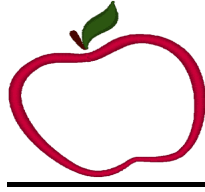


Mini-Lesson One  
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ENG - 483  
09/28/19



## **Teacher Lesson Plan**

**Grade Level:** Third Grade

**Subject:** Collaborative Questioning

### **Lesson Aim / Objective:**

**Objective 1:** Students will be able to read a historical or scientific text with little or no help from a teacher.

**Objective 2:** Students will be able to comprehend the text they're given with 100% accuracy.

**Objective 3:** With the help of their peers, students will be able to develop questions based off of their reading using "Costa's Levels of Questions."

**Objective 4:** Students will be able to answer these questions with little or no help from the teacher.

**Objective 5:** Students will be able to look back in the text to find answers to these questions with almost of not 100% accuracy.

### **Materials:**

- 1.) The historical text, *Important People* by Michael Stahl
- 2.) One pencil or writing utensil
- 3.) One highlighter or colored writing utensil
- 4.) A white board or chalk board

- 5.) A copy of the corresponding, “Understanding Important People Worksheet” for each student

## **Virginia State Standards:**

### **Reading**

- 3.1 The student will apply word-analysis skills when reading.
- 3.2 The student will expand vocabulary when reading.
- b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
  - c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
  - d) Use context to clarify meaning of unfamiliar words.
  - e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- 3.3 The student will read and demonstrate comprehension of literary and nonfiction.
- j) Identify the theme.
  - k) Use reading strategies to monitor comprehension throughout the reading process.
  - l) Differentiate between fiction and nonfiction.
  - m) Read with fluency, accuracy, and meaningful expression.
- 3.4 The student will read and demonstrate comprehension of nonfiction texts.
- d) Ask and answer questions about what is read using the text for support.
  - e) Draw conclusions using the text for support.
  - f) Summarize information found in nonfiction texts.
  - i) Use reading strategies to monitor comprehension throughout the reading process.
  - j) Read with fluency, accuracy, and meaningful expression.

### **Writing**

- 3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- a) Engage in writing as a process.
  - d) Use organizational strategies to structure writing according to type.

- e) Write a clear topic sentence focusing on main idea.
- f) Elaborate writing by including supporting details..
- i) Write a well-developed paragraph focusing on the main idea.
- j) Revise writing for clarity of content using specific vocabulary and information.

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.

- a) Use complete sentences.
- d) Use adjectives correctly.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and possessives.
- i) Use the articles a, an, and the correctly.

## **Motivation:**

Setting: Students will be sitting at their desks to begin this activity.

- 1.) The teacher will start by saying, “Today we are going to be reading, *Important People*. This historical text is about people in our government, and their roles. Can you guys tell me what you already know about our government? What are some of the roles people have in the government?”
- 2.) The teacher will give the students a chance to think and raise their hands to respond orally.
- 3.) The teacher will then say, “Those were all very good facts. You guys really know a lot already! Today, we’re going to read *Important People* to learn more about the roles people have in government.”
- 4.) The teacher will then give each of the students the text and give them time to read the text.

## **Instruction/Procedure:**

- 1.) After the students have finished reading, the teacher will say, “Alright, now I want you all to get into small groups of two or three students.”
- 2.) The students will get into their groups.
- 3.) The teacher will then say, “Alright class, I want you to create questions based off of your reading. These questions are going to be modelled off the “Costa’s Levels of Questions” we learned about earlier this week. So, I’d like you all to create three questions from each of the three levels we learned about. Remember, the levels are: Level One: Gathering, Level Two: Processing and Applying, and Level Three: Creating. Don’t be afraid to take risks and if you aren’t sure which level a question belongs to raise your hand, and I’ll help!”
- 4.) The teacher will then give each student the corresponding worksheet. This worksheet has the levels, and space below each level for the students to write their questions. The teacher will then say, “Even though you guys are working in groups, I want you all to write on your own worksheet so you can have your own copy for the future.”
- 5.) The teacher will then say, “For each question, I want you to highlight where in the text you got your question from. For example, if I’m writing an inference question, I’m going to highlight the details from the text that helped me create that inference. Any questions?”
- 6.) The teacher will answer all questions, then allow the students to work.

### **Assessment Activity:**

- 1.) The students will work together to create questions that fit the criteria for each of “Costa’s Levels of Questions.”

- 2.) The teacher will walk around the classroom, making sure the students are staying on topic and correctly doing the assignment, and assisting them if help is needed.
- 3.) The teacher will answer any questions the students have.
- 4.) At the end of the lesson, the students will discuss their questions with other groups. They will also self-correct any issues they have.

### **Follow Up:**

- 1.) After they've talked to a few other groups, the students will all go back to their own desks with their worksheets.
- 2.) The teacher will ask for volunteers to give examples of three different types of questions. A student will raise their hand, the teacher will write the question on the board, then they will ask the class what type of question they've written. Students will raise their hands and give the correct type of question. If they give the incorrect type of question, the teacher will explain why it is incorrect, and why it is actually a different type of question.

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### **Notes/Reflections/Reminders:**

- 1.) The teacher should make sure the students are familiar with “Costa’s Levels of Questions” before doing this activity.

2.) If the teacher doesn't hear discussion coming from a group, they should come over and stimulate conversation. Part of the activity is the students orally communicating their thoughts with each other.

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Name: \_\_\_\_\_ Date \_\_\_\_\_

### *Important People, Costa Questions*

Directions: All of you just read *Important People* by Michael Stahl. Now, we're going to write questions based off of the text. These questions will be following "Costa's Levels of Questions." For each level, you will write three questions.

#### Level One: Gathering Questions

Blank writing area with horizontal lines and a dashed midline.

Level Two: Processing and Applying Questions

Blank writing area with horizontal lines and a dashed midline.

### Level Three: Creating Questions

A series of ten horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for students to create questions.

**Justification of Lesson**



“The greatest sign of success for a teacher is to be able to say, ‘The children are now working as if I did not exist.’” This quote, by Maria Montessori summarizes the goal every teacher has for the students. Teachers want their students to be successful. They want their students to be able to go out into the world with the tools not only to survive, but to thrive. In order for students to thrive, they need to have a variety of experiences and skills in order to succeed. It is the job of future teachers to make sure they have these skill sets. Students of all ages, from preschool all the way to highschool, need to have proper reading and writing skills. A student simply cannot prosper without those skills. Going off of this belief, part of being able to comprehend reading is being able to look at a piece of literature, and ask questions. Students need to be able to understand what they are reading, and ask the proper questions if they don't understand. “Given that argumentation is a social activity where ideas are explored through dialogue, invariably these designs have involved collaborative group discussions (both oral and online) in which students engage in asking questions, coordinating evidence with claims to construct arguments and explanations, as well as proposing, critiquing, and evaluating each others’ ideas.” \*(Clark & Sampson, 2007, Osborne, Erduran, & Simon, 2004, Zohar & Nemet, 2002)

“Costa’s Levels of Questions” were developed by Art Costa. Costa is a professor of education at California State University, and cofounder of the Institute for Intelligent Behavior in El Dorado Hills, California. He has taught his levels of questioning across the United States, as well as in dozens of other countries around the world. “Costa’s Level of Questions” are centered around the belief that children need to be asking higher levels of questions, and when they do so, they deepen their knowledge and create connections to what they’re reading, and creates a better comprehension of the material. (Costa & Kallick, 2019, p. 251.)

Applying “Costa’s Level of Questions” to non-fiction historical or scientific pieces of text can be very beneficial to students. Not only are they being exposed to non-fiction, a type of literature they’ve only seen a limited amount of time in their school careers up to this point, but they are able to use these questions in order to garner a more deep and thorough understanding of what they’re reading.

Collaborative questioning is a combination of reading comprehension and analysis, both important for students to have a strong knowledge of. This strategy is very beneficial to classrooms because students are given the chance to talk with others and come together to ask questions about what they’re reading and bounce ideas off of one another, learning from each other while the teacher watches as a sort of protector, allowing the students to learn uninhibited. (Becht, 2016, p. 307) “Questions are a key component of discursive interaction in natural conversation and serve the function of challenging the views of the speaker or sustaining dialogue.” (Chin & Osborne, 2010, p.884) As students rise in “Costa’s Levels of Questioning” there questions will become more advanced, and they’ll be able to challenge what they’re reading and formulate opinions of their own. This level of comprehension of a text is the goal that teachers should be striving for. If students are at this level, where they’re collaborating with one another, asking questions, forming opinions and researching facts to back those opinions, then one can say with confidence they’ve mastered the third grade standards set for them, and beyond that, they’re truly and completely understanding how to successfully comprehend and discuss non-fiction scientific and historical texts. All of this stems from students participating in activities like collaborative questioning, where they’re forced to think outside the box and come up with questions, turning the wheels in their mind and allowing for them to grow as students.

\*Citing a source within a source, couldn't find the original document so used their citation

### **Citations:**

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