Focus Reading Connection: #1 Formulating Questions

Readers question when they wonder about the story before, during and after reading it. When talking to students about questioning 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 book. These questions:
   • often do not have one right answer
   • make the reader think outside of the story
   • 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.

This lesson uses structured partner talk as a learning strategy. To learn more about partner talk please refer to the Educators‘ page on this website.

MATERIALS REQUIRED

- 1 copy of Granny’s Giant Bannock
- 1 pencil and 1 copy of the Question worksheet per student
BEFORE

• This book has “quick” and “thinking” questions embedded in the story. Read through it to find the questions and mark their places with sticky notes.
• Explain to the class what questioning is (this is when the reader wonders about the story before, during and after reading it).
• Explain that asking and answering questions helps the reader to understand the text.
• Explain that some questions do not have answers in the book and require the reader to do some thinking outside of the story. These questions do not always have one right answer.
• Brainstorm a list of question words with the students (assist them to move beyond who, what, where, when, why). Record the words on a chart or on the chalkboard.

DURING

Step 1
• Show the cover of the book to the class and read the title.
• Have each student talk to one partner. Have them ask each other questions that arise from looking at the book cover. Encourage them to use some of the question words from the list.
• Have several students share their questions with the class.

Step 2
• Explain that you are now going to read Granny’s Giant Bannock. Tell the students that there are many questions in the story and that you will be stopping at each one so that they have time to think about them.
• Read the first chunk and stop at question #1 on page 11 (Can you remember what kind of baking powder Granny wanted?).
• Have each student talk with one partner to see if they can recall the answer.
• Have some students report out their answers. Reread the story to confirm.
• Decide, as a class, whether it is a “quick” or “thinking” question.
• Continue reading until you reach the next question. Follow this process to the end of the book.

Step 3
• Distribute the Question worksheets.
• Guide the students to read the questions and recall whether each one was a “quick” or “thinking” question.
• Have the students code the questions by circling the letter Q for quick and T for thinking.

AFTER

Reflect on the fact that the questions that the students marked by circling the T generate lots of thinking. Held the students to understand the difference between these “thinking” questions and the “quick” questions that were answered by reading the story.

Suggested Supplemental Resources:
Click on the Kids tab of our website to find similar stories such as:
- I Can’t Have Bannock But The Beaver Has a Dam by Bernelda Wheeler
- Loon Books: Mom’s Bannock by Blaine Lippenstein (leveled book for guided reading)
- My Grandma Makes Bannock by the Nechako Lakes School District
- The Bannock Book by Linda Ducharme

THIS LESSON PLAN WAS MADE ON JANUARY 27, 2012.
© COPYRIGHT STRONG NATIONS PUBLISHING INC. ALL RIGHTS RESERVED.
KEEP CHECKING BACK AT WWW.STRONGNATIONS.COM/EDUCATORS FOR NEW LESSON PLANS.
Granny’s Giant Bannock
Question Sheet

Q T Can you remember what kind of baking powder Granny wanted?

Q T Do you think that Granny should use the SHAZZAM powder that Larf bought from the store?

Q T Can you guess how big the bannock got?

Q T Do you think he escaped the rolling ball of dough?

Q T Which way will it go next?

Q T Would the wind change direction and stop the Bannock from rolling into the grocery store?

Q T What will they do to protect the people from the Giant Bannock?

Q T What would you do?

Q T But where was Granny?

Q T How did it get so big?

Q T What do you think Larf should do next time?

Q T What could Granny do to help him?