

FINDING QUALITY CHILD CARE		Student/Class Goal Students want to learn specific standards of quality childcare and find a childcare provider that will provide for their child’s safety, physical and social needs.
Outcome <i>(lesson objective)</i> Parents will compile a list of interview questions to help them make a fully informed decision about their child care needs.		Time Frame 2-3 hours
Standard <i>Read with Understanding</i>		NRS EFL 1-6
COPS Determine the reading purpose.	Activity Addresses Components of Performance Students had many questions about how to choose quality childcare while they were attending class. This provided the teacher with a teachable moment to begin strategy instruction.	
Select reading strategies appropriate to the purpose.	Questioning techniques were introduced or reinforced as a way to gain meaning from the text.	
Monitor comprehension and adjust reading strategies.	By using this specific code, students will begin to monitor and assess their understanding of different kinds of text.	
Analyze the information and reflect on its underlying meaning.	Based on the questions generated earlier about quality child care, parents will synthesize the information and develop a list of priority questions to be used when interviewing prospective child care providers.	
Integrate it with prior knowledge to address reading purpose.	Further research may be needed if questions cannot be answered in the available resources.	
Materials <i>Charlie Anderson</i> by Barbara Abercrombie Question Web Graphic Organizer Child Care Resources Questioning Techniques Teacher Resource		
Learner Prior Knowledge What is important to you as a parent when you are looking for child care? How do you decide who will baby-sit your children?		
Instructional Activities Step 1 - Using <i>Charlie Anderson</i> , teach the Questioning Technique, <i>Some Questions Are Answered, Others Not</i> , to the group. Teacher reads-aloud this story about a cat that moves between two homes, paralleling the lives of two sisters. Solicit questions before, during and after reading, then chart on paper or board. As a group, mark an A for questions answered in the text. The unanswered questions might spark an interesting discussion. Start to help students categorize questions by providing these codes: <ul style="list-style-type: none"> ● A - Questions answered in the text ● BK - Questions answered from someone’s background knowledge ● I - Questions whose answers can be inferred from the text ● D - Questions for further discussion ● RS - Questions requiring further research to be answered ● Huh? or C - Questions that signal confusion Work together as a class to code them, teaching concepts (background knowledge, inference, etc.) as needed. Step 2 - Generate a list of questions that parents have about finding quality childcare. Provide online or written text from the list of <i>Child Care Resources</i> appropriate to the group’s reading levels that address many of their questions. Using the questioning codes from Step 1, divide up information and have students categorize their questions. Bring questions back to the group and make sure each question has an acceptable answer. These can be presented in writing or orally.		

Step 3 - Later, divide into pairs or triads and give each group a Question Web graphic organizer (expand as needed using a computer program) as described in *Using Question Webs to Expand Thinking*. Based on the information they have been reading about quality child care, have them list questions that should be answered when they interview potential child care providers. Questions can be shared with the group and one list compiled or individuals may want to address only their particular child care concerns. Give parents the opportunity to role-play the questions before actually visiting a child care center.

Assessment/Evidence *(based on outcome)*

Question Web
Role Play
Observation

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Technology Integration

Ohio Child Care Resource and Referral Association <http://www.occrra.org/index.html>
Child Care in Ohio OCCRRRA <http://www.childcareohio.org/>
Child Care in Ohio <http://jfs.ohio.gov/cdc/page2.stm>
Choosing Child Care <http://www.odjfs.state.oh.us/forms/pdf/01264.pdf>
Ohioline - Family <http://ohioline.osu.edu/lines/fami.html>
Iowa State University Extension to Families <http://www.extension.iastate.edu/childcare/>
Early Childhood Care and Education <http://www.alri.org/esquare/esq2/childcare/index.html>
National Association of Young Children <http://www.naeyc.org/>
National Association of Family Child Care <http://www.nafcc.org/Welcome.html>

Purposeful/Transparent

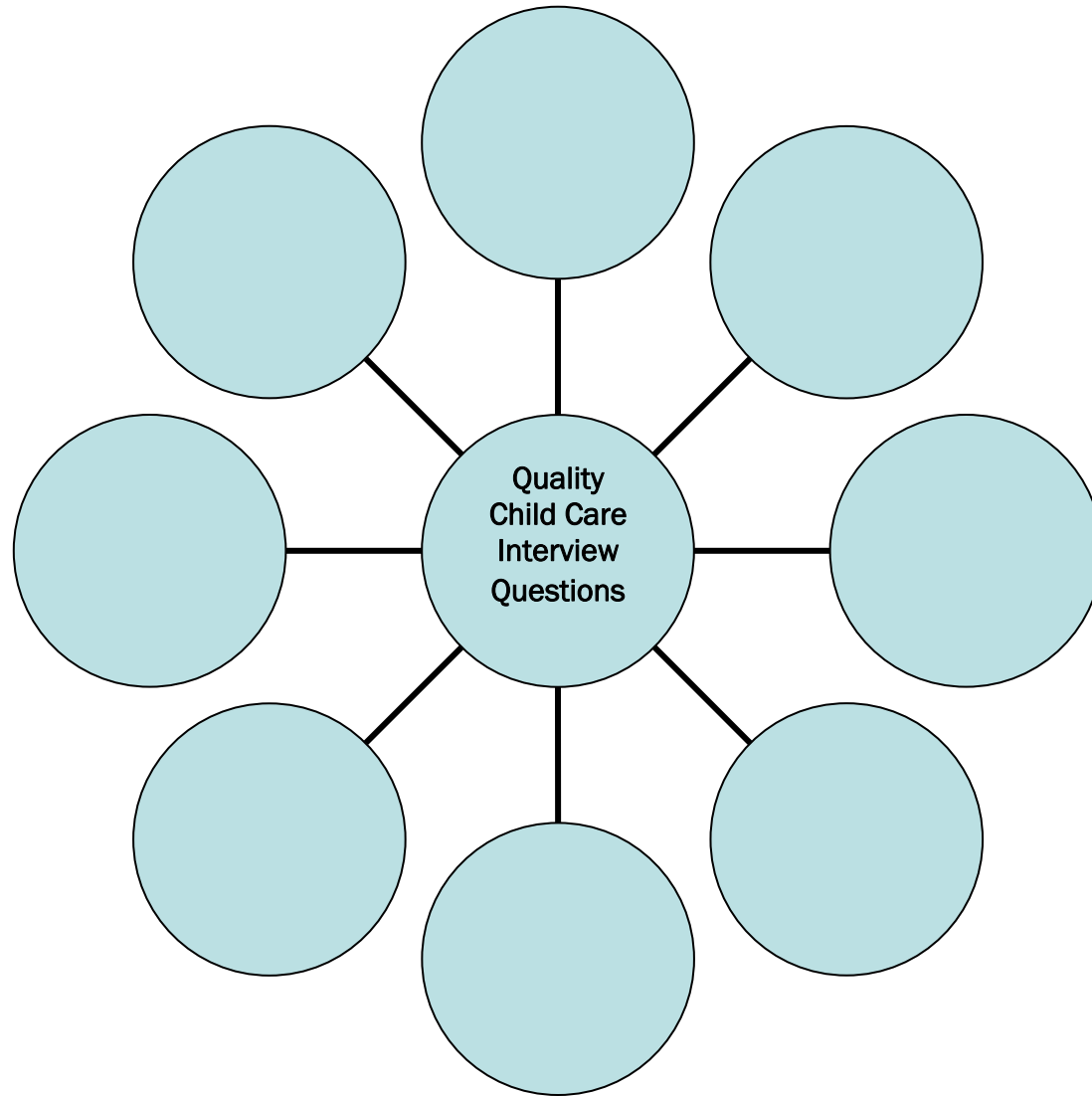
The teacher is providing specific strategy instruction so learners can begin to monitor and assess their own progress.

Contextual

Meets immediate concern of finding quality childcare for family so learner can begin/continue to attend classes.

Building Expertise

Working in small groups allows lower-level readers the opportunity to participate in this activity and contribute verbally to the list of questions. Questioning techniques are introduced or reinforced as a useful comprehension strategy.



QUESTION WEB GRAPHIC ORGANIZER

Questioning Techniques

Teacher Resource

Curiosity generates questions which are the master key to understanding. Questions clarify confusion and stimulate research efforts. As adult readers, asking questions engages us and keeps us reading. When students ask questions and search for answers, they are monitoring comprehension and interacting with the text to construct meaning.

Share Your Questions About Your Own Reading

Purpose: Using adult text to show the questions we have when we read

Description: Choose a text that generates many questions. Write those questions on sticky notes and place them next to the passage and code them with ?. When the answer is read, move the sticky note to the spot where the question was answered, write the answer and recode it A for answered.

Some Questions Are Answered, Others Not

Purpose: Beginning questioning, listing and categorizing questions to promote understanding

Description: Share questions before, during and after reading, and talk about them. Using a favorite text, solicit questions at the end of each page. These questions can be recorded on chart paper. Start to help students categorize questions by providing these codes:

- A - Questions answered in the text
- BK - Questions answered from someone's background knowledge
- I - Questions whose answers can be inferred from the text
- D - Questions for further discussion
- RS - Questions requiring further research to be answered
- Huh? or C - Questions that signal confusion

Additional categories can be added as expertise is acquired by readers.

Knowing When You Know and Knowing When You Don't Know

Purpose: Monitoring comprehension to clarify confusion or answer questions about the text.

Description: To address confusion when reading magazines or self-selected text, use a sticky note with Huh? on the top and leave the bottom blank. As you continue to read or reread to clarify meaning or answer a question, the confusion is often cleared up in the text. Move the sticky note to the place where the confusion was cleared and mark the sticky note with a light bulb on the bottom of the note.

Gaining Information Through Questioning

Purpose: Writing in Wonder Books (nonfiction notebooks that support inquiry) to explore thinking and wondering.

Description: Share questions in notebooks reserved for wonder and exploration. List or code questions or use two or three column note forms such as Questions/Facts or Facts/Questions/Response. Expose students to a variety of possibilities for asking questions, organizing thinking, and responding in writing.

Thick and Thin Questions

Purpose: Differentiating between large global questions and smaller clarification questions in a content area.

Description: When reading newspapers, magazine articles, trade books, or

textbooks use this technique to sift large global questions from smaller clarification questions. Thick questions address large, universal concepts and often begin with *Why? How come? I wonder?* or address large content areas. The answers are often long and involved and require further discussion and research. Thin questions are asked to clarify confusion, understand words or access objective content. Answers are shorter and can be answered with a number or simple yes or no. As you read, use the 3 x 3" sticky notes for thick questions and the smaller sticky flags for thin. Answers can be attempted on the back.

Questioning That Leads to Inferential Thinking

Purpose: Making meaning through asking questions

Description: When reading poetry with images and metaphors, have students think out loud about the poem, and ask questions to help them better understand it. The teacher can share doubts about the meaning and then provide the opportunity for students. Write questions and read the complete poem. Use the questions as prompts to the interpretation of the poem and inferences about its meaning. Students will learn that questions need not always be answered, but open our minds to interpretation.

Using Question Webs to Expand Thinking

Purpose: Organizing content knowledge to answer a specific question.

Description: Similar to other semantic webs, this web has a question at the center. The lines from the center are used to add information that relates in some way to the question, with the ultimate goal of building an answer from all the bits of information. Question webs can be useful as students work individually to answer specific questions or in small groups studying particular content.

Check Out This Excellent Resource

Harvey, S., Goudvis, A. (2000) *Strategies that work: teaching comprehension to enhance understanding*. Portland, ME: Stenhouse Publishers.