

MINI LESSON



Discussion Questions

Objective: SW be able to create higher level questions about a text, called discussion questions.

Materials: A copy of the story, The No guitar blues by Gary Soto and a variety of texts such as: children's books, articles, text books, magazines, etc..., smart board or projector, I.S.N.'s and pencils

"I do": TW read the story, The No guitar blues, aloud to the class. TW discuss implicit and explicit questions. Implicit questions provide answers that are implied or inferred from the evidence from the text. Explicit questions have answers that are explicitly written directly in the text. For example:

- Implicit question: "Why did Fausto take the money from the couple"
- Explicit question: "How much money did Fausto put in the collection basket?"

Both types of questions are valuable to comprehension; however, the implicit questions allow you to think higher and more out of the box. More importantly, they allow for discussion.

"We do": TW pass out the $\frac{1}{2}$ sheet [discussion question notes](#). TW pose a few more questions from the story that are implicit. TW allow some time for students to create their own implicit or discussion questions. TW then ask for volunteers to share their questions. TW have students pose those questions to the class. TW act as a monitor or a guide during discussion, rarely answering questions. (TW follow the [shared inquiry process](#).)

"You do": After SSR time, SW use the same process to write a few implicit or discussion questions from their own story and turn them in as an "exit ticket" on their way out. TW use this to assess that students have understood the skill

Extension: TW assign students to write a few discussion questions about their books and offer shared inquiry discussions throughout the year.

Conferencing: TW work with small groups to practice discussion questions.

