

Lesson Title: Thick & Thin Questions

Standard: G5.3.1 Refine Questions as Information Needs Change

Grade Level: 3rd Grade

Lesson Materials: Thick/Thin Anchor Chart; The Wednesday Surprise – Eve Bunting; Thick/Thin Question Slips; Hooray for Wodney Wat - Helen Lester Practice Question Slips

Lesson Duration: 2 - 30 minutes

Dimension	Description
Learning Goals	The student will recognize the difference between thick and thin questions. They will be able to right a thick and thin question using a given text.
Criteria for Success For the student: For the teacher:	I can... create both thick and thin question examples What the teacher will look for as evidence of success: 1) The students will have created a correct human T-chart with the sample questions I gave out. 2) Each table will have 2 examples from each of the different types of questions from the text.
Tasks and Activities that Elicit Evidence of Learning	1.Explain that good readers ask questions as the read ... usually without even realizing it. Questioning is important because it engages us in the text and allows us to monitor our comprehension and interact with the text to construct meaning. 2.Go over the two types of questions – thick & thin – use anchor charts 3.Hand out the practice question slips and have the students decide if they have an example of a thick or thin question. After they decide have them create a human T-chart and then read through their questions. EPR after each question is read to decide if that is correct. 4. Next, tell them they now are going to create questions before, during, and after the story today using both thick and thin types of questions. 5. Give each table question slips for question writing. The slip given is the type of question the individual needs to create. Each table needs to create 2 thin and 2 thick questions they would want answered before reading. 6. Before reading text, <u>The Wednesday Surprise</u> by Eve Bunting, explain that they will need to create 2 thin/2 thick as you read. Stop occasionally to allow them time to write their question. 7. Same type of procedure for creating questions after reading. 8. Read over some of the questions and

	<p>discuss type of question and answer. 9. Collect all the questions to use for the Text Evidence lesson.</p>
<p>Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions</p>	<p>Questioning Strategies: Essential Question - What is the difference between thick and thin questions? In reading this question _____ show me using a thumb if the question is a thick question example or give me a pinky if the example is a thin question. Exit Ticket- Today's lesson will help as a reader reads and a researcher searches for information? What type of question is this question? How can thick and thin types of questions help you as a reader or researcher? What type of question is this question? Key Misconceptions: Thick Question- just because the question is long doesn't mean it is a thick question. A thick question uses the text and has the reader dig deeper or use evidence in a variety of locations to support their answer. Thin Question - it is not really short but can be answered with a yes or no or with a one word answer. Adaptations- Use Youtube and watch Thick/Thin questions -Switch questions between groups and have them journal about the answers to some of the generated questions Other titles to use - <u>The Wall</u> - Eve Bunting <u>Wilfred Gordan McDonald Partridge</u> – Mem Fox</p>
<p>Extending Thinking During Discourse</p>	
<p>Descriptive Feedback</p>	<p>Choose a few questions from each table and discuss the type of question written. Give feedback as to the quality of the question and the steps it will take to answer the question.</p>
<p>Peer Feedback</p>	
<p>Self-Assessment</p>	

Collaborative Culture of Learning	Have the students choose their “best” question they wrote at the table and read it out loud to the class for answers.
Use of Evidence to Inform Instruction	When we continue to research later in the year have the students label their question stems with Thick or Thin next to them. This will guide you in deciding if more teaching is needed no this objective.

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Lesson Plan submitted by: