

Vocabulary

Strategy: Self Questioning

Book: Shrek

Author: William Steig

Setting: Read Aloud, Small Group

Strategy Definition: (post in classroom)	Self Questioning involves generating questions to guide thinking while reading. It helps students create their own motivation for reading and monitor their comprehension. The questions strategically pull out what the students are thinking, what they wonder, what they are curious about and what confuses them in the text. These questions create an inner dialogue between the reader and the writer of the text. Searching for answers to their own questions engage readers and aid in comprehension.
Standard:	The International Reading Association and the National Council of Teachers of English published Standards for the English Language Arts. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).
Objective:	Students will self question before, during and after reading and record their responses on the green sticky notes provided in the Reader's Toolkit.
Materials:	Book: Shrek by William Steig. Activity Book T – Chart Activity 2 pg. 13 (Vocabulary) or Activity Sheet pg. 14 (vocabulary)
Connect: Before Reading Establish a Purpose	The purpose of this lesson is to identify new vocabulary, use context clues to predict meaning and use words and/or pictures to define vocabulary. Preview Shrek before reading it to the students to identify the vocabulary for the lesson. Primary grades may only want to identify five new words, while the older grades may want to identify up to fifteen new words. There are a couple different ways to introduce vocabulary. One way is for the teacher to identify the words, list them for the students to access, and teach them in context when the book is read aloud. Another way is to read the book aloud and have the students write down new vocabulary on their green sticky note. Either way, be sure to stop and model what you do when you come to a word you don't know. The first page of the story has the word "cowed". After you read the first page to the students, go back to the word cowed and say "When I read this word "cowed", I wasn't sure what it meant, so I am going to reread the sentence and try and figure out the meaning". "I think it means to frighten because Shrek is very scary looking." Ask

	for volunteers to predict the meaning of the word. Look up the word in the dictionary to confirm the meaning. The last important step in vocabulary instruction is to find a place in the students head to “store” the new word for future use. Next to the word, ask the students to make a connection from their background knowledge to the new word. They may want to draw a picture or write a few notes to help them connect the new word to something they already know. For example, the word “cowed” means frighten. Draw a cow that looks frightened or write “scaredy cow” next to the word. Encourage students to find their own unique way to file their new words into their “mental filing cabinets” in their head.
Model: During Reading	Continue to read the story, pause at new vocabulary, model the vocabulary strategy, and allow time for students to practice. It may take a couple lessons to complete the entire story due to the amount of new vocabulary. Encourage the students to write down the new vocabulary words they hear on their green sticky note. Due to the fact there are many new words in this story, it may not be feasible to stop at every new word. Keep a list of words along with the student’s list.
Check for Understanding: After Reading	At the end of the story, review the list of new vocabulary words. Post the new words on the T Chart under new vocabulary. In the middle of the chart, ask the students to post what they think the new word means. The last column on the chart, draw a picture or write the definition of the word. After all the words have been discussed, reread Shrek to the students and model how the vocabulary strategy helped monitor comprehension. Keep new words posted and/or place new words in the student’s vocabulary folder for future use.
Reminder:	<i>Strategy instruction takes time, be consistent and supportive.</i>

Suggested Vocabulary Words:

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| <i>1. cowed</i> | <i>11. warbled</i> |
| <i>2. copse</i> | <i>12. brayed</i> |
| <i>3. stench</i> | <i>13. churlish</i> |
| <i>4. peasant</i> | <i>14. knave</i> |
| <i>5. scything</i> | <i>15. stagnant</i> |
| <i>6. varlet</i> | <i>16. moat</i> |
| <i>7. blithe</i> | <i>17. hideous</i> |
| <i>8. yokel</i> | <i>18. rabid</i> |
| <i>9. irascible</i> | <i>19. wen</i> |
| <i>10. putrid</i> | <i>20. carmine</i> |

