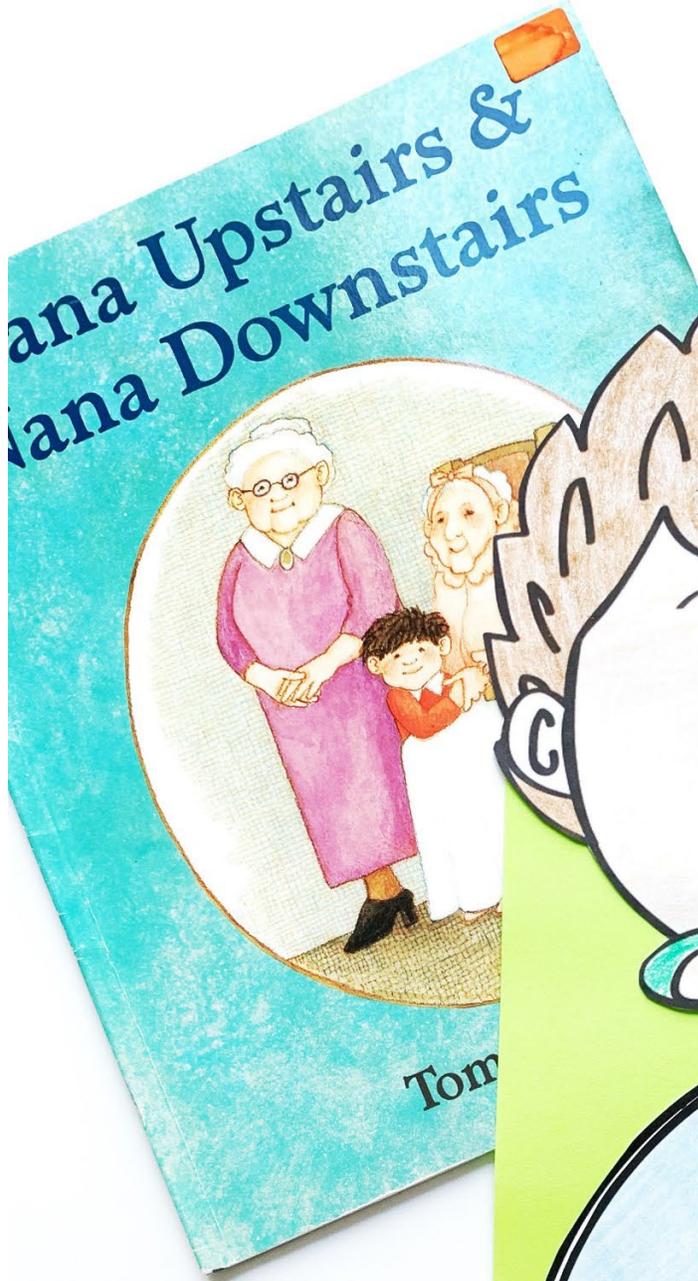


What?

WHEN? WHERE?

Why?





ASK & ANSWER
Questions

BOOK: Nana Upstairs & Nana Downstairs
NAME: Julie Rochese
DATE: 4/3

& OHM



AMMAE



ASK AND
ANSWER
QUESTIONS

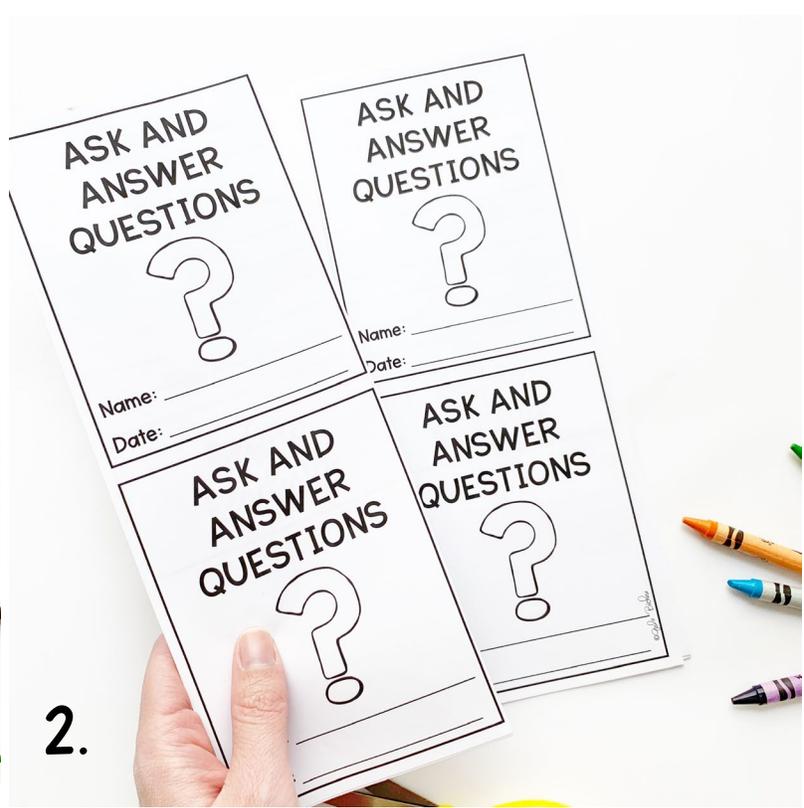
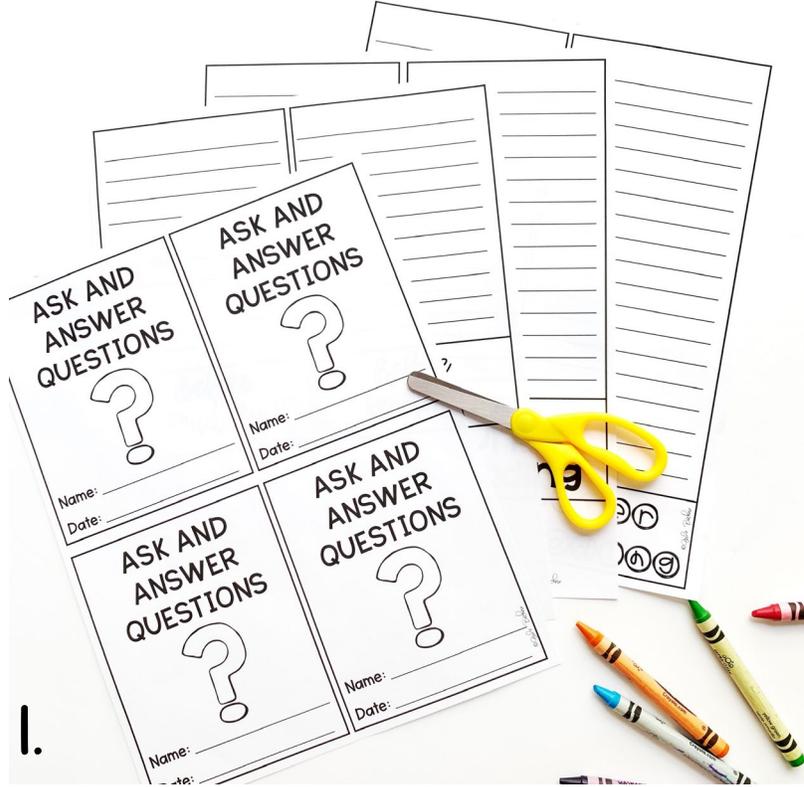


Name: _____

Date: _____

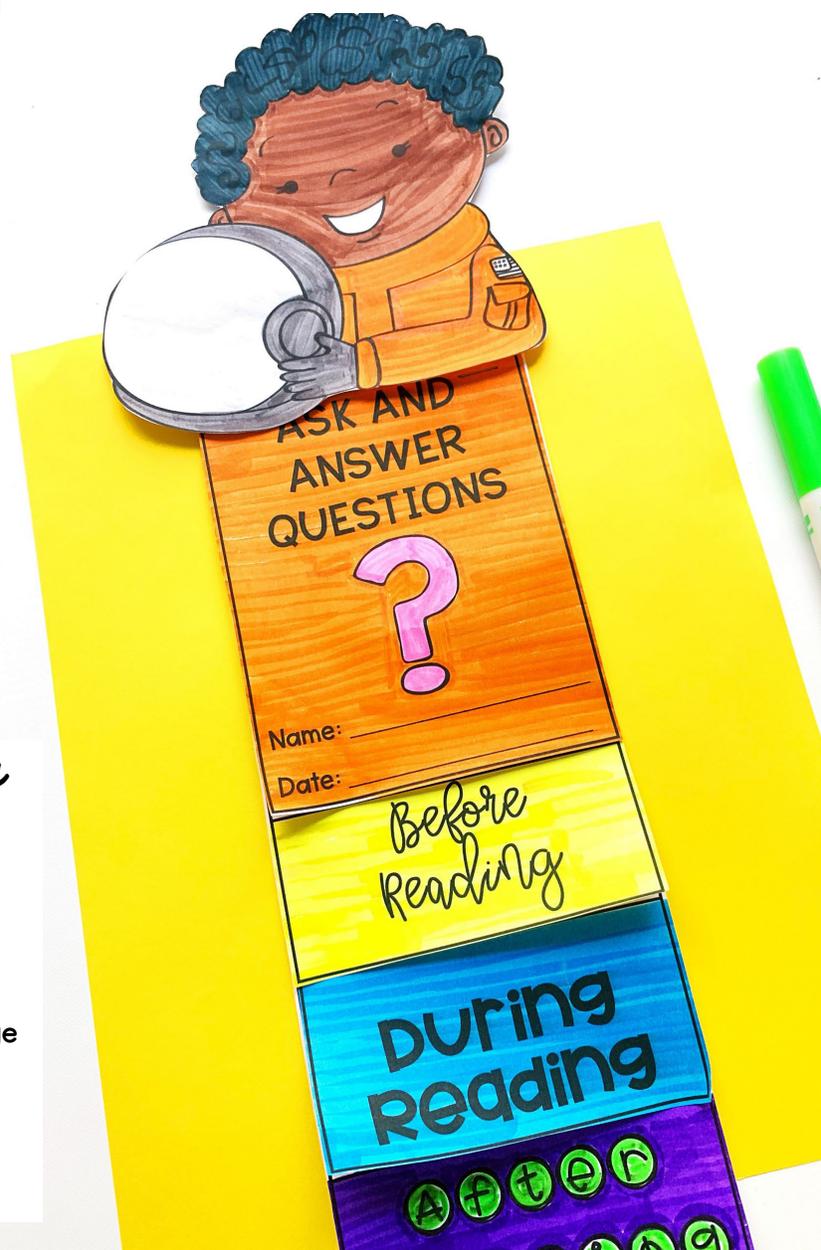
*Before
Reading*

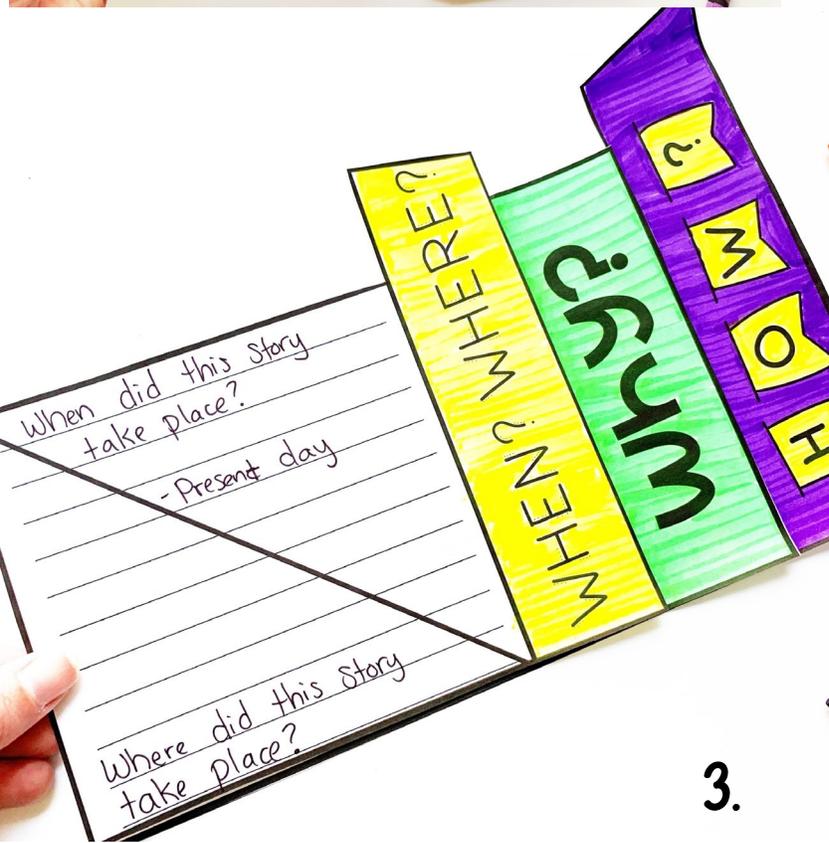
**DURING
READING**



3.
Mae Among the Stars Flipbook Activity

1. Print all of the pages.
2. Cut all of the pages in half. Cut the first page into fourths. Trim pages 2-4 around the border.
3. Arrange the pages in order with the longest page in back and the shortest on top.
4. Staple the top of the book.
5. Tape or glue the Mae Jemison topper.



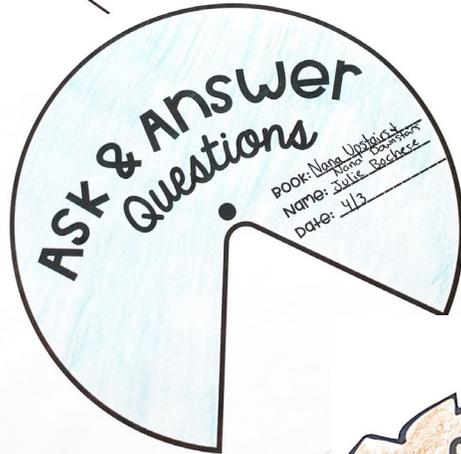
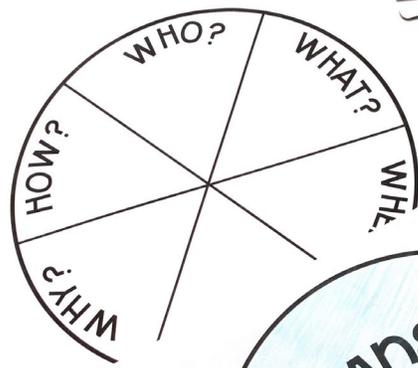


The Name Jar Flipbook Activity

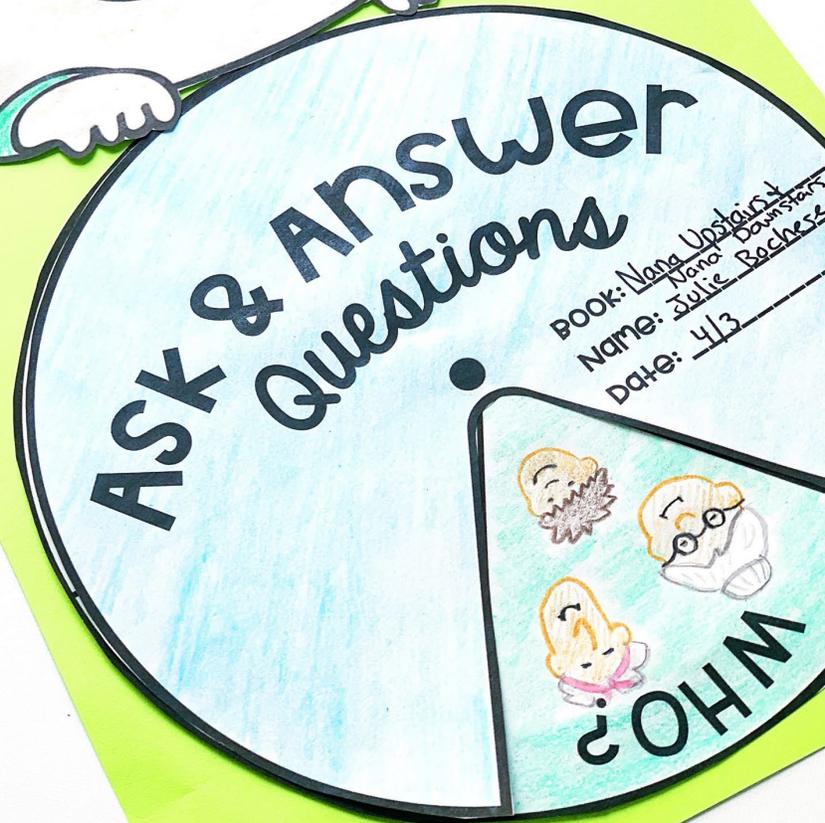
1. Print all of the pages.
2. Cut all of the pages on the borders.
3. Arrange the pages in order with the longest page in back and the shortest on top.
4. Staple the top of the book.
5. Tape or glue the Unhei topper.

Nana Upstairs & Nana Downstairs Spinner Activity

1. Print copies of the spinners and the topper.
2. Cut all of the pages on the borders.



1. Arrange the spinner with the question piece on the bottom and the spinner topper above.
2. Punch a hole through the middle of both spinners. Place a fastener in the middle so that the spinner can turn.
3. Tape or glue the Tomie topper.
4. (Optional) Glue the spinner and topper to a piece of colored paper.





Character Toppers

1. Print copies of the toppers.
2. Have students color and cut out the toppers.
3. Tape or glue the toppers onto the activities.

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