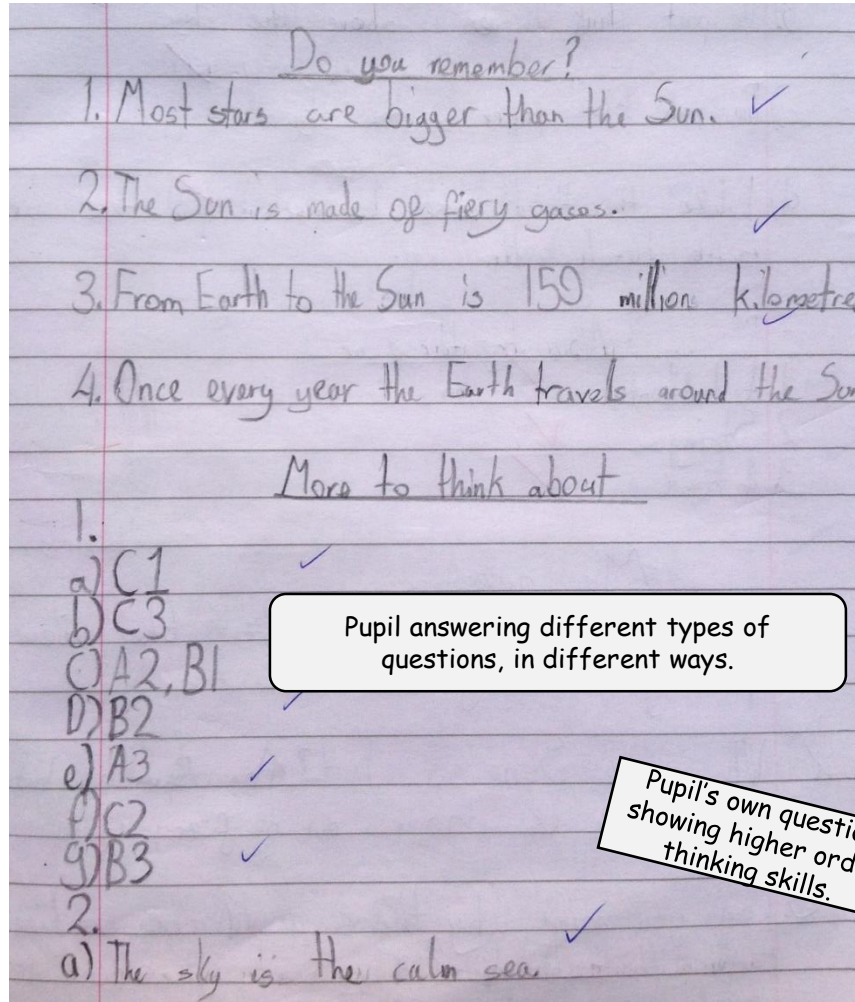## Evidence of Learning

| say	make	write	do

Experiences and Outcomes

- To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)
- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16

Context of Learning

The class had been studying the Solar System and, on this occasion read two texts, one a poem and the other an information text about the subject.

The pupils were then asked a series of questions of differing types, becoming increasingly more difficult.

Pupils were then challenged to make up their own questions, based on either text, for someone else to answer. The pupils asked the questions orally then the responses were written.

The pupils had had practice in making up questions about fictional texts that they were very familiar with, e.g. the novels they studied in reading groups, but using a non−fiction text was new.

Significant Aspects of Learning

Use reading strategies to understand, analyse and evaluate texts

Develop and use higher-order thinking skills.

Learning statements

Reading : Asks and answers questions about the main ideas and purpose of texts.

Listening & Talking : Asks and answers a range of questions to inform understanding of a variety of texts.

Pupil answering different types of questions, in different ways.

Pupil's own question showing higher order thinking skills.
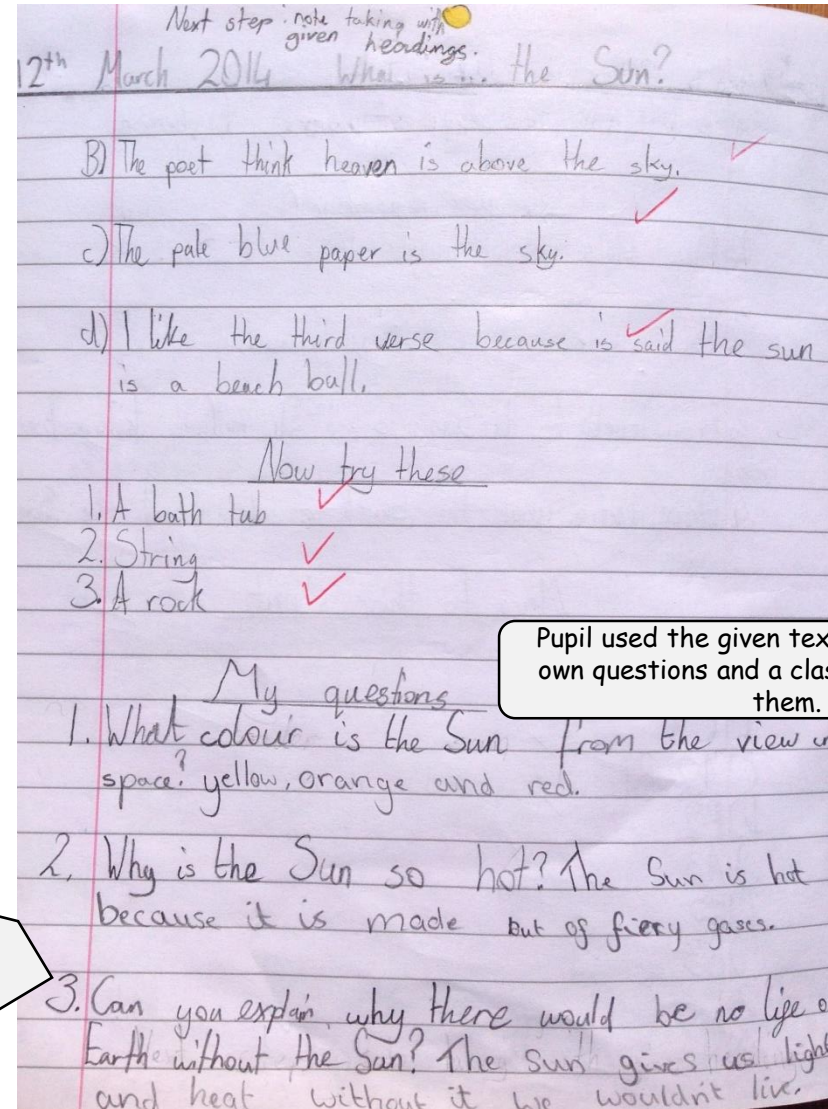
Pupil used the given text to make up her own questions and a classmate answered them.

Success Criteria

The pupils agreed the following success criteria
I can answer some analysing and evaluating questions about the text.
I can frame more complex analysing and evaluating questions.
I can read between the lines using clues in the text.

Learner Voice

I think I am getting better at answering questions and making up questions on my own, but I do find it a bit hard to make up tricky questions. I like it when other people find it difficult to answer my questions!

Teacher Voice

This pupil initially found it difficult to make up any questions but with practice can now make up questions about a text she has been working with for only a short time.
The pupil also used a yellow traffic light to indicate difficulty and, with help, was able to think about her next step in learning.

First Level

Reading 1b

Context of Learning

The group had been studying the novel 'Charlotte's Web' and at the end, as a form of assessment, made up questions to ask a character in an interview situation.

The pupils then set up the front of the classroom as a television studio and became 'chat show hosts'. Members of their reading groups became characters from the novel and answered accordingly.

Learning intention

Intention:

I can frame questions.

Questions:

1. Are there going to be some new words on the web, Charlotte?

2. Could you design a new plan to save Wilbur?

3. Why do the people want to kill Wilbur?

4. What was the first word that you have written on the web?

5. Why do you want to help Wilbur?

6. Were the other animals on the fair, too?

7. What was written on Wilbur's pen when you and Wilbur were on the fair?

8. Would it be better if Fern didn't know about talking animals?

9. Do you live on a farm?

10. What is special about your farm?

This shows the pupil can make up more challenging questions.

Learner Voice

I learned how to ask good questions. I loved making up these questions and pretending to be on the telly! I was a bit shy when they started to film me but I really, really liked it! I would like to do it again!

Teacher Voice

This pupil used question starters to help her make up questions at the beginning of the year but can now make up more challenging questions without this support.

Success Criteria

The pupils agreed the following success criteria
I can answer some analysing and evaluating questions about the text.
I can frame more complex analysing and evaluating questions.
I can read between the lines using clues in the text to help me.

Evidence of Learning

say	make	write	do

Context of Learning

The group had been studying the novel 'George Speaks' and during reading sessions were asked to make up questions about the text to ask others.

The pupils then asked each other their questions orally. Pupils were reminded that they had to know the answers to every question.

Learning intention clearly stated

Understanding, analysing and evaluating a text

Learning intention I can frame some questions about the text to ask others.

Title of the text ..... George Speaks .....

Author ..... Dick King-Smith .....

1 ..... would it be better if Laura told mum? .....

2 ..... What evidence can you find off George being smart? .....

3 ..... Why didn't George want to tell mum and dad? .....

4 ..... when/what George born? .....

Now ask your partner your questions. Make sure you know the answer!

Next step ..... more questions .....

Learner Voice

I am trying hard to make up questions that are not too easy to answer. I am pleased with my questions. My first question was, I think, quite difficult.

Teacher Voice

This EAL pupil has gradually built up his questioning skills. He can usually make up questions about short non-fiction texts, but can now make up questions about different genres and will openly ask them in class. He also willingly chooses more difficult texts.

Success Criteria

The pupils agreed the following success criteria
I can frame more complex analysing and evaluating questions.
I can read between the lines using clues in the text to help me.
I can answer some analysing and evaluating questions about the text that I am asked.