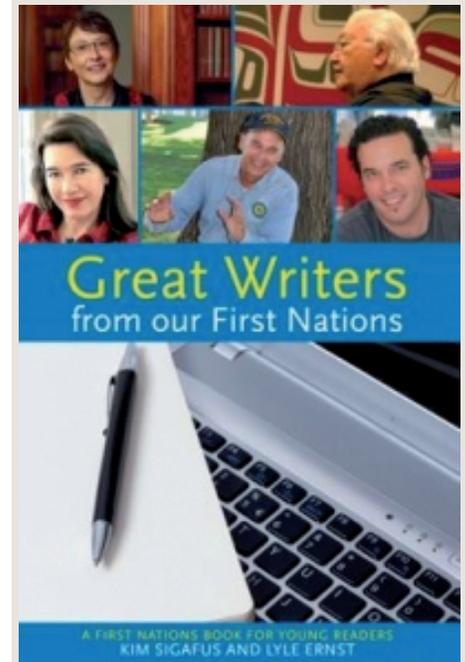




Title: Great Writers from our First Nations
Authors: Kim Sigafus and Lyle Ernst
Genre: Nonfiction (descriptive)
Text Features: title, contents, chapters, glossary, photographs, captions, bold words, bullets, italics, lists, bibliographies, lists of resources
Cultural Connection: celebration, storytelling, respect, wisdom
Curriculum Connection: history, writing



SYNOPSIS

Great Writers from our First Nations contains ten chapters. Each chapter celebrates the life and career of a First Nations writer. At the end of each chapter there is a list of the author's books, stories, poetry, plays and awards.

LEARNING INTENTION

Focus Reading Connection: #1 Formulating Questions

Readers connect to a story or a piece of informational text when something about it evokes a memory. When talking to students about making connections it is important to emphasize that:

1. Asking and answering questions helps the reader to understand the text.
2. Some questions are easy to answer because the information is in the text.
3. Some questions require lots of thinking because the answer is not in the text. These questions:
 - often do not have one right answer
 - make the reader think outside of the text
 - often create more questions for the reader
4. Some useful question words are: who, what, where, when, why, how, would, is should, if, did, do, are, does, doesn't, can, can't could, couldn't.
5. Note: This lesson uses structured partner talk as a learning strategy. To learn more about partner talk please refer to the Educators page on our website.

MATERIALS REQUIRED

- 1 copy of *Great Writers from our First Nations*
- 1 copy of the thinking sheet per student

Note: This lesson could be spread out over a number of days depending on the age and ability of the students.



BEFORE

- Choose one author from the book.
- Read all of the information about the chosen author.
- Divide the information into logical chunks and mark the sections with sticky notes.
- Explain to the class that asking and answering questions helps readers to understand the text.
- Explain that the answers to some questions can be found in the body of the text.
- Explain that some answers require some thinking because the answers are not in the text. These questions often:
 - do not have one right answer
 - make the reader think outside of the text
 - often create more questions for the reader
- Explain that today the class is going to practise asking and answering both types of questions.

DURING

- Read the first chunk of information to the class.
- Determine that all of the vocabulary and terminology is fully understood by the students.
- Have each student formulate a question about the chunk of information. The answer must be found in the body of the text.
- Have each student turn to a predetermined partner and practise asking their question.
- Have the partners discuss the possible answers.
- Have some students share their questions with the whole class.
- To assist the class to find the correct answers you may want to reread the chunk.
- Read the second chunk of information to the class.
- Repeat the sequence above but this time have the students formulate questions that do not have the answers embedded in the text.
- Continue practising asking and answering both types of questions until all of the chunks of text have been read.

AFTER

- Ask the students to turn to the same partner and have them discuss which type of question was the easiest to answer.
- Have the students share their thoughts with the larger group.
- Distribute one copy of the thinking sheet to each student.
- Have the students complete the thinking sheet independently or with a partner.
- Have the students share their thinking sheet responses with their partners, or with the larger group.

Suggested Supplemental Resources:

Click on the Educators tab to find teacher resources such as:

- *Nonfiction Reading Power by Adrienne Gear*

Click on the Books tab to find other biographies such as:

- *Saskatchewan First Nations: Lives Past and Present by Christian Thompson*

- *Restoring the Balance by Eric Guimond, Madeleine Dion Stout and Gail Guthrie Valaskakis*



Date: _____

Name: _____

Asking and Answering Questions

Author: _____

1. What is one interesting fact that you know about this author?

2. Make a list of powerful words to describe this author. Think of at least 5.

3. What is the title of one thing that this author has written?

4. If you could meet this author what is one question that you would like to ask?

5. What connection do you make to this author or to something that s/he has written?

**Which questions did you answer by finding the information in the chapter about the author?
Put a check mark beside them.**

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