Questioning Center

- Students need to understand the type of questions being asked in order to answer the question.
- This is a center where students focus on the language of the questions – not actually responding to the question.

) The author begins the selection with the phrase, “For the first few days of his life,” most likely to:
   A. suggest that Wilbur needed lots of care
   B. identify that George is Wilbur's brother
   C. help the reader understand that he needs extra care right now
   D. help the reader understand that Wilbur needs extra care at that time in his life

Which type of question is this?
- A) Go- Right there in the text (green)
- B) Slow Down - More than one place in the text (Yellow)
- C) Stop - Not directly in the text/infer (red)

What clues in the question help you decide what type of question you will be answering?
Why do the flamingos stand on one leg?
   A. they need to balance to catch fish
   B. this helps keep their bodies cool
   C. this helps keep their bodies warm
   D. they need to balance to preen themselves

Which type of question is this?
   A) Go- Right there in the text (green)
   B) Slow Down - More than one place in the text (Yellow)
   C) Stop - Not directly in the text/infer (red)

What clues in the question help you decide what type of question you will be answering?

According to the selection, what is the difference between where a flamingo eats and where a flamingo bathes?
   A. It eats in salt water; it bathes in fresh water.
   B. It eats in cold water; it bathes in warm water.
   C. It eats in calm water; it bathes in rough water
   D. It eats in rough water; it bathes in calm water

Which type of question is this?
   A) Go- Right there in the text (green)
   B) Slow Down - More than one place in the text (Yellow)
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What clues in the question help you decide what type of question you will be answering?

Annotation Stations
   - The purpose of this center is to have the students use purposeful annotations.
   - Specific Annotations:
     - Signposts (Notice and Note Signpost by Kylene Beers and Bob Probst)
     - Author's purpose
     - Cause and Effect
     - Compare and contrast
     - Other Reading Skills
   - This center extends into Probing the Fiction Passage, Getting the GIST, and Thinking Through the Lines as well.
Probing the Fiction Passage - Annotation

- The purpose of this station is to get the students to read the passage and identify important parts of the story.
- We want students to be able to identify the important details of a fiction story
- When or where the story is happening is almost always in the beginning.
- The problem is almost always in the middle of the story.
- The solution is almost always at the end of the passage.

Getting the Gist - Annotation

- The purpose of this station is to get the students to read the passage and identify important parts of the passage.
- We want students to be able to identify the who or what the passage is about to get to the topic of the passage.
- We want students to be able to identify the when, where, or why of the passage to get to the main idea about the topic.
- We want students to be able to identify how the information throughout the passage relates to each other and to real life. This helps the students determine the author’s purpose.
- You can have students use hashtags or Tweet formatting to be more creative with GIST summaries.

Thinking Through the Lines (Poetry Annotation)

- First, read through the poem silently.
- Annotate the poem with your thinking: what is each line really saying and how do the individual lines go together.
- Highlight the author’s use of figurative language or sensory details.
- What are some themes or big ideas in this poem?
- Circle the lines that best connect to the theme of the poem.
Building Understanding for Main Idea

- The purpose of this center is to have students identify the main idea of articles.
- Use the graphic organizer you have used throughout the year. It needs to be consistent with you practice.
- Free resources: Tween Tribune, Newsela, DOGO News, and Readworks.

Dictionary Dig

- Dictionary Scavenger Hunt – You can make your own based on what you are currently learning/reading in class. There is a free one [here](#) if interested in how you can set them up.
- Mystery word - Provides clues for words the students can find. I would give about 3-5 related words for students to locate in the dictionary. For Example: I begin with the fourth letter of the alphabet. My second letter is an “o.” I am three syllables long. I come before “dog” in the dictionary. My last letter is “t.”
- Guide Words - Provide a list of related words and have the students look up the guide words for which the word can be located in the dictionary. This can be set up two ways. 1) Is this word found on the page with these guide words? 2) Locate the word and record the guide words and page number.

Using Word Ladders to Build Vocabulary

- Kids read clues on each rung of the ladder, then change and rearrange letters to create words until they reach the top.
- Word ladders build vocabulary by allowing students to manipulate letters based on given definitions.
Essay Detectives - with Student Written or Printed Examples

- In the first paragraph did the author grab the reader’s attention (lead) and tell the reader what the entire piece will be about (topic sentence)?
- For the body paragraphs, did each paragraph focus on one detail at a time?
- Are there at least two detailed body paragraphs?
- Does each paragraph have at least three well-written sentences?
- Did the author summarize or restate all of the topics from each paragraph in the conclusion?
- Did the author end the essay with a question or thought that encourages you to want to read more?

Essay Mechanic

- The purpose of this center is to look at each other’s writing and help support each other to become a better writing mechanic.
- Complete the following task while reading your peer’s essay.
- Highlight any run on sentences in YELLOW and write a suggestion for fixing the run on in the margin. Ex. The dog runs in the yard everyday barking at the neighbors loudly. Fix: The dog runs in the yard everyday and barks at the neighbors loudly.
- Highlight any sentence fragment in red and write a suggestion for fixing the fragment in the margin. Ex. This sentence is missing the verb and could say The dog runs in the yard.
- Highlight any spelling or punctuation errors in blue.

Any Questions?
