

Learning 2 Learn LESSON PLAN

Name: Jonni Hovan writerteachercoach@gmail.com

GENERAL INFORMATION

Subject(s): Advisor- Advisee Period

Topic or Unit of Study: Asking Good Questions

Grade/Level: 6-7-8

Instructional Setting:

Designed for regular, gifted, inclusion and enrichment classes. Class size 10 to 30 students. Google docs instruction designed for 1:1 initiative classrooms.

STANDARDS AND OBJECTIVES

Core Curriculum/Student Achievement Standard(s): **SL 1 c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Link to Standards Page:

CCSS.ELA-LITERACY.SL.7.1.C

Lesson Objective(s):

Students will be able to generate both curious and defining questions to ask in the classroom

Students will be able to ask a question in each academic area.

Students will set a goal to ask one question in each class each day.

MATERIALS AND RESOURCES

Instructional Materials:

Tangible: Question Wheel copy

Internet

Spinning Question Wheels (Students will have created these from core board, card stock, template, glue, metal brad during work time of the previous lesson.)

Resources:

Teacherspayteachers.com Wheel created by

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events

1. **Prerequisite Skills:**

Previous lesson:

Learners demonstrated the ability to discern between a curious and a defining question.
Learners created their own “Question Wheel” to keep in their notebook binders.

Writing Warm Up: List three questions you would ask your favorite celebrity in a 3 minute Skype session.

Debriefing Warm Up: Request of learners to eliminate and rewrite each question that stated “What is...”

2. Presentation of New Information or Modeling: Inspirational**Video Clip:** [Kid President Meets President Obama](#)

Who had all the questions in this clip?

What happens when the President asks simple questions?

What is so great about Robby’s (Kid President’s) question?

Using your **question wheel**, what would YOU have asked the President? (Share responses)

Answer and evaluate this question: What might you do to someday speak with a US President?

3. Guided Practice: Skill Activity

Review the difference between a CURIOUS question (one that asks for more information) and a DEFINING question (one that helps you understand the information)

Read the projected article: <https://newsela.com/articles/drones-privacy/id/4464/>

THINK-PAIR-SHARE (peer grade*)

Create ONE defining question.

Create ONE curious question.

Create ONE question where the answer is LONGER than the question itself.

Create ONE question that cannot simply be answered by looking back in the article for information.

Create ONE question that would not elicit the same answer from different people.

* To peer grade this activity, pass the answers (or share the document) with the next group clockwise. Peer graders will highlight the questions that meet the criteria and provide feedback on the ones that don’t.

4. Independent Student Practice: Skill Practice

Using your Binder Notebook create one curious question and one defining question for each of your subject sections. Place your questions on post-it notes within the notes sections. Raise your hand and ASK one of these questions in the appropriate class before your next Learning2learn session! You will be reflecting on the results for your next warm-up writing!

5. Culminating or Closing Procedure/Activity/Event: Debriefing

Pick a topic card from the “hat”. Dial your question wheel and hand the topic and the wheel to the next group/pair clockwise. After all groups have had 3 minutes to prepare an answer, stand and share both the question and your answer with the class.

Pedagogical Strategy (or Strategies):

Direct instruction, cooperative learning groups, partner work, inquiry

Differentiated Instruction:

Pairs are arranged in groups of 4 to 6 so that each pair has a non-disabled peer and each table has a

designated leader. Table copies in large print provided. SIOP glossary on article words and vocabulary. NEWSELA article set to appropriate lexile for pair/group.

Student Assessment/Rubrics:

Describe how you will know if students have met the objective(s) for this lesson (include pre- and post-assessment plans—formal and/or informal, summative and/or formative, etc.).

Data Page Link for this Lesson

https://docs.google.com/document/d/1bTtepm0Q9_ih9bGMXSe6E6cKT-Nbyiwv-fr-d0HfE/edit

Informal Assessment