

Generate Questions

- 4.6(B)** Generate questions before, during, and after reading to deepen understanding and gain information.
- 4.6(I)** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- 4.7(E)** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Introduction

Real-World Connection

Ana wants a new pet. She has been asking her parents for a bearded dragon for months now. Her parents finally agree to let her have her exotic pet, but there is one condition. Ana must prove to her parents that she is knowledgeable about her new pet. She needs to learn how to take care of it because she will be responsible for the care, cleaning, and feeding of her pet. To help her, her parents give Ana some books about bearded dragons. In addition, Ana looks online for articles and videos to help. How can Ana make sure she understands all about her new pet? We will practice the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will revisit Ana and her bearded dragon.

Words to Know
self-monitor
annotate



What I Am Going to Learn

- Ask questions before, during, and after reading to deepen understanding.
- Monitor reading comprehension by using background knowledge and annotating.
- Interact with sources by notetaking, freewriting, or illustrating.

What I May Already Know 3.6(B), 3.6(I), 3.7(E)

- I know how to ask questions to deepen my understanding of my reading.
- I know reading strategies such as using my background knowledge and making notes while I am reading.
- I know how to interact with authors by taking notes or drawing pictures.

Tips and Tricks

Before you read a nonfiction text, write down three questions you hope the author will answer in the text. Look for those answers as you read.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

When you read, it helps to engage, or participate, with the text. The more you get involved with what you are reading, the more you can increase your comprehension.

Self-monitor, or check yourself, by asking, “Am I understanding?” Asking yourself questions about the topic as you read is a good way to self-monitor.

Ask and Answer Questions

Asking yourself questions is one of the most important comprehension strategies you can use. You can ask yourself questions before, during, and after you read.

Take a moment to ask yourself questions that will prepare you for what you are about to read. As you read, pause every now and then. Ask yourself if you understood everything that just happened or was discussed in the text. After you read, ask yourself questions about what you just read. If there is something you do not understand, mark the section with a question mark so you can go back and find those answers.

The questions in this table will help check your understanding during every stage of reading.

Before You Read	While You Read	After You Read
<p>These questions are meant to get you thinking about what you will read. They help you start to make connections about what you already know and what you think you might learn.</p>	<p>These questions will keep you involved in the content of the text. They will also help you monitor your comprehension.</p>	<p>The purpose of these questions is to provide you with an overview of the text and to deepen your understanding of the author’s message.</p>
<ul style="list-style-type: none"> • What do I think the text will mostly be about? • What do I notice about the title and cover of my text? • Does the title or cover remind me of something I have done or read before? 	<ul style="list-style-type: none"> • What do I think will happen next? • How can I put what I just read in my own words? • What would this look like as a picture? • What does _____ mean? • Why did _____ do that? • Why did the author include that detail? 	<ul style="list-style-type: none"> • Can I put the author’s message in my own words? • What questions do I still have about the topic? • What were the most important events in the text?

Read this passage.

It was the Great Depression, and food was scarce. Every morning, Jenny went out to the chicken coop and gathered eggs for breakfast. Some days she would find only two eggs. It was not much of a breakfast for a big family. Jenny could not stand the thought of eggs. She wanted pancakes, but her mother had not used flour for anything in more than two months. "It's just too precious," she would say.

Every day, Jenny hoped that her mother would surprise her. This Great Depression was a nuisance, Jenny thought.

- What are two questions you could ask while reading the passage?

To deepen your understanding, you can **annotate**, or write notes, in the text as you read. Writing down questions as you read is one kind of annotation. Other annotations include comments, notes, or drawings you add to a text as you read it. Annotations help clarify your thoughts and feelings about what you read. They help get you involved and interested in the text. You can also use a highlighter or a yellow crayon to mark important information such as main ideas and unfamiliar words. Underlining key details is also a good reading strategy. To help you to interact with the text as you read, you can also create mental images of the action taking place, or you can make illustrations or drawings of those images in your mind. They can be scenes from a story, or charts or tables to illustrate a text.

After annotating, your text might look like this.

I've heard of this in my social studies class.

There wasn't enough

It was the Great Depression, and food was scarce. Every morning, Jenny went out to the chicken coop and gathered eggs for breakfast. Some days she'd find only two eggs. It wasn't much of a breakfast for a big family. Jenny couldn't stand the thought of eggs. She wanted pancakes, but her mother hadn't used flour for anything in more than two months. "It's just too precious," she'd say. But every day, Jenny hoped that her mother would surprise her. This Great Depression was a nuisance, Jenny thought.

Summary: Jenny's family is struggling through some hard times because of the Great Depression. They barely have enough to eat, and Jenny finds it annoying.

How did they survive?

I guess that means that there was little flour to go around, so it was saved for special occasions.

Maybe nuisance means something that bothers Jenny since her family didn't have enough to make a delicious breakfast.

Once your annotations are in place, you can answer your questions about the passages. You will find that you may have already answered your questions in your annotations.



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

A New Pet

1 "I have a new pet," Jillian called across the fence to her neighbor, Abigail. "Come see it." Abigail ran over to Jillian's house, excited to see Jillian's new pet. She was thinking about all the pets it could be: a puppy, a kitten, a goldfish, a rabbit, or maybe even a hermit crab. Jillian opened the door, grinning from cheek to cheek, and pointed to her new pet.

2 Gasping, Abigail covered her mouth, and asked, "Is it sleeping?"

3 Jillian replied, "Yes, it's nocturnal, so it sleeps during the day."

4 Staring curiously at the little creature, Abigail then asked, "Is it a hamster? He sure is funny-looking for a hamster. What do you feed it?"

5 The strange creature hung from a small branch as Jillian put a grape and an apple slice in a bowl next to it. Then, its eyes slowly opened and it climbed down and stared at them.

6 "No, it's not a hamster! It is an omnivore, which means it eats animals and plants. This little guy in particular likes to eat insects and nectar, but we give him fresh fruits or vegetables," explained Jillian.

7 "I've never seen such a thing—it looks like a flying squirrel!"

8 "It has a gliding membrane, so it can glide from tree to tree, but it doesn't fly like a bird, and it's not a squirrel."

Guided Questions

What questions can you ask before you begin to read?

What question might readers have as they read paragraph 3?

Underline the words the author uses to help readers answer that question.

What question might readers have after reading paragraph 5?

- 9 "This is the coolest pet I've ever seen! What is it?" asked Abigail, staring intently at the animal.
- 10 "You have to guess!" replied Jillian, clearly having a good time with the guessing game.

Guided Questions

Based on the descriptive words in the text, make a mental image of Jillian's pet and draw it in the space to the left.

What question might the reader ask after reading this passage?

SAMPLE

Critical Thinking



1. What clues did the author leave about Jillian's new pet?



2. Would you have preferred the mystery be solved? Explain your response.



3. Work in a group to look up all the characteristics that Jillian mentions in the story. Together, find the answer to the mystery. Do some research on the mystery animal and present it to the class.

How Am I Doing?

- ★ What questions do you have?

- ★ Why is it important to ask questions before, during, and after reading?

- ★ Color in the traffic signal that shows how you are doing with the skill.





Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Holey Moley!

by Lyn Sirota



- 1 Imagine it's a summer afternoon at the beach. Your friends bury you in wet sand right up to your neck. The sand sticks to sunscreen lotion on your skin like peanut butter sticks to bread. The foamy ocean water dances right up to the tips of your toes. Just as your friends finish patting the last bit of sand, you feel something. It's itchy. Yikes, it's tickling your rear end . . . No, it's crawling up your bathing suit!
- 2 You scream! You can't stand up because the wet sand is heavy, so you wiggle your way out and grab this thing out of your bathing suit with lightning speed. What is it? It looks like a cockroach or a gray beetle. It seems to be walking backward in your hand. It has ten legs. Holey moley—it's a crab! It's a mole crab.
- 3 See? The creature from your suit isn't so big. The Atlantic mole crab, which can be found along the coast from Massachusetts to Florida, is one of the smallest crabs around. Females grow to only one to one and a half inches, and males grow to about half an inch.
- 4 These crabs can't hurt you because they don't have pincers like many other crabs. And since it isn't easy to know which end of the mole crab is the front, here's a hint: watch the direction in which the crab moves. Mole crabs move backward.

- 5 Even when you've figured out which end its mouth is on, you don't need to worry about the crab snacking on your toes. Mole crabs eat only small creatures from the ocean, such as plankton and bacteria. These crabs have feathery antennae that trap tiny pieces of food. They filter particles in the water and then use their antennae to remove the food and brush it into their mouths.
- 6 When they're ready, each female mole crab lays thousands of tiny, bright orange eggs. The mother carries these eggs attached under her body for months. After they hatch, mole crab babies, or larvae, are on their own. The larvae don't look like their parents; they are tiny, spiny, see-through creatures with big heads and bulging eyes. As the larvae grow, they molt, which means they shed their entire outer layer of skin. During the larval and molting stages of young mole crabs, some are washed ashore while others float out to sea with the currents.
- 7 Mole crabs protect themselves by digging underneath the sand as seawater washes over them. Hiding helps them avoid being eaten by shorebirds, larger crabs, or fish. Sometimes fishermen with mesh wire nets attached to poles gather mole crabs to use as bait.
- 8 You can gather mole crabs, too! Instead of waiting for one to climb into your bathing suit, grab the biggest bucket you can find. A yellow or white bucket is best because dark colors get hotter faster than light colors. The last thing you want to do is make these wonderful creatures overheat.
- 9 Have you ever seen tiny holes in the sand where the seawater meets the beach? Find a spot that is close to the water near these holes. Use your hands to dig down as wide and as deep as you can. You might even dig a mole crab right into your hands! Don't get frustrated when seawater pools into your sand hole. And be on the lookout—the mole crab's gray shell camouflages it in the sand. When you find one, feel its silky shell and its prickly legs. It's fun to race crabs or hold them gently to admire their delicate beauty, but be sure to release them back into a seawater pool when you're finished.
- 10 Next time you're at the beach, looking for something to do, see if you can find some crabs before they find you!

- 1** Which is the best question for a reader to ask before reading this passage?
- A** What will I learn from this text?
 - B** What do I notice about the picture?
 - C** Have I read any other texts by this author?
 - D** Why is there an exclamation point in the title?
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- 2** Which is the best question for readers to ask themselves to check their understanding after reading paragraph 6?
- F** What do mole crab parents look like?
 - G** How do baby mole crabs survive the sea and currents?
 - H** How do female mole crabs protect themselves?
 - J** What do mole crab larvae look like?
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- 3** According to the passage, why do mole crabs dig holes in the sand?
- A** To build their homes
 - B** To hide from predators
 - C** To lay their eggs
 - D** To stay out of the sun
- 4** Which question can a reader ask to better understand the word pincers in paragraph 4?
- F** How do I know which end of a mole crab is which?
 - G** What is something I know about other kinds of crabs?
 - H** Why are mole crabs the only crabs without claws?
 - J** Why do mole crabs only move backward?
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- 5** According to the passage, why do mole crabs have antennae?
- A** To help them eat
 - B** To locate their food
 - C** To move through the water
 - D** To protect them from predators

★ Assessment

Choose the best answer to each question.

- 1 Which question might a reader ask after reading paragraph 1?
- A What is making you itch?
 - B Why is the ocean water foamy?
 - C Why does sand become sticky when wet?
 - D What are some fun beach activities?
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- 2 Illustrating helps you to interact with a source. What would you most likely sketch after reading paragraph 7?
- F A child carrying a bucket and looking for crabs on the beach
 - G Mole crabs digging to hide in the sand
 - H A mother mole crab carrying bright orange eggs
 - J A child buried in the sand
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- 3 Which question should a reader be able to answer after reading paragraph 6?
- A What do mole crab larvae look like?
 - B Where do mole crabs lay their eggs?
 - C How many of the mole crab eggs hatch?
 - D Why do mole crabs shed a layer of skin?
- 4 According to the passage, which feature best helps protect mole crabs from predators?
- F Shell
 - G Pincers
 - H Big head
 - J Bulging eye
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- 5 Which question would a reader most likely ask after reading the passage?
- A How big are mole crabs?
 - B Where can I find mole crabs?
 - C Why do mole crabs move backward?
 - D How do mole crabs keep themselves safe?



Exit Ticket

Now you can ask questions and annotate as you read. Let's revisit Ana and the Real-World Connection to see what Ana can learn about her pet.



Ana has been using books and articles to learn about bearded dragons. The happiness and well-being of her new pet will depend solely on her, so her task is important. What can Ana do while she reads to make sure she understands all about her new pet? Use what you have learned in this lesson to help you answer.
