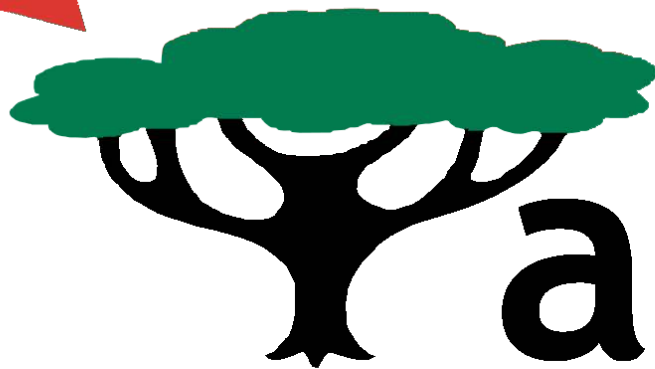


Quality Talk Lesson Workbook



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INKHULUMO

*Promoting Students'
High-Level
Comprehension of
Text*



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Quality Talk

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Lesson One: Authentic Questions

Part	Content
Part 1	Bus Trip: Quality Talk
Part 2	Introduction: Authentic Questions and Test Questions
Part 3	Practice: Authentic Questions and Test Questions

Overview

The teacher will introduce learners to Quality Talk by using the analogy of *taking a bus trip*. The purpose of this mini-lesson is to introduce authentic questions as a mechanism for promoting high-level reading comprehension through Quality Talk and to contrast authentic questions with test questions. This lesson sets the foundation for the following mini-lessons. Learners will practice creating authentic questions in a small-group activity.

Objectives

At the end of this lesson, learners will be able to:

- ❖ understand the goal of Quality Talk;
- ❖ know the rules of Quality Talk discussions;
- ❖ identify authentic questions and test questions; and
- ❖ create authentic questions.

Materials

QT Learner Packet: One per learner

Narrative text: *Thabo and Vuyo* (see p. 12 of this lesson plan)

Trifold paper: Rules for Discussions (see p. 15 of this lesson plan)

Part 1: Bus Trip: Quality Talk

[Quality Talk: Introduction]

Introduce Quality Talk by using the analogy of *taking a bus trip*. Use any personal examples or learners contributions that are relevant to the parallels between *planning and taking a bus trip* and *reading and discussing a story* that will make this concept clear and memorable. In order to better comprehend a text, learners need to think strategically before, during, and after reading. This ensures that learners achieve better comprehension of the text.

[Before Reading]

Distribute the Quality Talk Learner Packets, one per learner.

Ask the learners: Have you ever taken a bus trip to visit a family member? What were some things you or your family did to prepare for the bus trip?

Allow learners to share some stories about how they prepared for their bus trip.

Inform the learners that before the trip/reading, planning and activating prior knowledge is important.

Use the bus trip/reading analogy chart below, also found on page 1 in the QT Learner Packet, to emphasize the importance of preparing before reading. Have learners follow along as you read the chart to the class.

Bus trip	Reading
Where am I going?	What is the author's purpose? Make a prediction.
What should I pack?	What do I know? Is there any important prior knowledge needed?
How do I get there?	What do I want to know? Like a driver, you create a map with some details in your head about the topic. This helps you look for things while reading (like landmarks when driving), making reading (the trip) easier.

[During Reading]

Point out to the learners that just like when we prepare for a bus trip we also need to prepare before reading. We need to figure out the purpose of the reading, what we already know about the topic, and think about what things might be interesting during reading.

Ask the learners: While you were on your bus trip driving on the road, what were the driver and passengers thinking about or doing?

Allow learners to share what they think their family members, the bus driver, or they were doing or thinking about, for example, sights, destination, and how well the driver drove.

Inform learners that during the trip/reading, monitoring and regulating their reading is important.

Have learners follow along in their QT Learner Packet as you use the bus trip/reading analogy chart below to emphasize the importance of preparing during reading.

Bus trip	Reading
Is the bus driver driving too fast? Should we slow down?	Do I need to slow down?
Does anything look familiar?	How does this connect to what I know?
Taking amazing photos.	Look for unfamiliar words, important facts, and main ideas.
Check the map when lost.	Reread when unsure.

[After Reading]

After the trip/reading, reflecting on and evaluating are important.

Inform the learners that like going on a bus trip, during reading, we also need to consider if we need to slow down, how the reading can connect to what we already know, and look for amazing words and interesting ideas. Remember we can always go back to the reading and reread if it did not make sense.

Ask the learners: When you were done with your bus trip what did you do?

Allow learners to share some stories about what they did when they were done with their bus trip.

Lesson One: Authentic Questions

Read the following paragraph out loud to the learners:

After the trip/reading, reflecting on and evaluating are important. After reading you can also talk with your classmates about what you've read, the main idea of the reading, and what you learned from the reading. Having a conversation about what you've read can really help you learn better too. And that is what we do in Quality Talk! We have discussions about what we have read to improve our learning. And just like what you do before, during, and after a bus trip, you can also do for a story by thinking about similar questions before, during, and after reading.

Have learners follow along in their QT Learner Packet as you use the bus trip/reading analogy chart below, to emphasize the importance of reflecting on and evaluating after reading.

Bus trip	Reading
What did I see?	What is the main idea? Can I summarize what I read?
Did I see anything new?	What have I learned?
Talk about the trip.	Quality Talk about the text.

[Activity: Conversation One]

As a class, listen to two conversations about bus trips found on page 2 of the QT Learner Packet and compare them.

Assign two learners roles for the following conversations. Have learners read their roles to the class.

Conversation One:

Lizzy: Where did you go for the July holidays?

Lindo: Swaziland.

Lizzy: How was it?

Lindo: Nice.

Lizzy: Okay.

Point out that conversation was not very interesting. The questions that Lizzy asked were given one-word answers.

Lesson One: Authentic Questions

Work with your learners to understand why Conversation One did not show Quality Talk. After they finish the activity below, explain to learners that the questions that Lizzy asked were only followed by single-word answers, and they did not stimulate a good conversation. When Lindo responded to the questions, he did not elaborate on his ideas. Lizzy did not build on Lindo responses, and the conversation ended awkwardly. Inform the learners that they will now listen to another conversation to see if Lizzy and Lindo can improve the quality of their talk.

[Activity: Conversation Two - Quality Talk]

Assign two learners roles for the following conversations. Have learners read their roles to the class.

Conversation Two:

Lizzy: What was the best part of your trip?

Lindo: Everything! I loved going to visit my Gogo and spending time with my cousins. We played different games and helped my Gogo collect wood for the fire. There is no electricity where she lives so the fire helped to keep us warm after she cooked the food. There are no shops nearby so my Gogo has a small vegetable garden with some chickens. At night, we all sat together and listened to the stories my Gogo told. Some stories were about her life and others were myths from the area. My Gogo is such a kind person, I love being with her.

Lizzy: My Gogo also lives in a rural village and I like going to see her too. She lives in the Free State. It gets very cold there at night so we sleep together. What are some of the stories your Gogo shared with you?

Describe how Lizzy and Lindo's conversation improved a lot in the quality of their talk from Conversation One to Conversation Two. Guide the learners to recognize that Lizzy asked a better question than those asked in conversation one. In response, Lindo was able to respond with more information, thus stimulating a richer conversation about the trip. Specifically, Lizzy asked a question that could have more than one answer, and Lindo responded by elaborating his answer with rich details and examples. Lizzy listened attentively to what Lindo said and asked a follow-up question about Lindo's trip. Unlike Conversation One, this conversation shows Quality Talk. Later, you will learn about different types of questions and how to have better discussions or, as we call it, Quality Talk.

[Quality Talk: Goals]

Explain to the learners that the goal of Quality Talk is to have rich and fully engaged discussions that help learners understand the text and think more deeply about what was read.

This goal is achieved by having learners:

- ❖ ask questions and listen to others' responses;
- ❖ share their ideas about the text; and
- ❖ collaborate and work together.

[Quality Talk: Rules]

Introduce the rules of discussion on page 3 of the QT Learner Packet (p. 15 of lesson plan). Hand out the Rules for Discussion trifold, one per group. Have them fold the rules and place them in the centre of their group during discussions. Select learners to read the rules to the class and elicit how they can help to achieve the goal of having a rich and fully engaged discussion.

Here are the rules of Quality Talk:

- ❖ We don't need to raise hands.
- ❖ We talk one at a time.
- ❖ We give others time to speak.
- ❖ We listen to each other.
- ❖ We respect others' opinions.
- ❖ We consider or think about others' ideas.
- ❖ We give reasons to explain our ideas.
- ❖ We question/argue about ideas, not people.
- ❖ If we disagree, we ask "Why?"

Part 2: Introduction: Authentic Questions and Test Questions

[Review: Bus Trip and Quality Talk]

Let learners know that they can ask questions for many different reasons. Remind learners of the bus trip analogy and the two different conversations that Lizzy and Lindo had. Stress the importance of encouraging learners to stop while they are reading to consider what has been read along the way and let learners know that asking questions—even questions that they may think they already know the answers to—leads them to reflect on and better comprehend what they have read. Importantly, when these questions are brought up in a Quality Talk discussion, other learners may share different answers to the question.

[Definition: Test Questions and Authentic Questions]

Introduce the idea of two different types of questions: *test* and *authentic* questions.

Have learners refer to page 3 of the QT Learner Packet. Read the following definitions to the class:

- ❖ **Test questions** are questions where the answers can be found in the text. They generally have only one correct answer and can be answered in a few words or short sentences.
- ❖ **Authentic questions** are questions that readers have to think about more fully since the answers do not come directly from the text. They can have more than one correct answer and are open to argument, debate, and discussion. Answers to authentic questions should be supported by reasons and evidence from the text, other sources, or one’s own thinking or reasoning.

[Examples: Test Question and Authentic Question]

Test questions are usually answered with only a few words and they have only one correct answer, like Lizzy’s question about Lindo’s trip: “Where did you go on your trip?”. Test Questions do not usually lead to good discussions.



Lizzy: *Where did you go on your trip?*

Lindo: *Swaziland.*

Authentic questions on the other hand, can lead to good discussions like the second conversation.



Lizzy: *What was the best part of the trip?*

Lindo: *Everything! I loved going to visit my Gogo and spending time with my cousins. We played different games and helped my Gogo collect wood for the fire. There is no electricity where she lives so the fire helped to keep us warm after she cooked the food. There are no shops nearby so my Gogo has a small vegetable garden with some chickens. At night, we all sat together and listened to the stories my Gogo told. Some stories were about her life and others were myths from the area. My Gogo*

Inform the learners that the answers to this type of question usually have more than one correct answer and are supported by details from the text, other sources, or your own thinking. Have learners think about the story “Thabo and Vuyo” and see if they can identify the types of questions in this example conversation.

[Read: Thabo and Vuyo]

Have learners pair read *Thabo and Vuyo* on page 4 of the QT Learner Packet (p. 12 of lesson plan). Make sure each learner has read the story *Thabo and Vuyo* because they will be focusing on asking and responding to questions based on this story.

[Activity: Conversation Three – Authentic Questions]

Assign three learners roles for the following conversation on page 5 of the QT Learner Packet. Have learners read their roles to the class.

Kagiso: What do you know about the characters in “Thabo and Vuyo”?

Lesedi: I think the brother is not responsible because he asked his little brother not to tell his mom how he fell into the water.

Shaka: I think the brother is still an honest person because he told his mother the truth at the end.

Lesedi: Why do you think he decided to tell his mother the truth in the end?

Kagiso: Well, maybe he didn’t want to be a liar and still wanted people to trust him.

Shaka: Probably. He thought that he did something wrong and wanted to take responsibility.

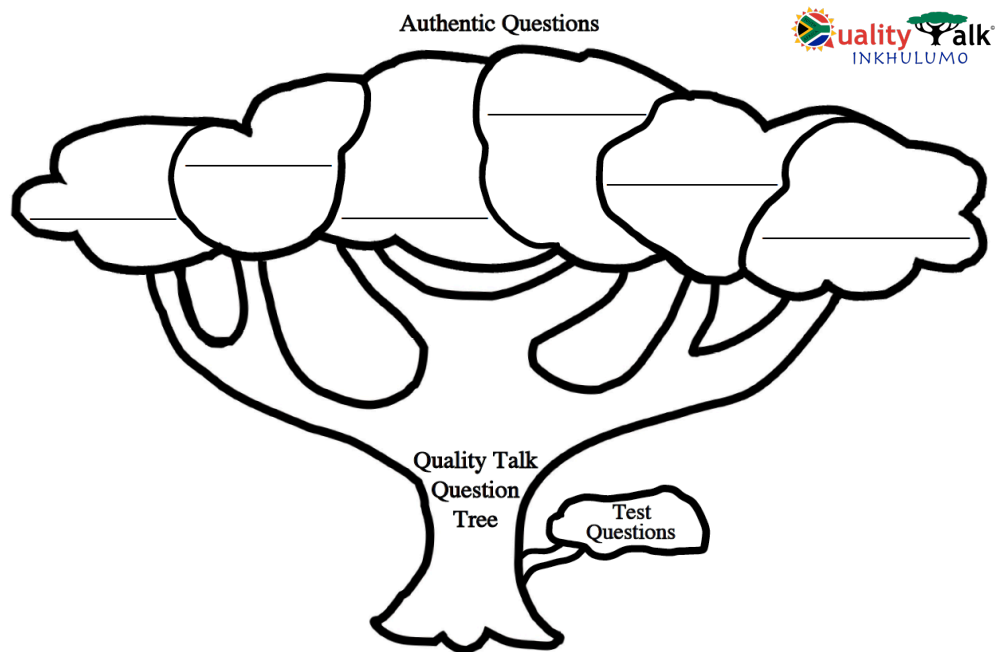
Point out to the learners that in this conversation, there were two authentic questions. Kagiso asked, “What do you know about the characters in ‘Thabo and Vuyo?’” Lesedi asked, “Why do you think he decided to tell his mother the truth?” The question Lesedi asked is not only an authentic question, but it is also an

uptake question because it asked about what Kagiso said previously. Inform learners that they will learn about uptake questions in a future lesson.

[Quality Talk Question Tree]

We use the Quality Talk Question Tree, found on page 6 of the QT Learner Packet (p.15 of lesson plan), as a way to visually represent the types of questions for Quality Talk. The label for *authentic question* is at the top of the tree where there are many branches and leaves, because authentic questions stimulate rich discussions about the text and promote high-level comprehension. Different kinds of authentic questions will be discussed over the next five lessons. The type of question called *test question* is at the bottom of the tree where there is a single, small branch. This is because test questions usually lead to single, short replies that can be found in the text, and they do not generate much discussion about the text. We will be adding different question types to the tree as we learn about them.

In the example exercise, there were **no test questions** in the discussion about *Thabo and Vuyo*. In Quality Talk we encourage learners to ask authentic questions because they stimulate thinking and reasoning. Test questions generally don't do that, so we discourage learners from asking test questions in Quality Talk. One of the reasons that Kagiso, Lesedi, and Shaka had such a good discussion about the story was because their discussion was guided by asking only authentic questions.



[Example: Comparing Question Types]

Ask learners to answer the following two questions to illustrate how an authentic question can generate multiple answers and stimulate better discussion compared to a test question, which may hinder discussion.

Based on the story *Thabo and Vuyo*:



Test question: Who fell into the water? (Answer: Vuyo)

Authentic question: How does Thabo feel about Vuyo?

Part 3: Practice: Authentic Questions and Test Questions

[Instruction]

In this activity, a cooperative-grouping situation (5–6 learners) is recommended where learners can take a shared role in generating questions about the text and practicing responding to them.

Make sure that each learner has read the story *Thabo and Vuyo*. Let learners know that they will be focusing on asking and responding to authentic and test questions based on the story.

[Activity: Comparing Question Types]

Each small group should come up with at least two authentic questions and one test question about the story and write their questions page 7 of the QT Learner Packet. Have learners practice responding to them to figure out whether they are authentic questions or test questions.

Have groups exchange the questions and give feedback to the other groups' questions.

If time permits, select one authentic question and allow learners to discuss in small groups.

(continue on next page)

[Suggested Questions]

Authentic questions:

1. What do you think Thabo was thinking when he saw Vuyo in the pond?

(Possible answers: He was scared; he was hopeless; he was regretful.)

2. Why do you think Thabo decided to tell his mother the truth in the end?

(Possible answers: Because he felt sorry for his little brother and wanted to take responsibility; because he felt uncomfortable being dishonest; because he was afraid that his Mom would find out the truth.)

Test questions:

1. Where did Thabo find Vuyo?

(Correct answer: Thabo found Vuyo in the pond.)

2. What did Thabo first tell his Mom when she saw Vuyo was soaked?

(Correct answer: He lied to his Mom, “He got his clothes dirty, and I tried to clean them.”)

****Note:** Collect all QT Learner Packets that were generated by learners. The questions they generated will be used for Quality Talk Lesson Three.

Thabo and Vuyo

Thabo was babysitting his brother, Vuyo. He turned on the television, set Vuyo down to watch a movie, and told him to stay put. Then he began sorting his box of photos. After a while, he looked up and noticed Vuyo was missing. Where was Vuyo? Thabo dashed around the living room and then through the whole house. Usually Vuyo would sit and watch a whole movie without moving, but now he was gone.

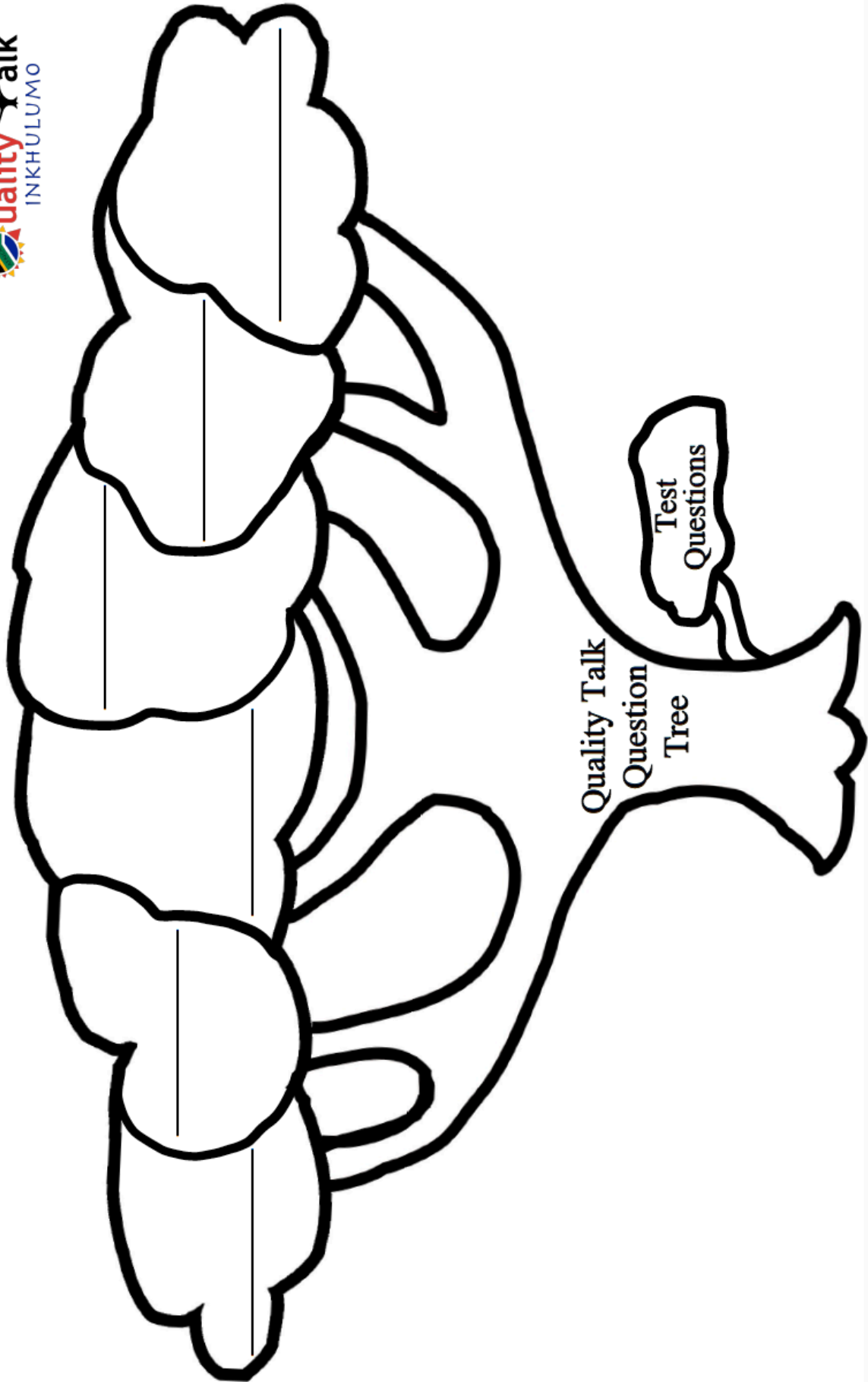
Then Thabo noticed the back door was open and ran outside. As Thabo ran out the door he saw Vuyo fall in the pond close to their house. Thabo ran over and pulled him out. As the boys hurried into the house, Thabo said, “Don’t tell Mom what happened. Let’s get you some dry clothes.”

Just then, the boys’ mom walked in and asked why Vuyo was soaked. “He got his clothes dirty, and I tried to clean them,” said Thabo. Mom took off Vuyo’s wet clothes and shoes. She wrapped a towel around the shaking little boy. Thabo looked at Vuyo’s wet shoes and said: “I wasn’t watching, and Vuyo fell into the pond. I pulled him out, but we were scared to tell you.”

Mom hugged each of the boys. “Vuyo could have drowned! Thank goodness you found him in time, and everyone is OK.”

Thabo and Vuyo Adapted with permission from program authors, Peter Afflerbach (2010). *Reading Street 2011 Grade 5.1, Student Edition*. Pearson Scott Foresman.

Authentic Questions



- ❖ We don't need to raise hands.
- ❖ We talk one at a time.
- ❖ We give others time to speak.
- ❖ We listen to each other.
- ❖ We respect others' opinions.



- ❖ We consider or think about others' ideas.
- ❖ We give reasons to explain our ideas.
- ❖ We question/argue about ideas, not people.
- ❖ If we disagree, we ask “Why?”

Rules for Discussions:

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- ❖ We question/argue about ideas, not people.



Lesson Two: Introduction to Arguments

Part	Content
Part 1	Introduction to Arguments
Part 2	Components of an Argument

Overview

The purpose of this mini-lesson is to introduce argumentation as a mechanism for promoting critical-analytic thinking in response to authentic questions, introduce the components of an argument, conceptually explain the argument model, and provide examples from texts that have been read in class. Learners will learn about the meaning and purpose of an argument.

Objectives

At the end of this lesson, learners will be able to:

- ❖ identify the meaning of an argument;
- ❖ understand the purpose of an argument;
- ❖ identify the components of an argument; and
- ❖ generate claims, reasons, and evidence.

Materials

- ❖ QT Learner Packet: One per learner
- ❖ Narrative text: *The Three Little Pigs* (see p. 27 of this lesson plan)

Part 1: Introduction to an Argument

[Review: Authentic and Test Questions]

Hand back the QT Learner Packets. Remind learners about the different types of questions introduced in the previous lesson.

- ❖ **Test questions** are questions that can be answered with information that can be found in the text and generally have only one correct answer.
- ❖ In comparison, **authentic questions** are questions that readers have to think about more fully since the answers are not only based on information found in the text. They can have more than one correct answer and are open to argument, debate, and discussion.

The previous lesson helped learners learn about authentic questions. They will be learning about different types of authentic questions in the near future that promote good Quality Talk discussions. Tell learners that Quality Talk discussions are designed to help them think critically about the readings and to understand the readings more deeply. In order to do that, this lesson will focus on teaching learners how to give good responses to those authentic questions.

[Definition: Argument]

Tell learners that in Quality Talk, the word “argument” does not mean a fight or a conflict. Good friends can have discussions where they make different claims or take different sides when they discuss important issues. Often when learners are discussing the answers to authentic questions, they generate arguments in their responses. These arguments can help the other learners in the group think about various claims and positions about the question, make better decisions, and come to a fuller understanding of the issue.

Have learners refer to page 9 in the QT Learner Packet and read the *definition and purpose of an argument*:

- ❖ An **argument** is stating your **claim** and supporting it with strong **reasons** and **evidence**.
- ❖ The *purpose of an argument* is for a group to **explore** different ways of answering authentic questions and for a person to **clarify** and **elaborate on** their claim based on the reasons and evidence that were discussed and explored.

Tell learners that arguments can help people make good decisions. Direct learners' attention to the question in the image in the QT Learner Packet: "Should we close the school because a thunderstorm is coming?" Tell learners how this is an example of an authentic question and that many times adults must have discussions with each other before making decisions. In these discussions, adults often use arguments to explore the different options before making a final decision.



[Activity: Introduction to Arguments]

Ask learners to think about other situations in which people need to make good arguments. Ask them how they might use arguments to come to an informed decision. Try to guide learners to see that having an argument with other people can help them think about other answers to authentic questions that they may not have considered.

Prompt learners with the example questions below. Be sure to draw a connection between the authentic question being asked and the argument that must be generated as part of the response to the question.

- ❖ Have you ever made an argument to stay up past your bedtime?
- ❖ Have you ever made an argument to your friend or sibling to play your favourite game rather than the one they wanted to play?

Wait for learners to come up with their own answers before sharing with the class.

Make sure that learners understand the meaning of an argument here. When we talk about making arguments:

- ❖ We **don't** mean that you are fighting or yelling at people.
- ❖ We **do** mean that you are exploring ideas in a respectful discussion by generating claims, reasons, and evidence to support your response.

Part 2: Components of an Argument

[Read: The Three Little Pigs]

Have pairs of learners read *The Three Little Pigs* on page 10 of the QT Learner Packet (p. 27 of lesson plan). Make sure each learner has read the story *The Three Little Pigs*.

Explain that, as a story has a beginning, middle, and end, a strong argument is made up of a **claim**, **reason**, and **evidence**. These concepts will be defined later in the lesson but use the example below to give learners a general idea of the components of an argument. Have learners refer to page 11 in the QT Learner Packet and use the picture of the scale to emphasize that there are three different parts, and they all add weight to an argument. Then explain the following analogy demonstrating that arguments are strongest when they all have three parts:

- ❖ claim only = not very strong / house of straw;
- ❖ claim + reason = stronger / house of sticks;
- ❖ claim + reason + evidence = STRONGEST! / house of bricks.

[Activity: Conversation One – Components of an Argument]

Inform learners that they will be listening to a discussion about whether parents should limit the amount of time their children spend watching television.

Have learners turn to Conversation One on page 12 in the QT Learner Packet. Assign four learners roles for the following discussion. Have learners read their roles to the class.

Conversation One:

Mandisa: I think parents should limit time spent watching TV.

Sifiso: Why do you think that?

Mandisa: Because kids would have trouble falling asleep.

Karabo: How do you know that?

Mandisa: My doctor says watching too much TV makes it hard for people to fall asleep.

Sifiso: I think that, too. Watching too much TV is bad for your learning.

Lesson Two: Introduction to Arguments

Lungelo: How do you know?

Sifiso: Well, I went on the internet and I found a story on the news that said that kids who spend too much time watching TV usually do worse on exams.

Guide learners through each line in Conversation One and classify them as claim, reason, or evidence (or leave blank). Learners should fill in the lines to the left of the statements that are claims, reasons, or evidence as shown in the examples below.

Example 1:

<u>Claim</u>	Mandisa: I think parents should limit time spent watching TV.
_____	Sifiso: Why do you think that?
<u>Reason</u>	Mandisa: Because kids would have trouble falling asleep.
_____	Karabo: How do you know that?
<u>Evidence</u>	Mandisa: My doctor says watching too much TV makes it hard for people to fall asleep.

Example 2:

<u>Claim + Reason</u>	Sifiso: I think that, too. Watching too much TV is bad for your learning.
_____	Lungelo: How do you know?
<u>Evidence</u>	Sifiso: Well, I went on the internet and I found a story on the news that said that kids spend too much time watching TV usually do worse on exams

Tell learners that these parts will be introduced one by one and that they will then learn how to build arguments in this Quality Talk lesson.

[Definition: Claim]

An argument should start with a claim. A claim states the position that a person has and often begins the argument. Have learners refer to page 12 in the QT Learner Packet and read the following definition to the class:

- ❖ A **claim** is a statement of a person's opinion or position regarding the answer to an authentic question.

[Activity: Conversation Two, Part One]

Have learners turn to Conversation Two, Part One on page 13 in the QT Learner Packet. Assign learners to each role and have them read aloud to the class. Point out that the second and third lines are claims.

Conversation Two, Part One:

Themba: Do you think people should be honest all the time?

Lerato: I think people should be honest all of the time. *[Claim]*

Kgabo: I think sometimes it is important to not be honest. *[Claim]*

[Definition: Reason]

Explain that making a claim is only the beginning of an argument. In order to build a strong argument, a claim should be supported by reasons. Have learners refer to page 13 in the QT Learner Packet and read the following definition to the class:

- ❖ **Reasons** give support to a person's claim and explain why a person thinks the claim is right.
- ❖ Reasons answer the question: *Why do you think so?*

[Activity: Conversation Two, Part Two]

Have learners turn to Conversation Two, Part Two on page 13 in the QT Learner Packet. Assign learners to each role and have them read aloud to the class. Point out that the second line is a claim and the fourth line is a reason that supports the claim.

Conversation Two, Part Two:

Themba: Do you think people should be honest all the time?

Lerato: I think people should be honest all of the time. *[Claim]*

Themba: Why do you think so?

Lerato: Because being honest helps you make new friends. *[Reason]*

Ask learners to generate additional reasons for this claim.

Suggested reasons:

- ❖ *Being honest gets you a good job.*
- ❖ *Parents tell us to be honest.*

[Claims and Reasons]

In an argument, claims must have at least one reason. A reason explains why the person thinks the claim is the best response to the authentic question. The *why* part is very important when making an argument. Explain to learners that reasons are often linked to the claim with the word “because.” Emphasize that this close connection often means that the claim and reason are so close that they are two parts in the same sentence. Read the example sentence:

- ❖ **I think people should be honest all of the time**, because *being honest helps you make new friends*.

Be clear that even though the two parts are in one sentence, they are still a claim and a reason.

[Strength of Reasons]

There are strong reasons and weak reasons. A **strong** reason is closely related to the claim. A **weak** reason has little or nothing to do with the claim. In terms of weight, a strong reason adds weight to the argument; however, a weak reason rarely adds weight to the argument.

[Definition: Evidence]

Tell learners that a strong reason should be supported by **evidence**. The evidence we use should provide direct support for our reasons. When there is good evidence, it adds weight to the argument. In a discussion, evidence answers the question: *How do you know that?* Have learners refer to page 14 in the QT Learner Packet and read the following definition to the class:

- ❖ **Evidence** provides direct support for our reasons.
- ❖ Evidence can come from **experiences**, **experts**, or someone’s own **thinking**.

[Activity: Conversation Two, Part Three]

Have learners turn to Conversation Two, Part Three on page 14 in the QT Learner Packet. Assign learners to each role and have them read aloud to the class. Tell learners that this is an example of a strong argument.

Conversation Two, Part Three:

Themba: Do you think people should be honest all the time?

Lerato: I think people should be honest all of the time. *[Claim]*

Themba: Why do you think so?

Lerato: Because being honest helps you make new friends. *[Reason]*

Themba: How do you know that?

Lerato: My teacher told me. *[Evidence]*

Walk learners through the conversation and be sure they can identify each of the three components.

Ask learners to come up with more evidence for the above reason.

Suggested evidence:

- ❖ Tebu is always honest, and I know she has a lot of friends.

[Multiple Reasons]

Strong arguments have a claim, reason, and evidence. When trying to support a claim, it is best to provide multiple pieces of reasons and supporting evidence for each reason.

[Example: Multiple Reasons]

For example, consider the following claim: **Parents should limit time spent watching TV at home.** Below are two examples of reasons and evidence that support this claim. Read these examples aloud to learners, explaining that both reasons and pieces of evidence support the same claim and together make a stronger argument.

Example 1:

Parents should limit time spent watching TV at home. (claim)

Lesson Two: Introduction to Arguments

Because kids would have trouble falling asleep. (reason)

My doctor told me that. (evidence)

Example 2:

Parents should limit time spent watching TV at home. (claim)

Because it is not good for their learning. (reason)

I read a news story about that. (evidence)

Ask learners to come up with more reasons for the claim: **Parents should limit time spent watching TV at home.**

[Definition: Elaborated Explanation]

Have learners refer to page 14 in the QT Learner Packet. Explain that in a discussion, when someone gives both a reason and a piece of evidence to support their claim (i.e., generate an argument) in a single turn, their response is called an **elaborated explanation**. Often in a discussion, learners generate their arguments over several turns, either because they were interrupted or because they needed prompting to provide a piece of evidence or reason (e.g., *Why do you think that?*). Elaborated explanations are special in that they are instances of full, thorough responses by individual learners.

Tell learners that the greater the number of relevant reasons offered or the longer the chain of relevant reasons and evidence, the better the elaborated explanation.

For example:

Kids should go to bed early (claim), *because an early bedtime is good for their health.* (reason) My doctor told me that. (evidence)

Emphasize that learners need to explicitly state the link between the claim and the reason. Remind learners that reasons are often found after a claim and begin with the word *because*.

[Activity: Practice Elaborated Explanations]

In this activity, learners will be shown several arguments and be asked to identify the components of a strong arguments (i.e., claim, reason, and evidence). Have learners turn to page 15 in the QT Learner Packet.

As a class, read each argument aloud and then ask learners to answer the questions below.

Lesson Two: Introduction to Arguments

Authentic question: *Should parents limit the time their children spend playing outside?*

Learner 1: **I don't think parents should limit the time spent playing outside.**

Question #1: What parts of an argument did you hear?

Answer: Claim.

Learner 2: **I don't think parents should limit the time spent playing outside** *because kids can meet other kids and make new friends.*

Question #2: What parts of an argument did you hear this time?

Answer: Claim and Reason.

Learner 3: **I don't think parents should limit the time spent playing outside** *because kids can learn from playing games with their friends.* I play outside a lot, and I have learned how to play on a team and get along with other kids.

Question #4: What parts of an argument did you hear this time?

Answer: Claim + Reason + Evidence

After identifying the parts of each argument, ask learners to draw a star next to the argument that they think is strongest. Wait for learners to choose an argument, then explain that the third argument is strongest because it is supported by a reason and evidence.

****Note:** Collect all QT Learner Packets that were generated by learners for future QT lessons.

The Three Little Pigs

Once upon a time there were three little pigs who lived with their mother in a meadow. One day the mother pig said to the three little pigs, “You need to go out into the world and make your own way.” So, they said “goodbye” and out in to the world they went.

The pigs decided to build houses near the woods. A big bad wolf lived in the woods. He was not happy when he saw the three little pig’s buildings houses nearby.

The first little pig was lazy. He made a house of straw. The big bad wolf huffed and puffed and blew it down.

The second little worked a little harder than the first little pig. He made a house of twigs. The big bad wolf huffed and puffed and blew the house down.

The third little pig made a house of bricks. The big bad wolf huffed and puffed and huffed and puffed. But the house did not fall down. This made the big bad wolf very, very angry. He went up on the roof and tried to get into the house through the chimney. He climbed into the chimney and slid down into a pot of boiling water. He ran out of the house and never came back!

Lesson Three: Uptake

Part	Content
Part 1	Introduction: Uptake Questions
Part 2	Practice: Uptake Questions

Overview

The purpose of this mini-lesson is to introduce uptake as a type of authentic question. Uptake questions create opportunities for promoting learners' high-level reading comprehension during text-based discussions. The teacher will introduce learners to uptake questions by building on what learners know about authentic questions. Learners will practice creating uptake questions in a small-group activity.

Objectives

At the end of this lesson, learners will be able to:

- ❖ identify uptake questions; and
- ❖ create uptake questions.

Materials

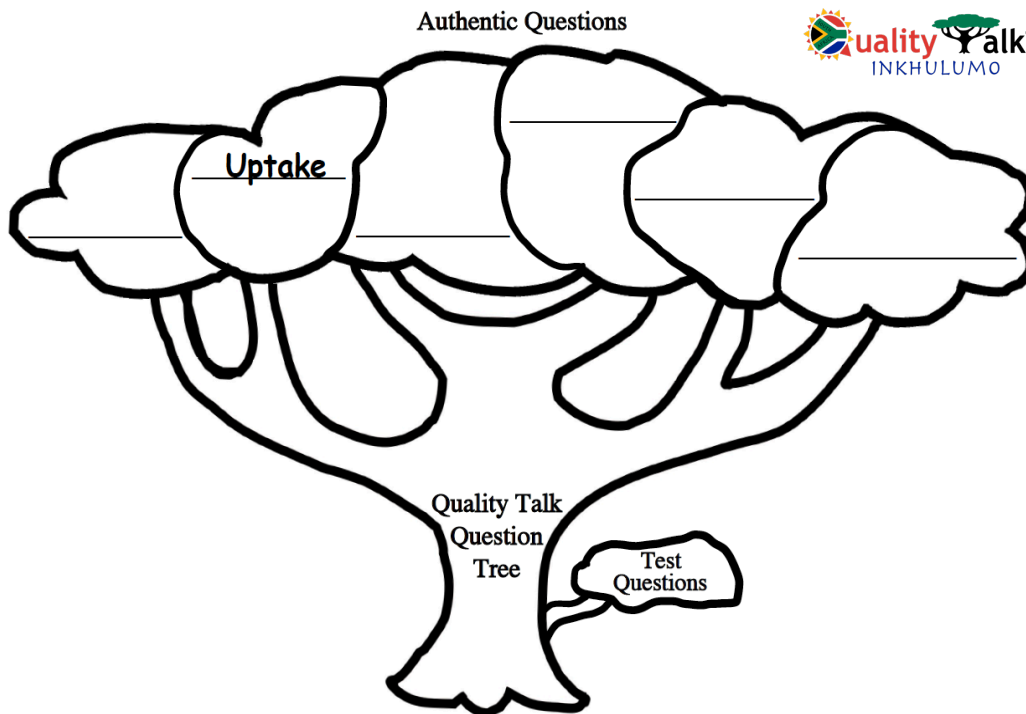
QT Learner Packet: One per learner

Part 1: Introduction: Uptake Questions

[Question Tree]

Hand back the QT Learner Packet. Remind learners about what they learned in Lesson One. Test questions are questions whose answers can be found in the text. They generally have only one correct answer and can be answered with a few words or short sentences. Authentic questions are questions that have more than one correct answer and are open to argument, debate, and discussion. Authentic questions are special because there are different *kinds* of authentic questions. The focus of this lesson is on a type of authentic question called an uptake question.

An uptake question is one type of authentic question that is near the top of the tree where there are many branches and leaves because this type of authentic question stimulates discussion by encouraging learners to examine a concept or idea more deeply and it allows learners to follow-up on important or interesting aspects of others' previously asked questions or responses. Point out the areas with the underlined spaces on the Quality Talk Question Tree found on page 6 of the QT Learner Packet. Have the learners fill in one of the spaces with the word "Uptake" in the space provided, (see example below). Inform the learners that each section of the tree will represent a new question type that will be taught in future lessons.



[Definition: Uptake Questions]

Have learners follow along on page 17, and read the following definition to the class:

- ❖ An **uptake question** is when someone asks a question about what someone else said or asked.
- ❖ Learners need to listen carefully to what other group members say so they can ask for more information.

[Activity: Conversation One – Uptake Questions]

Inform learners that they will be listening to a conversation about a road trip to Swaziland. Remind learners that an uptake question asks about what someone else said or asked previously, and that they must listen carefully to what others are saying in order to ask a good uptake question.

Have learners turn to Conversation One on page 18 of the QT Learner Packet. Assign three learners roles for the following discussion. Have learners read their roles to the class.

Conversation One:

Lindo: Our trip to the village was fabulous. We visited Gogo during the holiday.

Lizzy: Oh, I like visiting my Gogo a lot! **What was your favourite part of the trip?**

Lindo: I liked spending time with Gogo. I enjoyed the drive. It was the first time I saw the mountains and the forest.

Sifiso: I also visited the village. I think spending time in the village, listening to Gogo's stories and songs is really fun! Lindo, **do you think it's possible for some of the people in both our villages to know one another?**

Lindo: That is a good question. I'm not really sure but nothing is impossible these days.

Lizzy: Exactly. **Do you think it is possible for our Gogos to know one another?**

Sifiso: I thought about it when I was in the village. People travel so often these days that anything is possible.

Lizzy: That would be nice.

Lesson Three: Uptake

Lindo: I agree that would be nice! I will ask her next time we visit.

Inform learners that Lindo, Lizzy, and Sifiso were discussing Lindo’s road trip to Swaziland. Lizzy and Sifiso asked three uptake questions. First, Lizzy asked Lindo, “**What was your favourite part of the trip?**” after she talked about her trip. Then Sifiso asked Lindo, “**Do you think it’s possible for some the people in both our villages to know one another?**” after she talked about visiting her Gogo during the holiday. At the end, Lizzy asked, “**Do you think it is possible for our Gogos to know one another?**” after Lindo talked about how it is possible for people from different villages to have met before while traveling

Part 2: Practice: Uptake Questions

[Instruction]

In this activity, a cooperative-grouping situation (5–6 learners) is recommended where learners can take a shared role in generating questions about the text and practice responding to them. If possible, learners should go back to the same small group as in Lesson One.

Let learners know that they will be focusing on asking and responding to uptake questions. Have learners reread and/or recall the story *Thabo and Vuyo*.

[Activity: Uptake Questions]

Have learners select authentic questions they wrote down one page 7 of their QT Learner Packet during Lesson One about the story *Thabo and Vuyo*.

Remind learners that good arguments include claim, evidence, and reason as they learned in Lesson Two.

Each small group should practice answering the authentic question by generating different responses. Encourage learners to generate uptake questions based on other learners’ responses. Learners can practice responding to them and trying to generate other uptake questions.

****Note:** Collect all QT Learner Packets that were generated by learners for future QT lessons.

Lesson Four: Speculation Questions

Part	Content
Part 1	Introduction: Speculation Questions
Part 2	Practice: Speculation Questions

Overview

The purpose of this mini-lesson is to introduce speculation questions as a type of authentic question. Speculation questions create opportunities for promoting high-level reading comprehension during text-based discussions by allowing learners to think about possible alternatives. The teacher will introduce learners to speculation questions by building on what learners know about authentic questions. Learners will practice creating speculation questions in small-group activities.

Objectives

At the end of this lesson, learners will be able to:

- ❖ identify speculation questions; and
- ❖ create speculation questions.

Materials

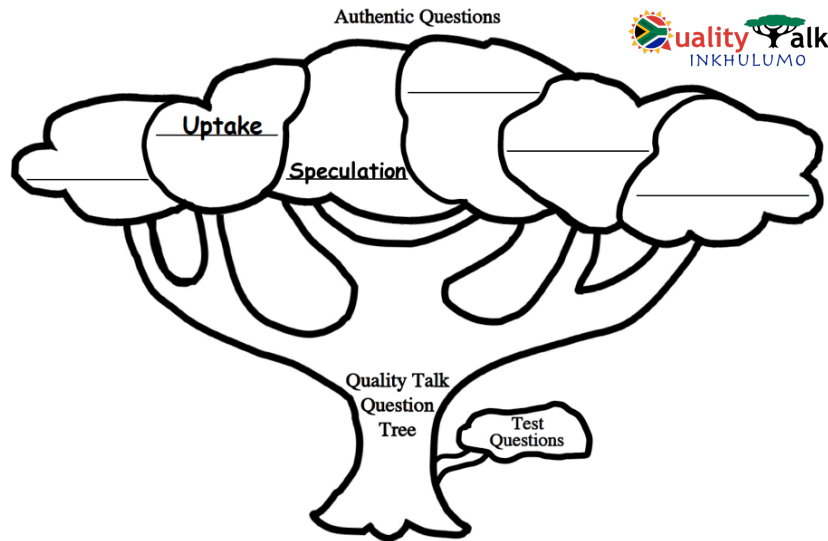
QT Learner Packet: One per learner

Part 1: Introduction: Speculation Questions

[Question Tree]

Hand back the QT Learner Packets. Remind learners about the type of authentic question introduced in the previous lesson: uptake question. Let learners know that they are going to learn about another type of authentic question called a speculation question.

A speculation question is one type of authentic question that is near the top of the tree where there are many branches and leaves because this type of authentic question stimulates rich discussions about the text and promotes high-level comprehension. Have the learners fill in one of the spaces with the word “Speculation” in the space provided on page 6 of the QT Learner Packet.



[Example: Speculation Question]

Ask learners: **If you wanted to cook something for dinner, what would you cook?**

Allow learners to briefly answer the question.

Explain that the question you just asked is an example of a speculation question.



[Definition: Speculation Questions]

Have learners turn to page 19 in the QT Learner Packet. Read the following definition to the class:

- ❖ **Speculation questions** are questions that require you to **consider alternative possibilities**.
- ❖ Speculation questions may ask: *“What if ...?”* or *“What might happen if ...?”*

[Activity: Conversation One – Speculation Questions]

Inform learners that they will be listening to a conversation about the story *Thabo and Vuyo*. Remind learners that speculation questions ask you to consider alternative possibilities, and you may ask questions like “What if ...?” and “What might happen if ...?”

Have learners turn to page 19 in the QT Learner Packet. Assign three learners roles for Conversation One. Have learners read their roles to the class.

Conversation One:

Baleka: What if Thabo’s mom scolded him immediately after he told the truth?

Shaka: Thabo would be fine with it because he knew he did something wrong and deserved the punishment.

Zama: I think Thabo would never tell his mom the truth again because he might think he would be punished each time he told his mom the truth.

Shaka: Do you think their mom will let Thabo babysit Vuyo again?

Zama: Oh. No, not for a very, very long time. I would be too scared for Vuyo’s safety to ask Thabo to babysit again.

Baleka: I think Thabo learned his lesson, and next time he would be very careful.

In this discussion, Baleka, Shaka, and Zama were discussing the story *Thabo and Vuyo*. Baleka asked a speculation question: **“What if Thabo’s mom scolded him immediately after he told the truth?”** Shaka and Zama answered the speculation question by each considering an alternative possibility not given in the text. Ask learners if they can think of any other alternative possibilities to the speculation question.

Shaka also asked a speculation question: **“Do you think their mom will let Thabo babysit Vuyo again?”** Baleka and Zama answered the speculation question by each considering an alternative possibility not given in the text. Ask learners if they can think of any other alternative possibilities to the speculation question.

Part 2: Practice: Speculation Questions

[Instruction]

In this activity, a cooperative-grouping situation (5–6 learners) is recommended where learners can take a shared role in generating speculation questions about the text and practicing responding to them by thinking about alternative possibilities.

Select a recently read story for learners to generate questions about or use the story *Thabo and Vuyo*. Let learners know that they will be focusing on asking and responding to speculation questions based on this story.

[Activity: Speculation Questions]

Each small group should come up with at least two speculation questions about the story and write their questions on page 20 of the QT Learner Packet. Have learners practice asking them to other learners in the group to figure out whether they are speculation questions by making sure others can generate different alternative possibilities.

Have groups exchange the questions and give feedback to the other groups' questions.

If time permits, select one speculation question and allow learners to discuss in small groups.

****Note:** Collect all QT Learner Packets that were generated by learners for future QT lessons.

Lesson Five: Generalization and Analysis Questions

Part	Content
Part 1	Introduction: Generalization Questions
Part 2	Introduction: Analysis Questions
Part 3	Practice: Generalization and Analysis Questions

Overview

The purpose of this mini-lesson is to introduce generalization and analysis questions as two types of authentic questions. Generalization questions and analysis questions are two types of questions that are called high-level thinking questions. These questions create opportunities for promoting high-level thinking and high-level comprehension during text-based discussions. The teacher will introduce learners to generalization and analysis questions by building on what learners already know about authentic questions. Learners will also practice creating these questions in a small-group activity.

Objectives

At the end of this lesson, learners will be able to:

- ❖ identify generalization questions and analysis questions; and
- ❖ create generalization questions and analysis questions.

Materials

QT Learner Packet: One per learner

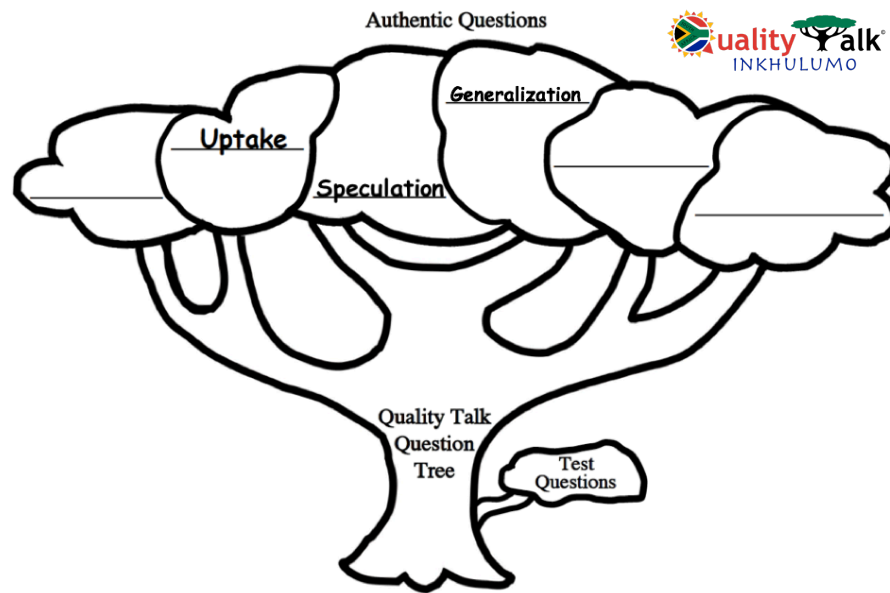
Narrative text: *Thabo and Vuyo* (see p. 46 of this lesson plan)

Part 1: Introduction: Generalization Questions

[Question Tree]

Hand back the QT Learner Packets. Remind learners about the types of authentic questions that were introduced in previous lessons: uptake question and speculation question. Let learners know that they are going to learn about another type of authentic question called a generalization question.

A generalization question is one type of authentic question that is near the top of the tree where there are many branches and leaves because this type of authentic question stimulates rich discussions about the text and promotes high-level comprehension. Have the learners fill in one of the spaces with the word “Generalization” in the space provided on page 6 of the QT Learner Packet.



[Example: Generalization]

Ask learners: **What one word best describes the big idea of the picture found on page 21 of the Learners Packet?**

Allow learners to briefly answer the question.

Suggested answer: Birthday.



[Definition: Generalization Questions]

Have learners turn to page 21 in the QT Learner Packet. Explain that generalization questions are questions that require you to find the **big idea** by:

- ❖ putting different parts together; and
- ❖ identifying a general rule/theme.

Generalization questions in effect ask:

- ❖ *“What do you **make of** what happened?”*
- ❖ *“What is the **big idea** of the story?”*

[Example: Generalization Statements and Questions]

Have learners read the example on page 22 of the QT Learner Packet. In this example, the boy has had many experiences with batteries where they did not last very long, so he made a broad statement, “**Batteries never last very long.**” This is an example of generalization. Explain to the learners how this boy came up with the generalization, and guide the learners to understand how the question, “What do we know about batteries?” is an example of a generalization question.

Generalization statement: **Batteries never last very long.**



Generalization question: **What do we know about batteries?**

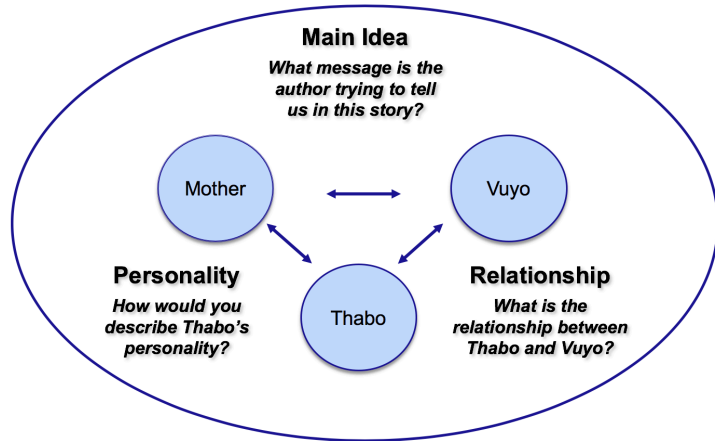
Tell learners that we generalize when we make a **broad statement** about people or things or a **rule** that applies to many examples.

Generalization questions are questions that **prompt** generalizations.

[Types of Generalization Questions]

Have learners turn to page 22 in the QT Learner Packet. Tell learners that when we ask generalization questions, we not only ask about the main idea of the story, but we can also ask about other perspectives.

Remind learners about the *Thabo and Vuyo* story. The big oval represents the main idea of the story. If we look into the big oval, we see that there are smaller



circles inside of it, with each small circle representing one character in the story. Those small circles are connected to each other by arrows, and the arrows represent the relationship between them.

When we ask generalization questions, we can ask questions about the **big oval** (main idea), we can also ask questions about the **small circles** (character's personality, motivation, or what you can learn from what happened to the character) and we can also ask questions about **the relationship** between the small circles (relationship between the characters). These are all clues that can help us come up with different generalization questions.

[Activity: Conversation One – Generalization Questions]

Inform learners that they will be listening to a conversation about the story *Thabo and Vuyo*. Remind learners that generalization questions are questions about finding the big idea. They involve putting different parts of the story together or generating a general rule or theme

Have learners turn to page 23 in the QT Learner Packet. Assign three learners roles for Conversation One. Have learners read their roles to the class.

Conversation One:

Malusi: What lesson is the author of *Thabo and Vuyo* trying to teach us in this story?

Kaya: I think he is trying to tell us that we should always tell the truth because being honest is important.

Kopano: Well, I think he is trying to tell us that brothers should take good care of each other and act responsibly.

Lesson Five: Generalization and Analysis Questions

Kaya: How would you describe Thabo’s personality?

Kopano: He was an honest person because he told his mother the truth at the end.

Malusi: He was careless because he was not taking good care of his brother.

Kopano: How would you describe the relationship between Thabo and Vuyo?

Malusi: I think they are brothers who are close and care about each other.

Kaya: Well, I do not think they like each other very much.

Inform learners that to come up with a generalization question, they may consider different perspectives. For instance, the main idea theme of the story, the personality of the characters, and the relationship between the character, like in the story the relationship between Thabo and Vuyo or between Thabo and his mother. In this discussion, all three perspectives were used:

- ❖ Big idea: Malusi asked a generalization question about the **big idea** of the story (big oval):
What lesson is the author of Thabo and Vuyo trying to teach us in this story?
- ❖ Character’s personality: Kaya asked a generalization question about a **character’s personality** (small circle): *How would you describe Thabo’s personality?*
- ❖ Relationship: Kopano asked a generalization question about **the relationship between the characters** (among the small circles): *How would you describe the relationship between Thabo and Vuyo?*

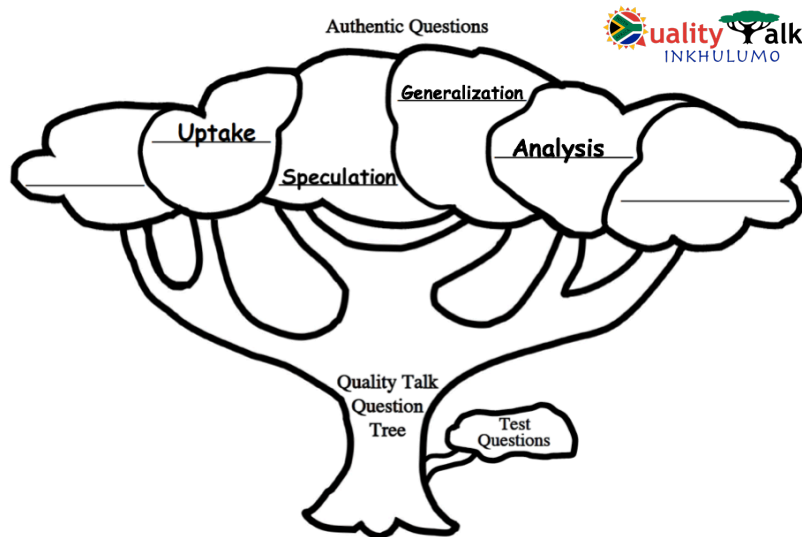
(continue on next page)

Part 2: Introduction: Analysis Questions

[Question Tree]

Remind learners about the types of authentic questions that were introduced in previous lessons: uptake question, speculation question, and generalization question. Let learners know that they are going to learn about another type of authentic question called an analysis question.

An analysis question is one type of authentic question that is near the top of the tree where there are many branches and leaves, because this type of authentic question stimulates rich discussions about the text and promotes high-level comprehension. Have the learners fill in one of the spaces with the word “Analysis” in the space provided on page 6 of the QT Learner Packet.



[Example: Analysis]

Ask learners if they remember this photo on page 21 in the QT Learner’s Packet and ask what one word they came up with previously that best described the big idea of the picture.

Guide learners to identify this question. [This is an example of a *generalization question*.]

Ask learners: **Why did you think it was *birthday*?** [This is an example of an *analysis question*.]



Lesson Five: Generalization and Analysis Questions

Learners need to use *details* from the picture to explain why they thought it was about [Birthdays]. Evidence from personal experience is encouraged.

Below is a summary table of possible answers; however, answers are not limited to these items.

Detail	Explanation
	Children eating cake which is traditionally presented on birthdays.
	Party hats are commonly worn at birthday parties.
	Balloons are a common decoration used at birthday parties.
	Presents are given to someone who is having a birthday.

[Definition: Analysis Questions]

Have learners turn to page 24 in the QT Learner Packet. Explain that an **analysis question** requires you to **break down** ideas by:

- ❖ looking at different ideas in the text; and
- ❖ understanding how ideas relate to each other.

Analysis questions in effect ask:

- ❖ “**How** did it happen?”
- ❖ “**Why** did ...?”

[Activity: Conversation Two – Analysis Questions]

Inform learners that they will be listening to a conversation about the story *Thabo and Vuyo*. Remind learners that analysis questions ask them to break down ideas in the text and think about how those ideas relate to each other. They may ask questions like “How did it happen?” and “Why did ...?”

Have learners turn to page 24 in the QT Learner Packet. Assign three learners roles for Conversation Two. Have learners read their roles to the class.

Conversation Two:

Ndumiso: Why did Thabo lie to his mother at first?

Lesedi: Because he was afraid of being punished if his mother found out that he had done something wrong.

Mamelo: Because he thought his brother was OK so there was no need to tell the truth.

Lesedi: Why did Thabo decide to tell the truth at the end?

Ndumiso: Because at first, he did not want to be punished but he knew being honest was more important.

Mamelo: I think he wanted to take responsibility for what he did.

In this discussion, Ndumiso and Lesedi both asked analysis questions. Ndumiso asked, “**Why did Thabo lie to his mother at first?**” Lesedi asked, “**Why did Thabo decide to tell the truth at the end?**”

(continue on next page)

Part 3: Practice: Generalization and Analysis Questions

[Instruction]

In this activity, a cooperative-grouping situation (5–6 learners) is recommended where learners can take a shared role in generating generalization and analysis questions about the text and practicing responding to them.

Select a story that your learners have recently read or use the story *Thabo and Vuyo*. Let learners know that they will be focusing on asking and responding to generalization and analysis questions based on the story.

[Activity: Generalization and Analysis Questions]

Each small group should come up with at least two generalization questions and two analysis questions about the story and write their questions on page 25 of the QT Learner Packet. Learners can practice responding to them to figure out whether they are good generalization and analysis questions.

Have groups exchange the questions and give feedback to the other groups' questions.

If time permits, select one speculation question and allow learners to discuss in small groups.

****Note:** Collect all QT Learner Packets that were generated by learners for future QT lessons.

Lesson Five: Generalization and Analysis Questions

Thabo & Vuyo

Thabo was babysitting his brother, Vuyo. He started a movie, set Vuyo down to watch the movie, and told him to stay put. Then he began sorting his baseball cards. After a while, he looked up and noticed Vuyo was missing. Where was Vuyo? Thabo dashed around the living room and then through the whole house. Usually Vuyo would sit and watch a whole movie without moving, but now he was gone.

Then Thabo noticed the back door was open and ran outside. As Thabo ran out the door he saw Vuyo fall in the swimming pool. Thabo ran over and pulled him out. As the boys hurried into the house, Thabo said, “Don’t tell Mom what happened. Let’s get you some dry clothes.”

Just then, the boys’ mom walked in and asked why Vuyo was soaked. “He got his clothes dirty, and I tried to clean them,” said Thabo. Mom took off Vuyo’s wet clothes and shoes. She wrapped a towel around the shaking little boy. Thabo looked at Vuyo’s wet shoes and said: “I wasn’t watching, and Vuyo fell into the pool. I pulled him out, but we were scared to tell you.”

Mom hugged each of the boys. “Vuyo could have drowned! Thank goodness you found him in time, and everyone is OK.”

Thabo and Vuyo. Adapted with permission from program authors, Peter Afflerbach (2010). *Reading Street 2011 Grade 5.1, Student Edition*. Pearson Scott Foresman.

Lesson Six: Affective Questions

Part	Content
Part 1	Introduction: Affective Questions
Part 2	Practice: Affective Questions

Overview

The purpose of this mini-lesson is to introduce affective questions as a type of authentic question. Affective questions create opportunities for promoting high-level reading comprehension during text-based discussions by allowing learners to generate connections with their feelings and previous experiences. The teacher will introduce learners to affective questions by building on what learners already know about authentic questions. Learners will practice creating affective questions in a small-group activity.

Objectives

At the end of this lesson, learners will be able to:

- ❖ identify affective questions; and
- ❖ generate affective questions.

Materials

QT Learner Packet: One per learner

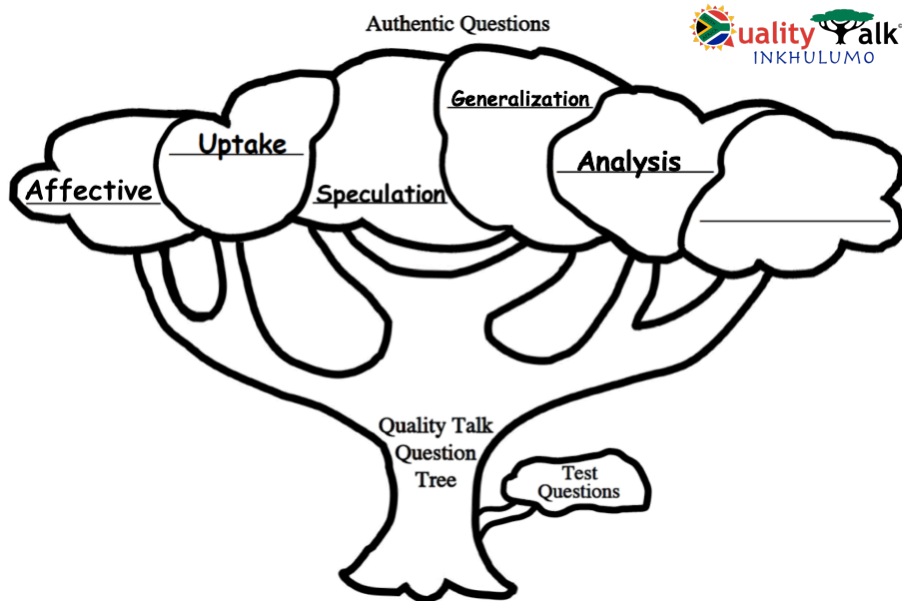
Narrative text: *The Boy Who Cried Wolf* (see p. 52 of this lesson plan)

Part 1: Introduction: Affective Questions

[Question Tree]

Hand back the QT Learner Packets. Remind learners about the types of authentic questions that were introduced in previous lessons: uptake question, speculation question, generalization question, and analysis question. Let learners know that they are going to learn about another type of authentic question called an affective question.

An affective question is one type of authentic question. Affective questions are at the top of the tree where there are many branches and leaves, because this type of authentic question stimulates rich discussions about the text and promotes high-level comprehension by allowing learners to generate connections with their feelings and personal experiences. Have the learners fill in one of the spaces with the word “Affective” in the space provided on page 6 of the QT Learner Packet.



[Definition: Affective Questions]

Have learners turn to page 27 and follow along while you read the definition of affective questions.

- ❖ **Affective questions** are authentic questions because they can have more than one answer and are open to debate and discussion.

Lesson Six: Affective Questions

- ❖ Answers to affective questions should be supported by reasons and evidence from your personal feelings and experiences.

Affective questions generally ask:

- ❖ “*What would **you** do...?*”
- ❖ “*Have **you** had a similar experience as ...?*”
- ❖ “*How would **you** feel if **you** were ...?*”

Remind learners of the story *Thabo and Vuyo*.



If you were Thabo, **how would you have felt** when Vuyo fell into the water?

If you were Thabo, **what would you have done** when Vuyo fell into the water?

It is important that learners understand that answers to affective questions should be supported by reasons and evidence from their personal feelings and experiences.

[Activity: Conversation One – Affective Questions]

Inform learners that they will be listening to two conversations about the story *Thabo and Vuyo*.

Have learners turn to page 27 in the QT Learner Packet. Assign three learners roles for Conversation One. Have learners read their roles to the class.

Conversation One:

Zelma: If you were Thabo, how would you have felt when Vuyo fell into the water?

Shaka: I would be scared because I love my little brother a lot. I can't even think about him getting hurt without getting upset!

Kaya: If I were Thabo, I would be angry at Vuyo.

Ask your learners about which of these responses is better than the other (i.e., Shaka's is better). His response has more detail and explanation that gives more information about *why* he feels that way. Kaya's response just answers the question but doesn't give any explanation as to why. Learners should always try to provide elaborated responses during Quality Talk.

[Activity: Conversation Two – Affective Questions]

Instruct learners to move on to Conversation Two on page 27 in the QT Learner Packet. Have the learners read their roles to the class.

Zelma: Have you ever experienced anything like Thabo did in *Thabo and Vuyo*?

Shaka: Once I broke my mother’s favorite cup. I told her the truth, and she said it was okay.

Kaya: Once my sister was watching me. While she was busy talking with her friends, I overfilled the bathtub and caused a big flood!

[Read: The Boy Who Cried Wolf]

Have pairs of learners read the story *The Boy Who Cried Wolf* on page 28 of the QT Learner Packet (p. 52 of the lesson plan). Make sure each learner has read the story *The Boy Who Cried Wolf* because they will be focusing on asking affective questions based on the story.

[Activity: Conversation Three – Affective Questions]

Inform learners that they will be listening to a conversation about the story *The Boy Who Cried Wolf*.

Instruct learners to turn to Conversation Three on page 29 in the QT Learner Packet. Have learners read their roles to the class.

Zelma: If you were the shepherd boy who cried wolf, how would you feel if nobody came to save you the last time?

Shaka: I would feel nervous because I might have needed help if there were real wolves.

Kaya: I would feel angry that the people did not come to save me.

In this discussion, Shaka asked an affective question: “**If you were the shepherd boy who cried wolf, how would you feel if nobody came to save you the last time?**”

(continue on next page)

Part 2: Practice: Affective Questions

[Instruction]

In this activity, a cooperative-grouping situation (5–6 learners) is recommended where learners can take a shared role in generating questions about the text and practicing responding to them.

Select a story that your learners have recently read or encourage the learners to consider *The Boy Who Cried Wolf*. Let learners know that they will be focusing on asking and responding to affective questions based on the story.

[Activity: Affective Questions]

Each small group should come up with at least two affective questions about the story and write their questions on page 29 of the QT Learner Packet. Learners can practice responding to the questions to figure out whether they are affective questions and whether learners are providing elaborated responses.

Have groups exchange the questions and give feedback to the other groups' questions.

If time permits, select one affective question and allow learners to discuss in small groups.

Have learners combine all pages of the QT Learner Packet and collect for use in future QT lessons.

The Boy Who Cried Wolf

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Citation: <http://www.storyarts.org/library/aesops/stories/boy.html>

Lesson Seven: Connection Questions

Part	Content
Part 1	Introduction: Connection Questions
Part 2	Practice: Connection Questions

Overview

The purpose of this mini-lesson is to introduce connection questions as a type of authentic question. Connection questions create opportunities for promoting high-level reading comprehension during text-based discussions by supporting learners' generation of connections to other previously read texts and shared experiences. The teacher will introduce learners to connection questions by building on what learners know about authentic questions. Learners will practice creating connection questions in a small-group activity.

Objectives

At the end of this lesson, learners will be able to:

- ❖ identify connection questions; and
- ❖ generate connection questions.

Materials

QT Learner Packet: One per learner

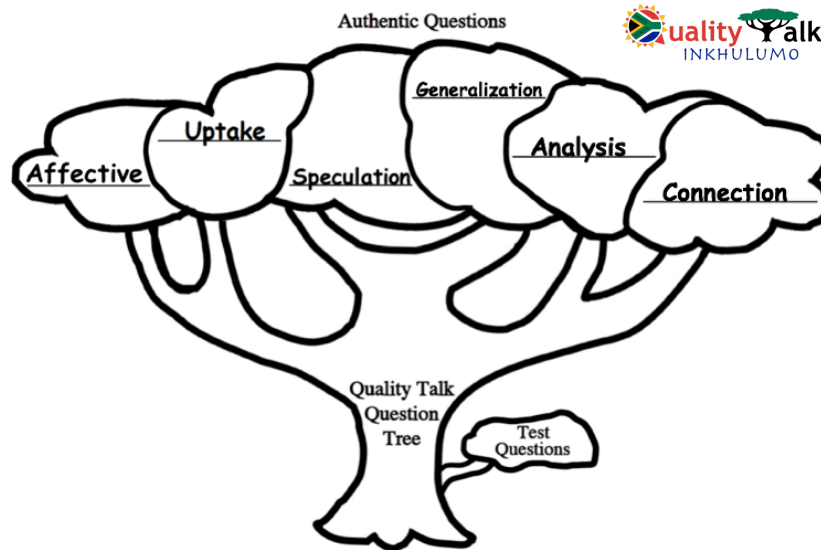
Narrative text: *The Boy Who Cried Wolf* (see p. 60 of this lesson plan)

Part 1: Introduction: Connection Questions

[Question Tree]

Hand back the QT Learner Packets. Remind learners about the types of authentic questions that were introduced in previous lessons: uptake, speculation, generalization, analysis, and affective questions. Let learners know that they are going to learn about another type of authentic question called a connection question.

A connection question is one type of authentic question that is near the top of the tree where there are many branches and leaves, because this type of authentic question stimulates rich discussions about the text and promotes high-level comprehension. Have the learners fill in one of the spaces with the word “Connection” in the space provided on page 6 of the QT Learner Packet.



[Definition: Connection Questions]

Have students turn to page 31 in the QT Learner Packet. Read the following definition to the class:

- ❖ **Connection questions** are questions that make connections between the story and things they have *read, seen, or heard* in the past.
- ❖ Connection questions can also be questions that make connections between the story and things that others in the group have *experienced or shared* with you.

[Example: Connection Questions]

Explain to learners that they can make connections between a book or story they are reading (e.g., *Journey to Jo'burg*) and different past texts (e.g., what they saw on TV, heard on the radio, or folk tales told by a neighbor, father, or mother) and experiences (e.g., a trip to visit an aunt and uncle in Cape Town). See if learners are able to generate any connections between *Journey to Jo'burg* and anything they have seen on TV or connections between *Journey to Jo'burg* and any shared experiences they may have with each other.

Example connection questions that learners could produce:

- ❖ How is the book *Journey to Jo'burg* similar to the story *Thabo and Vuyo*? (Thabo and Naledi both take care of their younger siblings.)
- ❖ Does Naledi remind you of any of the characters in the folk tale *The Story of a Dam*?

Note: if learners are unfamiliar with *The Story of a Dam*, the class can read the story provided on page 10 of the lesson.]

Not all group members will make the same connections. In other words, some people in the group might not all have read, seen, heard, or done the same thing, but that is okay.

[Types of Connection Questions]

Have learners turn to page 31 in the QT Learner's Packet and inform them that connection questions can ask about connections between the story and something that someone has:

- ❖ read (e.g., book, magazine, or electronic article);
- ❖ seen (e.g., movie, play, or TV show);
- ❖ heard (e.g., news report on radio or story); or
- ❖ shared with others (e.g., the talent show or science class).

[Generic Examples of Connection Questions]

Page 31 in the QT Learner Packet presents four examples of generic questions that learners can use to help them come up with connection questions. Talk through the examples while providing concrete texts that are relevant to your learners. When learners generate connection questions for the discussions, they should try to think about the connection in advance rather than using the generic form. However, the generic form

Lesson Seven: Connection Questions

can help learners think about the other texts with which they want to generate connections, which will allow them to formulate it into a more specific question.

- ❖ How is this story **similar to** something that I have read, seen, or heard before?
- ❖ How is this story **different from** something that I have read, seen, or heard before?
- ❖ What have I read, seen, or heard about before that **connects to** this story?
- ❖ Have we learned or experienced anything that **relates to** something in this story?

[Activity: Conversation One – Connection Questions]

Inform learners that they will be listening to a conversation about the story *Thabo and Vuyo* and the book *Journey to Jo'burg*. Remind learners that connection questions make a connection between the story that they are discussing and things that someone in the group has seen, such as a movie, read, like a book, or heard, like a story read aloud at school. They can also be questions that make a connection between the story and things that others in the group have experienced or shared.

Have learners turn to page 32 in the QT Learner Packet. Assign three learners roles for Conversation One. Have learners read their roles to the class.

(Note: *Journey to Jo'burg* is about a sister and brother, Naledi and Tiro, who journey from their village to Johannesburg where their mother works so that she can help their baby sister Mineo, who is very sick. Their journey takes place during the time period when apartheid laws were in effect.)

Conversation One:

Zama: How is Naledi like the character Thabo from the story *Thabo and Vuyo*?

Shaka: I think that Naledi is like Thabo because she is responsible for her younger siblings while her mother is way working, just like Thabo has to take care of Vuyo when their mother isn't home.

Baleka: I agree. Plus, Naledi is trying to save her sister Mineo's life, and Thabo saved Vuyo when he fell into the pond.

Zama: I think that Naledi is very different from Thabo. Thabo doesn't do a good job watching his brother, which is why Vuyo fell into the pond. But Naledi travels all the way to Jo'burg where it's very dangerous to help her sister.

Lesson Seven: Connection Questions

Shaka: That's true. Naledi and her brother Tiro had to be very brave because there were protests going on in Jo'burg. They even got stopped by a police officer.

Baleka: Yes, that reminded me of last year in school when we talked about Nelson Mandela and Winnie Madikizela-Mandela fighting against the apartheid laws. The people that Naledi and Tiro saw protesting were also fighting against those laws.

Zama asked a connection question between the book *Journey to Jo'burg* and the story *Thabo and Vuyo*, something she and her peers have read before. Baleka also made a connection to something that they all learned about the previous year in school.

Part 2: Practice: Connection Questions

[Review: Authentic Questions]

Have learners turn to page 6 in the QT Learner Packet. The Question Tree should now be completely filled in. Remind the learners about the different types of authentic questions.

[How to Write Connection Questions]

In order to help learners find the connection(s) among texts, experiences, and what is being discussed, there are three major things that learners can think about to help them generate connection questions:

- ❖ Characters: character personality, relationships among characters, or actions.
- ❖ Events: story event, problem encountered, or endings.
- ❖ Big ideas: the lesson learned from the story, the theme of the story, main ideas, or genre (fiction or non-fiction).

[Model: Writing Connection Questions]

As a class or individually, have learners read the story *The Boy Who Cried Wolf* on page 28 of the QT Learner Packet. Then, use this story as a model for how you might make connections for each category.

Note: If, as a class, you have a shared experience connection in any way to the character, events, or big idea of *The Boy Who Cried Wolf*, you can also add it to the graphic organizer.

Lesson Seven: Connection Questions

Connection Category	Selected text: <i>The Boy Who Cried Wolf</i>	Connection	What is the connection?
Characters	The shepherd boy	Title: <i>Thabo and Vuyo</i> Thabo	The shepherd boy lied to the villagers like Thabo lied to his mother at first.
Events	The shepherd boy yelled, "Wolf! Wolf! The wolf is chasing the sheep!" to get the villagers' attention.	Shared Experience The principal made an announcement to tell everyone that they were going to have a fire drill sometime that week.	Giving a warning or making an announcement can alert people to important things.
Big Ideas	Lying or telling the truth	Title: <i>Thabo and Vuyo</i> Thabo told the truth rather than lying to his mom.	Thabo might have told the truth at the end because he wanted his mom to trust him in the future.

[Example: Writing Connection Questions]

Model how to turn the connections in the chart above into questions.

Here are some examples:

1. How is *The Boy Who Cried Wolf* like the story *Thabo and Vuyo*?
2. How was the warning the shepherd boy gave like the warning our principal gave for the fire drill?
3. Do you think Thabo might have thought about the lesson from *The Boy Who Cried Wolf* when he decided to tell his mom the truth?

[Independent Practice]

In this activity, a cooperative-grouping situation (5–6 learners) is recommended where learners can take a shared role in generating connection questions about the text and practicing responding to them.

Select a recently read story and assign each group one row of the graphic organizer found on page 33 of the QT Learner Packet. Let learners know that they will be focusing on filling out this row of the graphic

Lesson Seven: Connection Questions

organizer and writing connection questions based on the story. Tell learners to think about other texts or experience they have shared to help them complete their questions.

[Activity: Connection Questions]

Using their graphic organizer, the learners will work with their group members to fill out their row and then develop questions that make connections. Once learners have filled out their row, they should come up with at least two connection questions. Have learners practice asking them to other learners in the group to figure out whether they are connection questions by making sure they connect the story to other texts or experienced shared by the group.

Have groups exchange the questions and give feedback to the other groups' questions.

If time permits, select one speculation question and allow learners to discuss in small groups.

Collect all QT Learner Packets for use in future QT lessons.

The Boy Who Cried Wolf

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Citation: <http://www.storyarts.org/library/aesops/stories/boy.html>

Learners Package





Learner Packet

NAME: _____

SCHOOL: _____

GRADE: _____

Lesson One: Authentic Questions

Part 1: Bus Trip: Quality Talk

[Before Reading]

Bus trip	Reading
Where am I going?	What is the author's purpose? Make a prediction.
What should I pack?	What do I know? Is there any important prior knowledge needed?
How do I get there?	What do I want to know? Like a driver, you create a map with some details in your head about the topic. This helps you look for things while reading (like landmarks when driving), making reading (the trip) easier.

[During Reading]

Bus trip	Reading
Is the bus driver driving too fast? Should we slow down?	Do I need to slow down?
Does anything look familiar?	How does this connect to what I know?
Taking amazing photos.	Look for unfamiliar words, important facts, and main ideas.
Check the map when lost.	Reread when unsure.

[After Reading]

Bus trip	Reading
What did I see?	What is the main idea? Can I summarize what I read?
Did I see anything new?	What have I learned?
Talk about the trip.	Quality Talk about the text.

Lesson One: Authentic Questions

[Activity: Conversation One]

Lizzy: Where did you go for the July holidays?

Lindo: Swaziland.

Lizzy: How was it?

Lindo: Nice.

Lizzy: Okay.

[Activity: Conversation Two]

Lizzy: What was the best part of your trip?

Lindo: Everything! I loved going to visit my Gogo and spending time with my cousins. We played different games and helped my Gogo collect wood for the fire. There is no electricity where she lives so the fire helped to keep us warm after she cooked the food. There are no shops nearby so my Gogo has a small vegetable garden with some chickens. At night, we all sat together and listened to the stories my Gogo told. Some stories were about her life and others were myths from the area. My Gogo is such a kind person, I love being with her.

Lizzy: My Gogo also lives in a rural village and I like going to see her too. She lives in the Free State. It gets very cold there at night so we sleep together. What are some of the stories your Gogo shared with you?

Lesson One: Authentic Questions

[Quality Talk: Rules]

- ❖ We don't need to raise hands.
- ❖ We talk one at a time.
- ❖ We give others time to speak.
- ❖ We listen to each other.
- ❖ We respect others' opinions.
- ❖ We consider or think about others' ideas.
- ❖ We give reasons to explain our ideas.
- ❖ We question/argue about ideas, not people.
- ❖ If we disagree, we ask "Why?"

Part 2: Introduction: Authentic Questions and Test Questions

[Definitions: Test Questions and Authentic Questions]

Test Questions

- ❖ Questions where the answers can be found in the text.
- ❖ Generally, there is only one correct answer.
- ❖ Can be answered in a few short words or sentences.

Authentic Questions

- ❖ Answers come from thinking about what we have read – not directly from the text.
- ❖ Can have more than one correct answer.
- ❖ Answers are supported by reasons and evidence from the text, other sources, or our own thinking.

Lesson One: Authentic Questions

[Read: Thabo and Vuyo]

Thabo and Vuyo

Thabo was babysitting his brother, Vuyo. He turned on the television, set Vuyo down to watch a movie, and told him to stay put. Then he began sorting his box of photos. After a while, he looked up and noticed Vuyo was missing. Where was Vuyo? Thabo dashed around the living room and then through the whole house. Usually Vuyo would sit and watch a whole movie without moving, but now he was gone.

Then Thabo noticed the back door was open and ran outside. As Thabo ran out the door he saw Vuyo fall in the pond close to their house. Thabo ran over and pulled him out. As the boys hurried into the house, Thabo said, “Don’t tell Mom what happened. Let’s get you some dry clothes.”

Just then, the boys’ mom walked in and asked why Vuyo was soaked. “He got his clothes dirty, and I tried to clean them,” said Thabo. Mom took off Vuyo’s wet clothes and shoes. She wrapped a towel around the shaking little boy. Thabo looked at Vuyo’s wet shoes and said: “I wasn’t watching, and Vuyo fell into the pond. I pulled him out, but we were scared to tell you.”

Mom hugged each of the boys. “Vuyo could have drowned! Thank goodness you found him in time, and everyone is OK.”

Lesson One: Authentic Questions

[Activity: Conversation Three - Authentic Questions]

Kagiso: What do you know about the characters in “Thabo and Vuyo”?

Lesedi: I think the brother is not responsible because he asked his little brother not to tell his mom how he fell into the water.

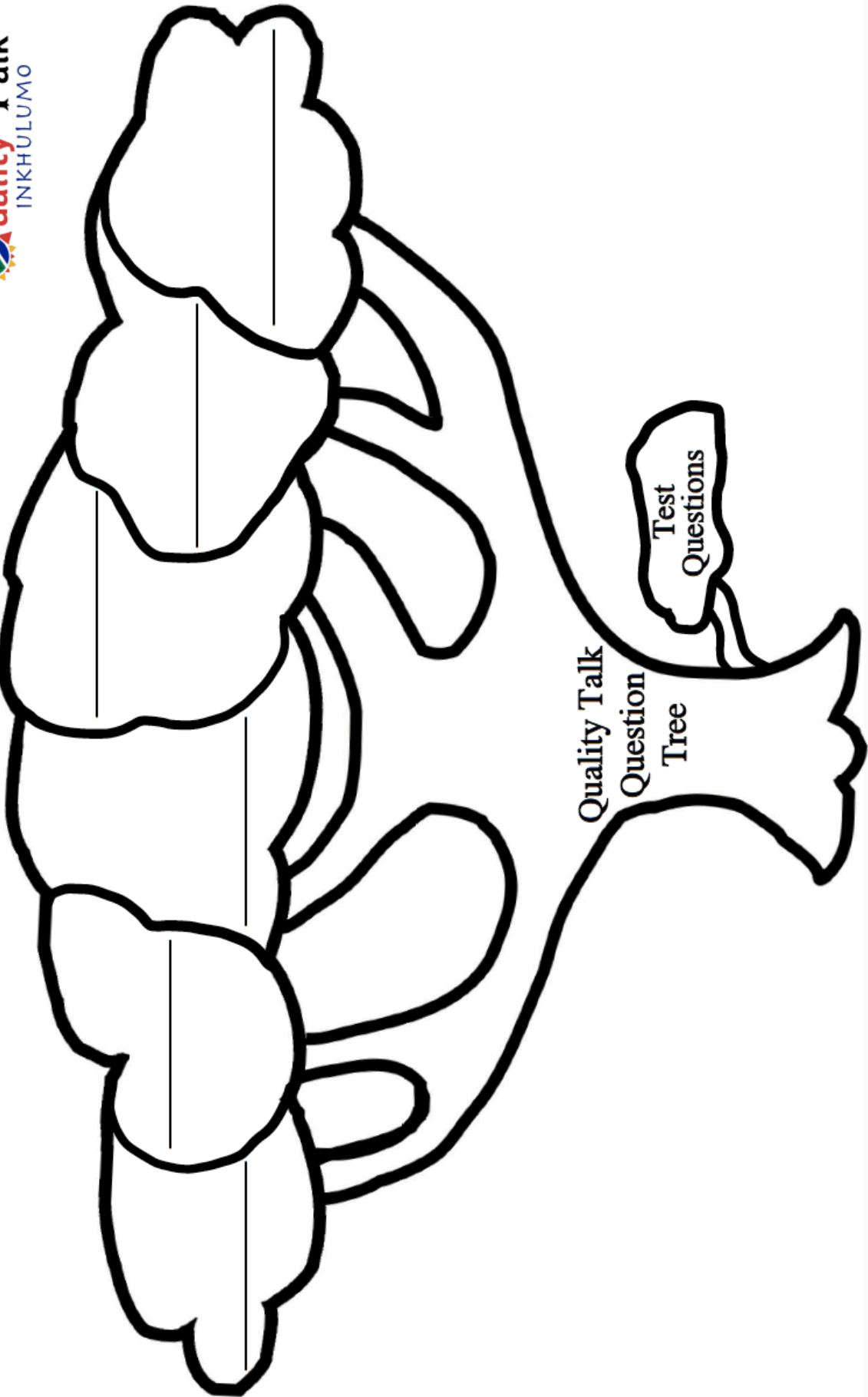
Shaka: I think the brother is still an honest person because he told his mother the truth at the end.

Lesedi: Why do you think he decided to tell his mother the truth in the end?

Kagiso: Well, maybe he didn’t want to be a liar and still wanted people to trust him.

Shaka: Probably. He thought that he did something wrong and wanted to take responsibility.

Authentic Questions



Lesson One: Authentic Questions

Part 3: Practice: Authentic Questions and Test Questions

Authentic Question:

Authentic Question:

Authentic Question:

Test Question:

Lesson One: Authentic Questions

Lesson Two: Introduction to Arguments

Part 1: Introduction to an Argument

[Definition: Argument]

Argument

- ❖ An argument is stating your *claim* and supporting it with strong *reasons* and *evidence*.

The purpose of an argument is:

- ❖ For a group to **explore** different ways of answering authentic questions.
- ❖ For a person to **clarify** their claim based on the reasons and evidence that were discussed and explored.

Should we close the school because a thunderstorm is coming?



An argument is not....



Fight?

Conflict?

Lesson Two: Introduction to Arguments

Part 2: Components of an Argument

[Read: The Three Little Pigs]

The Three Little Pigs

Once upon a time there were three little pigs who lived with their mother in a meadow. One day the mother pig said to the three little pigs, “You need to go out into the world and make your own way.” So, they said “goodbye” and out in to the world they went.

The pigs decided to build houses near the woods. A big bad wolf lived in the woods. He was not happy when he saw the three little pig’s buildings houses nearby.

The first little pig was lazy. He made a house of straw. The big bad wolf huffed and puffed and blew it down.

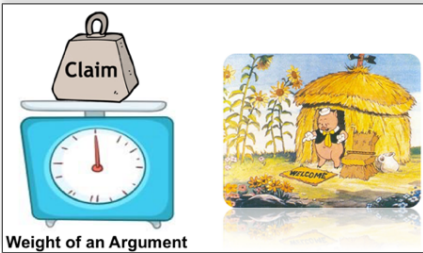
The second little worked a little harder than the first little pig. He made a house of twigs. The big bad wolf huffed and puffed and blew the house down.

The third little pig made a house of bricks. The big bad wolf huffed and puffed and huffed and puffed. But the house did not fall down. This made the big bad wolf very, very angry. He went up on the roof and tried to get into the house through the chimney. He climbed into the chimney and slid down into a pot of boiling water. He ran out of the house and never came back!

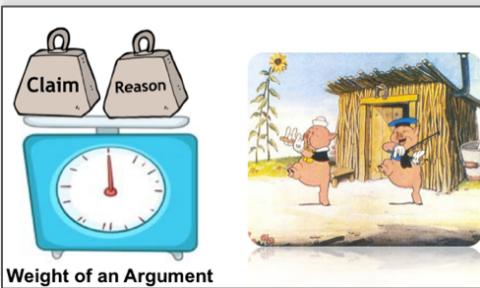
Lesson Two: Introduction to Arguments

[Components of an Argument]

As a story has a beginning, middle, and end, a strong argument is made up of a **claim**, **reason**, and **evidence**.



❖ Claim only = not very strong / house of straw;



❖ Claim + reason = stronger / house of sticks;



❖ Claim + reason + evidence = STRONGEST! / house of bricks.

Lesson Two: Introduction to Arguments

[Activity: Conversation One – Components of an Argument]

Directions: Read and then classify each line in the conversation below as claim, reason, or evidence, or leave blank.

_____ **Mandisa:** I think parents should limit time spent watching TV.

_____ **Sifiso:** Why do you think that?

_____ **Mandisa:** Because kids would have trouble falling asleep.

_____ **Karabo:** How do you know that?

_____ **Mandisa:** My doctor says watching too much TV makes it hard for people to fall asleep.

_____ **Sifiso:** I think that, too. Watching too much TV is bad for your learnin

_____ **Lungelo:** How do you know?

_____ **Sifiso:** Well, I went on the internet and I found a story on the news that said that kids who spend too much time watching TV usually do worse on exams.

[Definition: Claim]

Claim

A **claim** is a statement of a person's opinion or position regarding the answer to an authentic question.

- ❖ A claim states your *opinion* or *position*.
- ❖ It shows which *side* of the arguments you are taking.

Lesson Two: Introduction to Arguments

[Activity: Conversation Two, Part One]

Themba: Do you think people should be honest all the time?

Lerato: I think people should be honest all of the time.

Kgabo: I think sometimes it is important to not be honest.

[Definition: Reason]

Reason

Reasons give support to a person's claim and explain why a person thinks the claim is right. In a discussion, reasons answer the question: *Why do you think so?*

- ❖ Reasons can be easily linked to the claim with the word **because**.
- ❖ Often the claim and reason are stated together in one sentence.

[Activity: Conversation Two, Part Two]

Themba: Do you think people should be honest all the time?

Lerato: I think people should be honest all of the time.

Themba: Why do you think so?

Lerato: Because being honest help you make new friends.

Lesson Two: Introduction to Arguments

[Definition: Evidence]

Evidence

Evidence provides direct support for our reasons.

- ❖ Evidence answers the question: *How do you know that?*
- ❖ Evidence can come from **experience**, **experts**, or your own **thinking**.

[Activity: Conversation Two, Part Two]

Themba: Do you think people should be honest all the time?

Lerato: I think people should be honest all of the time. (_____)

Themba: Why do you think so?

Lerato: Because being honest help you make new friends. (_____)

Themba: How do you know that?

Lerato: My teacher told me. (_____)

[Definition: Elaborated Explanation]

Elaborated Explanation

- ❖ When someone gives both a reason and a piece of evidence to support their claim (i.e., generate an argument) in a single turn.

Lesson Two: Introduction to Arguments

[Activity: Practice Elaborated Explanations]

Directions: Identify the parts of each argument below, and draw a star next to the strongest argument.

Learner 1: **I don't think parents should limit the time spent playing outside.**

What parts of an argument did you hear? _____

Learner 2: **I don't think parents should limit the time spent playing outside because kids can meet other kids and make new friends.**

What parts of an argument did you hear this time? _____

Learner 3: **I don't think parents should limit the time spent playing outside because kids can learn from playing games with their friends. I play outside a lot, and I have learned how to play on a team and get along with other kids.**

What parts of an argument did you hear this time? _____

Lesson Three: Uptake

Part 1: Introduction: Uptake Questions

[Definition: Uptake]

Uptake

- ❖ An **uptake question** is when someone asks a question about what someone else said or asked.
- ❖ Listen carefully to what other group members say so you can ask for more information.

Lesson Three: Uptake Questions

Activity: Conversation One – Uptake Questions]

Lindo: Our trip to the village was fabulous. We visited Gogo during the holiday.

Lizzy: Oh, I like visiting my Gogo a lot! **What was your favourite part of the trip?**

Lindo: I liked spending time with Gogo. I enjoyed the drive. It was the first time I saw the mountains and the forest.

Sifiso: I also visited the village. I think spending time in the village, listening to Gogo's stories and songs is really fun! Lindo, **do you think it's possible for some of the people in both our villages to know one another?**

Lindo: That is a good question. I'm not really sure but nothing is impossible these days.

Lizzy: Exactly. **Do you think it is possible for our Gogos to know one another?**

Sifiso: I thought about it when I was in the village. People travel so often these days that anything is possible.

Lizzy: That would be nice.

Lindo: I agree that would be nice! I will ask her next time we visit.

Lesson 4: Speculation Questions

Part 1: Introduction: Speculation Questions

[Definition: Speculation Questions]

Speculation Questions

Speculation questions are questions that require you to **consider alternative possibilities**.

- ❖ Speculation questions may ask: “*What if ...?*” or “*What might happen if ...?*”

[Activity: Conversation One – Speculation Questions]

Baleka: What if Thabo’s mom scolded him immediately after he told the truth?

Shaka: Thabo would be fine with it because he knew he did something wrong and deserved the punishment.

Zama: I think Thabo would never tell his mom the truth again because he might think he would be punished each time he told his mom the truth.

Shaka: Do you think their mom will let Thabo babysit Vuyo again?

Zama: Oh. No, not for a very, very long time. I would be too scared for Vuyo’s safety to ask Thabo to babysit again.

Baleka: I think Thabo learned his lesson, and next time he would be very careful.

Lesson Four: Speculation Questions

Part 2: Practice: Speculation Questions

Speculation Question:

Speculation Question:

Lesson Five: Generalization and Analysis Questions

Part 1: Introduction: Generalization Questions

[Example: Generalization]

What one word best describes the big idea of the picture below?



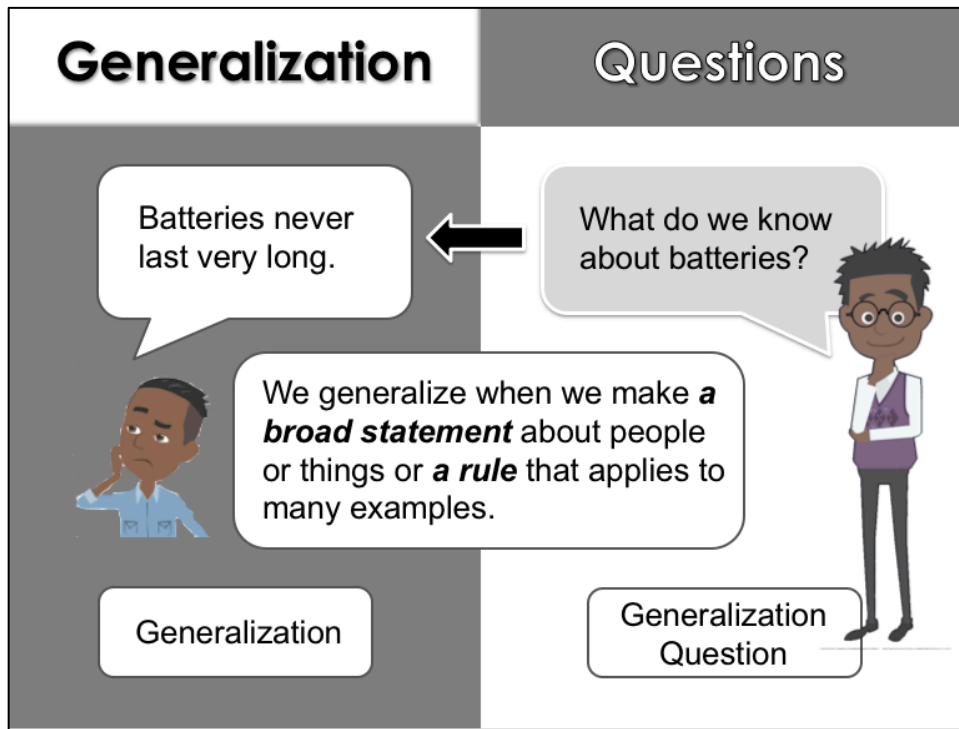
[Definition: Generalization Questions]

Generalization Questions

- ❖ Generalization questions are questions that require you to find the **big idea** by:
 - ❖ putting different parts together; and
 - ❖ identifying a general rule/theme.
- ❖ Generalization questions ask things like:
 - ❖ “*What do you make of what happened?*”
 - ❖ “*What is the big idea of the story?*”

Lesson Five: Generalization and Analysis Questions

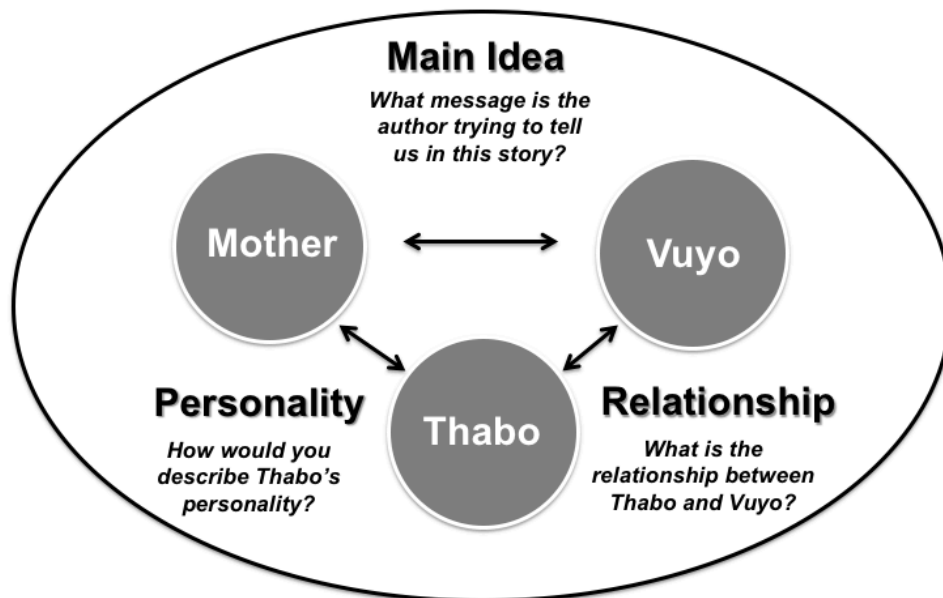
[Example: Generalization Statements and Questions]



Generalization questions are questions that prompt generalizations.

[Types of Generalization Questions]

Thabo & Vuyo



Lesson Five: Generalization and Analysis Questions

[Activity: Conversation One – Generalization Questions]

Malusi: What lesson is the author of *Thabo and Vuyo* trying to teach us in this story?

Kaya: I think he is trying to tell us that we should always tell the truth because being honest is important.

Kopano: Well, I think he is trying to tell us that brothers should take good care of each other and act responsibly.

Kaya: How would you describe Thabo's personality?

Kopano: He was an honest person because he told his mother the truth at the end.

Malusi: He was careless because he was not taking good care of his brother.

Kopano: How would you describe the relationship between Thabo and Vuyo?

Malusi: I think they are brothers who are close and care about each other.

Kaya: Well, I do not think they like each other very much.

Lesson Five: Generalization and Analysis Questions

Part 2: Introduction: Analysis Questions

[Definition: Analysis Questions]

Analysis Questions

- ❖ Analysis questions require you to **break down** ideas by:
 - ❖ looking at different ideas in the text; and
 - ❖ understanding how ideas relate to each other
- ❖ Analysis questions ask things like:
 - ❖ “*How did it happen?*”
 - ❖ “*Why did ...?*”

[Activity: Conversation Two – Analysis Questions]

Ndumiso: Why did Thabo lie to his mother at first?

Lesedi: Because he was afraid of being punished if his mother found out that he had done something wrong.

Mamelo: Because he thought his brother was OK so there was no need to tell the truth.

Lesedi: Why did Thabo decide to tell the truth at the end?

Ndumiso: Because at first, he did not want to be punished but he knew being honest was more important.

Mamelo: I think he wanted to take responsibility for what he did.

Lesson Five: Generalization and Analysis Questions

Part 3: Practice: Generalization and Analysis Questions

Generalization Question:

Generalization Question:

Analysis Question:

Analysis Question:

Lesson Six: Affective Questions

Part 1: Introduction: Affective Questions

[Definition: Affective Questions]

Affective Questions

- ❖ Affective questions have more than one answer and are open to debate and discussion.
- ❖ Answers to affective question should be supported by **reasons** and **evidence** from your **personal feelings and experiences**.
- ❖ Affective questions generally ask: “*What would **you** do ...?*”, “*Have **you** had a similar experience as ...?*”, or “*How would **you** feel if **you** were ...?*”

[Activity: Conversation One – Affective Questions]

Zelma: If you were Thabo, how would you have felt when Vuyo fell into the water?

Shaka: I would be scared because I love my little brother a lot. I can’t even think about him getting hurt without getting upset!

Kaya: If I were Thabo, I would be angry at Vuyo.

[Activity: Conversation Two – Affective Questions]

Zelma: Have you ever experienced anything like Thabo did in *Thabo and Yuyo*?

Shaka: Once I broke my mother’s favorite cup. I told her the truth, and she said it was okay.

Kaya: Once my sister was watching me. While she was busy talking with her friends, I overfilled the bathtub and caused a big flood!

Lesson Six: Affective Questions

[Read: The Boy Who Cried Wolf]

The Boy Who Cried Wolf

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Lesson Six: Affective Questions

[Activity: Conversation Three – Affective Questions]

Zelma: If you were the shepherd boy who cried wolf, how would you feel if nobody came to save you the last time?

Shaka: I would feel nervous because I might have needed help if there were real wolves.

Kaya: I would feel angry that the people did not come to save me.

Part 2: Practice: Affective Questions

Affective Question:

Affective Question:

Lesson Seven: Connection Questions

Part 1: Introduction: Connection Questions

[Definition: Connection Questions]

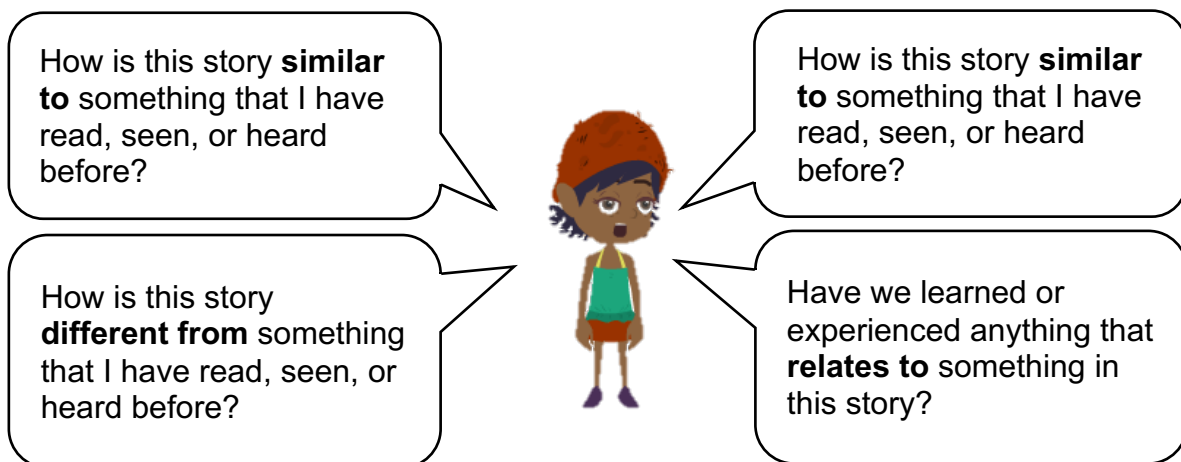
Connection Questions
<ul style="list-style-type: none"> ❖ Questions that make connections between the story and things you have <i>read, seen, or heard</i> in the past. ❖ Questions that make connection between the story and things that others in the group have <i>experienced or shared</i> with you.

[Types of Connection Questions]

Connection questions can ask about connections between the story and something that someone has:

- ❖ read (e.g., book, magazine, or electronic article);
- ❖ seen (e.g., movie, play, or TV show);
- ❖ heard (e.g., news report on radio or story); or
- ❖ shared with others (e.g., the talent show or science class).

[Generic Examples of Connection Questions]



Lesson Seven: Connection Questions

[Activity: Conversation One – Connection Questions]

Zama: How is Naledi like the character Thabo from the story *Thabo and Vuyo*?

Shaka: I think that Naledi is like Thabo because she is responsible for her younger siblings while her mother is away working, just like Thabo has to take care of Vuyo when their mother isn't home.

Baleka: I agree. Plus, Naledi is trying to save her sister Mineo's life, and Thabo saved Vuyo when he fell into the pond.

Zama: I think that Naledi is very different from Thabo. Thabo doesn't do a good job watching his brother, which is why Vuyo fell into the pond. But Naledi travels all the way to Jo'burg where it's very dangerous to help her sister.

Shaka: That's true. Naledi and her brother Tiro had to be very brave because there were protests going on in Jo'burg. They even got stopped by a police officer.

Baleka: Yes, that reminded me of last year in school when we talked about Nelson Mandela and Winnie Madikizela-Mandela fighting against the apartheid laws. The people that Naledi and Tiro saw protesting were also fighting against those laws.

Lesson Seven: Connection Questions

Part 2: Practice: Connection Questions

Connection Category	Selected text: <i>The Boy Who Cried Wolf</i>	Connection	What is the connection?
Characters	The shepherd boy	Title: <i>Thabo and Vuyo</i> Thabo	The shepherd boy lied to the villagers like Thabo lied to his mother at first.
Events	The shepherd boy yelled, "Wolf! Wolf! The wolf is chasing the sheep!" to get the villagers' attention.	Shared Experience The principal made an announcement to tell everyone that they were going to have a fire drill sometime that week.	Giving a warning or making an announcement can alert people to important things.
Big Ideas	Lying or telling the truth	Title: <i>Thabo and Vuyo</i> Thabo told the truth rather than lying to his mom.	Thabo might have told the truth at the end because he wanted his mom to trust him in the future.

[Activity: Connection Questions]

Connection Question:

Connection Question:
