

Critical Thinking Through the Use of African American Literature
Stephanie Johnson
Helen S. Faison Arts Academy

Overview
Rationale
Objectives
Strategies
Classroom Activities
Annotated Bibliography
Appendices

Overview

This unit will discuss the importance of African American Literature and how it has evolved over a period of time. Specific content will include fable readings connected to literacy strategies and soliciting questions that will look at the moral intent of the fable, the historical introduction of the fable and cultural connections. The use of fables will focus on citizenship standards and character education practices. The lessons are designed to help students make better life choices when they encounter similar situations; the students can relate these real life experiences as they discuss the lessons or morals of the fables.

The overarching objective is to enhance the literacy skills of comprehension and reading fluency. While reading the stories, a questioning technique called Accountable Talk will be used by the teacher and the students.

First of all, fables are short literary compositions in prose or verse that convey a moral or lesson. They are somewhat like a parable. Secondly, the fable will possibly give insight into the culture of African Americans through reading some African fables. This will help with building self esteem and culture. Using the history of this type of literature will help introduce African American authors. Thus, this unit will provide a timeline for my students to use for understanding past and present events through the discussion of several particular authors. It is impossible to thoroughly

study literature without also studying history. To accomplish this goal, the students will develop a time line to better understand where the fables and their authors fit into the overall scheme of written literature. Thus, the fables taught in this unit will highlight three content areas: comprehension strategies, fluency strategies, and historical content related to time, culture and citizenship.

African American literature dates back to the work of Phyllis Wheatley and Olaudah Equiano in the 18th century. In the beginning, the literature primarily focused on slavery. Wheatley's work was written while she was a slave in 1773. The next major writing written by a slave was that of Frederick Douglass whose works were published in 1845. African Americans often wrote about slavery. Then the writing focused on the American Revolution and the collaboration of the freed slave writer and the abolitionists such as William Wells Brown. The Uncle Remus Legends of the Old Plantation are stories by a southern American writer that depict the folklore of enslaved blacks. In the 1880s, he published creative stories that tell about how blacks talked and lived through the use of imaginary animals depicting human life situations. As time went on, the writings focused on racism, culture and equality. The stories also had an oral quality that is similar to spirituals, sermons or songs. For the kindergarten students, there is some basic information that they can learn. They will learn about the first novel written by an African American author, Lucy Terry, and published in 1855. African American culture is very rich in poetry, and representative pieces of poetry will be included. For example, Langston Hughes' poetry will be read during the introduction of the continent of Africa because of his strong poetic identification with his culture.

This unit focuses on two content areas: reading and social studies. The study of African American fables will provide a platform for building literacy (reading) and several components under this umbrella. These components are comprehension, fluency and vocabulary. This unit will afford me the opportunity to build on our DEAR time that is directly after lunch. I will use a different fable daily to build skills. The unit is written for students in an inner city urban classroom, but it is applicable to all students.

This unit can be used with very young students in kindergarten who should be exposed to readings every day.

First let's look at a fable, which is folklore in the form of short fictional stories that attempt to explain something about the real world. They are traditionally handed down and retold. These stories also have no identifiable author. Using the fable on a daily basis will allow for a technique called accountable talk, a strategy that is designed to help students develop higher level thinking skills, and it elicits higher level discussion skills. Some of the main discussion focal points that will be used are: factual questions, inference or think and search questions, background information, connecting information questions and clarification and review questions. These

concepts are targeted through questioning techniques and discussion with the students. The teacher acts as a facilitator through giving direction with questions and will structure questions and model out loud the thought processes that go into thinking about and discussing ideas. Some of the specific literacy skills to be used are pre-reading strategies:

- predicting prior to reading the story
- noticing structure of a text
- noticing the patterns in literature, such as in the Three Little Pigs with the wolf stating I'll huff and puff and blow your house down.
- forming a purpose for reading

Through the use of these two strategies, this unit is aligned with the Pennsylvania Reading standards that will be listed in the appendices.

In addition, students will have the opportunity to do some choral and echo reading; this, too, will help with the fluency.

The African American aspects of history involve analyzing the morals at the heart of the fables, and exposing students to various cultural differences. The teacher will help students locate Africa on a map and explain that African Americans' ancestors came from this country. The weekly inclusion of an African American written poem will help students focus on the United States, the native country of the majority of inner-city students. However, the literature and history should be an important part of the learning for all students regardless of their race or ethnicity. The purpose of reading and studying the poems is to focus on one of the earliest genre literature, the fable.

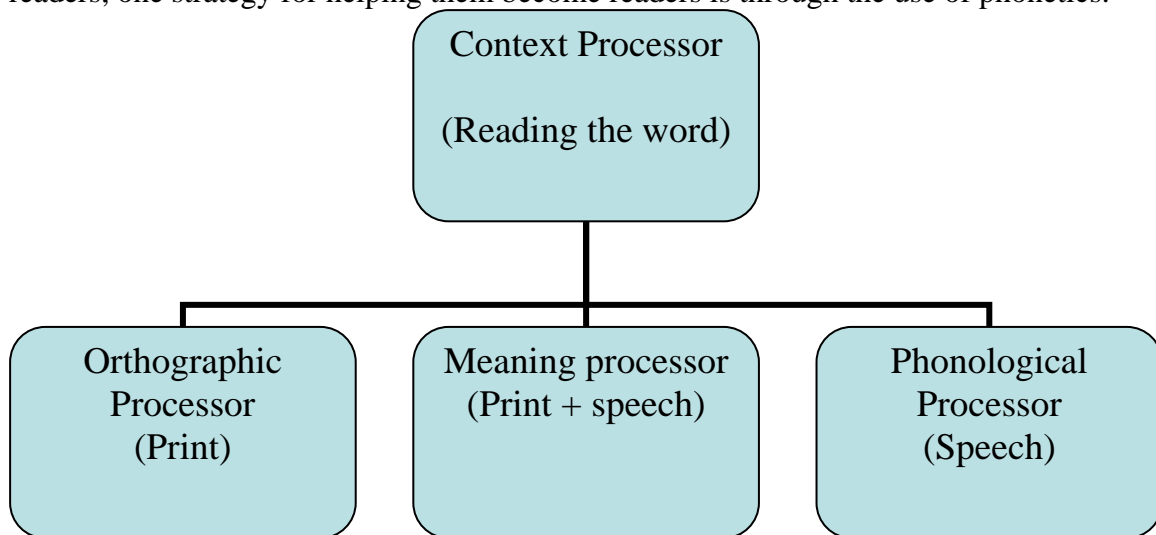
The monetary expense for this unit is minimal; it includes some low-cost, no-cost art activities. A suggested project is the completion of a portfolio or scrapbook that will include pictures of the stories they have heard.

Rationale

One may ask, how will these fables be used and how they will enhance student learning in the classroom? First, reading comprehension is extremely important. One way of developing better comprehension skills is to consider the stages of reading. There are five known stages of reading. The first stage is the emergent reader. This level involves the age group of birth to five years of age; they love to be read to and enjoy listening to rhymes, repetition and alliterations. The second level is the early reading group. This group involves formal school with the grades kindergarten and first. They enjoy the alphabet and decoding the print. They enjoy easy books to practice their skills. The third group is the group that is growing in independence. This group involves the second and third grade. They prefer to read

themselves, and they concentrate on the meaning of a story. Not to say that any other grade doesn't but this grade intentionally does it themselves. Their reading skills are improving through their own independent practicing. The fourth level is when they read to learn and want to get more information out of what they have read. These are the fourth and fifth graders. They use comprehension skills with confidence, and they appreciate being able to use their word attack skills. Their reading is much more complex, and they are able to sustain longer and longer periods of independent reading. The fifth level is seventh grade and up; this is where they are able to understand what they read and draw hypotheses and conclusions. The stages are important to this unit because they show that reading comes in stages as a ladder. The students climb up this ladder and grow stronger in their reading skills as they add more sophisticated attributes to their reading abilities.

This unit is written for the early reader as stated earlier, but it contains material that can be used for all levels. This group is excited about reading and learning. The understanding of print will be emphasized along with speech and how these two facets of literacy work together. This is known as processes. How do we get these processes to work together? They are of four parts that are like a marriage or a machine that makes the reading system work. I use these every day in my classroom, and my students learn to read by internalizing the processes of reading. With the early readers, one strategy for helping them become readers is through the use of phonetics.



This is how the kindergartener begins the reading process. In the strategies section, examples will be given on how to put it together. For reading to occur, these processes must take place. As the emerging readers progress, they will be guided to higher level thinking through Accountable Talk. Reading will be more meaningful, and the content will come alive so that the reader and the audience can interact.

Accountable Talk is a form of questions that will help students build the important literacy skill, comprehension. The purpose behind the use of Accountable Talk is to make the discussion meaningful and skill driven. The questions will develop insight and facts about the story.

The historical content will explain where this culture has come from and how it has evolved. A citizenship component will be explored through discussion and insight on how individuals make choices about their behavior in a variety of situations. The examination of African history and culture will explain the origins of many blacks in America. Some enslaved blacks came from Ghana and Egypt, two very civilized countries with elaborate trade systems. The commodities of trade were gold and other fine material. Ghana declined and became Mali and then Shoghay, a country that was very civilized with scholars, doctors and judges. Blacks built these civilizations and enjoyed living well before becoming slaves in America. This information is of some interest to me because while researching the evolution of African American literature, slave narratives were part of the writings. Also, part of the writing was fables and family stories. The fables and family stories were a way of teaching a lesson. I will use these fables for character building and citizenship. The fable as explained is a very short story that states a lesson or a moral which is under the genre of folklore. Folklore involves short fictional stories that attempt to explain something about the real world. It is traditionally handed down through retelling over years. The original authors are generally unknown. Folklore includes folktale, fairy tales, and tall tales. The fables will help introduce the culture of the African American as well.

Objectives

The objectives in this unit will directly relate to literacy skills and comprehension through the context of literature. The objectives related to the history part of the lesson will develop an understanding that people and major events are involved in the history of African Americans. This will be achieved through historical analysis and the learning about chronological time. The students will identify authors over a certain period of time and discuss some of the different literary genre: poetry, fables, and nursery rhymes. The history objectives are using basic geography literacy skills through the identification of geographical tools such as maps, globes and map elements. Using a world map will help facilitate these objectives. The citizenship objective involves learning to work with others through a group discussion. Also, the students should have an understanding that certain behavior has consequences that may be harmful or good. Also, the good citizenship traits of caring, respect, responsibility, fairness, honesty and courage are part of a person's character, and

those traits help when making decisions about life situations. Students will be able to identify with similarities and difference traits and characteristics among people. This will occur when students know the culture and their identity by learning their country of origin.

One of the reading objectives is learning to read independently. The student will learn how to identify sight words, how to isolate print and sound, how to track a written sentence, and how to identify the letters of the alphabet and the corresponding phonemes. Students will visually discriminate the shapes of letters in order to name them. The comprehension part of this unit requires objectives that are related to the fables themselves. The students will

- identify the main idea and demonstrate the ability to place things or events in order
- note and discuss specific details
- use clues from the illustrations to anticipate the meaning of the context
- use the language experience approach by integrating skills
- describe the basic story elements of character, setting, plot and point of view
- construct meaning orally from open ended probe
- participate in a group discussion

Differentiated instruction is also important in forming groups. The individual fables in several different groupings such as interest-based, need-based, level-based and random-based groups. The objective for the groups can be identified by the names of the fables. The groups will foster community in the classroom as well as reach the students in different ways. They will take turns and speak in complete sentences. This is a good way of learning discussion skills and presenting good practices. They can also role play some of the fables as well as learn to listen and read critically in all areas. They will speak clearly to others. These objectives are taken from the Pennsylvania Kindergarten Standards.

Strategies

This part of the unit will be introduced by using the three content areas: reading (fluency), comprehension, and social history. Reading and comprehension overlap in some of the skill building strategies. To strengthen comprehension skills,

Accountable

Talk will be used. The strategies are used during a discussion after the story is read, and they are given as cues. The following stems are examples for the use of Accountable Talk:

- I agree with you because_____.
- I disagree with you because_____.
- I also see in the story that _____.
- I would like to add to what you said _____.
- I did not understand when_____.
- In the story this happened and _____.
- I think this because _____.
- I think the author meant _____.
- The author said _____.
- Can you say more about what you mean _____?

These cues are presented after the fable is read. They will help build comprehension and basic literacy skills. For example, I would read the story first by introducing the title and give the stories' background information. The background would include the name of the author, illustrator and any relevant pre-information about the fable. Next, would be preview the story and discuss the purpose for reading this particular fable. The preview will include the cover picture of the story and looking through the illustrations if any. Then, the shared reading is next which involves interaction between the reader and the audience. Some of the skills that will take place are predicting which can happen, for example, after one has been given the title and looked at the cover; then, they can predict what the story might be about. This is a way to activate that background knowledge from the student. My students have more interest when they can relate to the story in a personal way. This is when the modeling of Accountable Talk can take place. For a different way of saying the questions and getting the discussion moving use Appendix –B.

The second strategy is under the umbrella of reading as well. It is called fluency. This is when one is learning how to read. Reading is an accrued skill; it is something that gets better over a period of time. This is considered practice in this context. Students enjoy learning to read by learning to the print (orthographic) and then the sound (phonemes). Then, these elements are combined to make words. When one joins these two processes together, one gets whole words. My students need the alphabet and the corresponding sounds. Once the sounds are mastered, the students can begin reading. The example of this is when the teacher wants them to read the word pig. The teacher will first sound out each letter and then blend them together to make a word. While doing the reading of the fable in the classroom, I will put it on chart paper to promote the fluency skills. The fluency skills will be promoted using pre-reading skills. Before the reading gets started, as in comprehension, there are also some skills going on to build fluency. My students will be asked to formulate two questions about the story. The questions will give them a visual purpose for reading

the story. During the story, visual information will be used such as the vocabulary, illustrations, semantics (meaning) and syntax (sentence structure). As stated above, the orthographic- phonics are the most important with emerging readers. This is called learning the print convention: the shape of letters and words, directionality such as tracking from left to right in print, the matching of voice and print such as in letter and sound association and punctuation. The written fables on chart paper will help with the all of the aforementioned skills. The most important strategy will be to model how to read to the student. This modeling can be through echo reading, choral readings, and reading aloud.

The history strategies will involve the moral lessons in the fables. The lesson in the fable will be discussed using the comprehension technique of accountable talk. The lesson in the story can be identified, and the student can relate it to their own experiences and/or how they may have experienced the situation before. The play we used in our seminar, *Radio Golf*, reminds me of this because the author August Wilson used his personal experiences in his plays. He talked about where he grew up and some of the people in his life. Also, his craftily written characters talk and display lessons they have learned in life. The moral in the fables will be related to the character qualities seen in the story and how they help or do not help with the plot in story.

The time will be looked at in a chronological way through days or weeks in relation to how blacks started writing. I would start with some geography skills related to maps. The world map will be introduced, and Africa will be identified as the origin of African American blacks. I would like to point out that Egypt and Ghana are the two major countries where slaves in America came from. This portion will be introduced by reading poetry chosen to promote a positive image of blacks. All of the poetry that will be read is from Langston Hughes. The titles of the poems are:

- Colors
- Snail
- Brothers
- Poem
- Dreams
- Mother to Son
- The Dream Catcher

Poetry is a way to make this section playful, yet serious. This delicate topic will be handled in a way that promotes respect and integrity to all involved. In this section, I will discuss some of the first African American authors and introduce Langston Hughes as a writer and give some background knowledge about him. Some

additional authors recommended for inclusion are Phyllis Wheatley, William Wells Brown, and Lucy Terry. The fables will include African American authors as well.

Classroom Activities

Folklore relies on telling and in the process it is handed down over and over. No special way of saying it is done. It can be from a mother sitting down explaining informally the mother wit of life or wisdoms to her family. I found in my research that urban blacks folklore is very close to the folklore of southern blacks. Southern blacks folklore has roots in West African folklore. Also, there is a small ethnic group of blacks called the Gullah culture centered in the coastal states of the Carolinas and Georgia. There is still a great community in these states of the Gullah people. They have told many stories over centuries that can be seen in the folklore of today.

Weekly Lesson Activity I

Introduction Self and Family

Who Am I- This activity should begin with a discussion about “Who Am I.” Let the students discuss who they are and who their parents, grand parents and other relatives are. A family tree should be designed. I will keep it simple so that the family will only consist of the nuclear family and paternal grandparents. The Family Tree worksheet is in Appendix D. The portfolio work for this activity will be a family drawing. Students will be directed to draw a picture of their family. After they are finished, they can share their pictures with the group and discuss similarities and differences. Next, they might read “Mother to Son” by Langston Hughes.

Vocabulary: **parents**

Activity II

Introduce the World Map

Discuss different countries by name: The United States of America and Africa. Let students know that they live in the United States. They will have some of this

information in their regular Social Studies class. This is the opportunity to make reference to the fact that although there are many different people in the United States each person has their own nationality, such as Chinese, Irish, Italian, and African American. Each of these nationalities is named after a region on the world map where people's relatives originally came from. The region I want to specifically discuss is Africa, a country where blacks ancestors came from. Students can refer back to the family tree in Activity I and state that an ancestor is a relative of long ago. Next, students can color a map of Africa using the colors red, black and green. Red is for blood sweat and tears blacks shed to gain freedom in the United States. Black is for the color of black people because of the different browns. Green is for the land that blacks will dwell on that is free from oppression. I will read the poem "Dream" by Langston Hughes. The map will have a star by Ghana and Egypt because of the concentration of where enslaved blacks came from. This will symbolize the areas where Blacks were captured and sold into slavery. To discuss slavery as a topic, the definition will be defined for slave. Originally the relatives of blacks came here by force and were made to work for free. This type of work is called slavery. These slaves were brought to the United States, to do labor and work on the farms. I will not elaborate on slavery due to the grade level. The focus will be on the student's self awareness.

Vocabulary: **ancestor**

Activity III

People Collage

This activity will be done by using different magazines, such as from the National Geographic, a magazine that provides a variety of family types, nationalities and different living locations. You will find that pre-cutting the pictures and making a variety available best. Let the students glue this onto construction paper. This is a good time to complete two more poetry readings: "The Dream Catcher" and "Snail."

Although, Langston Hughes was introduced in the previous lessons, this is a great time to tell a little more information about him. Langston Hughes, born in Missouri, was considered to be the voice of many blacks in the 1920s. He is a poet and author that talked about his color and wrote honestly about the situations in the United States.

Vocabulary: **different**

Weekly Lesson

Activity I

Writers of African American Literature: Folklorist Zora Neale Hurston

First, define folklore and folklorist as follows: They told and wrote folktales. Under the name of folklore are several different genres. Zora was born in Alabama, but she grew up in an incorporated black town named Eatonville located in the state of Florida. This was the first all black incorporated town in the United States. After finishing college, Hurston was paid to study blacks in the Deep South and write about the stories they told. She was an author of four novels and more than fifty short stories and plays. She also has a hometown connection because of her writing for the Pittsburgh Courier in the 1950s.

Her story *Mules and Men* was about her study of the black people of the south. Hurston was also an anthropologist. Explain that an anthropologist studies groups of people. This is why she was studying the Deep South.

At this time, introduce the folklore of fables. A fable is a short fictional story that teaches a lesson or a moral. These tales usually use animals as characters. Let's look at a fable and see if we can see the lesson that it is trying to teach. Read the story "Zomo the Rabbit," a Trickster Tale from West Africa. This tale teaches about wisdom and being clever. How to gain something in this story is through earning it. The lesson is that you have to use wisdom and wit to get things accomplished. Use the Accountable Talk list in the appendices to assist with asking questions in this reading. Have students draw picture and tell a story of something they had to earn. Give examples of earning situations such as earning a good report for learning to do your work correctly.

At this time, begin to tell a fable twice a week. The fables that can be used are listed here at this web site: <http://etext.lib.virginia.edu/toc/modeng/public/AesFabl.html>

Vocabulary: **earn**

Activity II

Fables

Why read a fable? What can we learn from them? When reading fables, remember to remind the students that we need to know what lesson was taught. In this lesson, a K-W-L chart will be used to solicit and arouse the student's curiosity. A copy of a K-W-L chart is in Appendix C. Show the cover and read the title of the book. This will be a shared writing activity. The chart should be filled as the story is read.

A K-W-L chart stands for:

K- What you know about the story

W- What you would like to know.

L- What you learned about the story

After the chart is filled out, write the fable out and post it in the classroom so the students can practice reading it to improve their fluency.

Some notable fables that can be read to the students are:

“Aesop Ain’t Got Nothing on Us”

“Why Big Mama’s Feets Hurt So Bad”

“Searching for Black Identity Backward and Forward”

“The Blue the Red Just Hanging Around in the Hood”

“Singing the Blues It’s all Your Fault Nah, Nah, Nah, Nah”

“Baa Baa Black Sheep: Black Leaders and their Wind Mills”

“Coo Coo Pigeonholes are for the Birds”

“Apple Oranges Under the Skin and the Hump”

Vocabulary: **fable**

Week III

Activity I

The discussion should begin by making good decisions. How do we know if we made a good decision? I have often found that when I made the correct choice in life, it made things less complicated. Give the definition of **moral** and **citizenship**. How are these two words different and how can they be used in a sentence? In this lesson, vocabulary can be stretched by doing several things. Provide examples of the word and activities so the students can use the word. Using the word should be in a meaningful way that requires them to think about what they are using. Next, have the students differentiate between examples and non examples. As the teacher, explain the appropriateness of the word to its context.

Give three morals:

1. Don't put off until tomorrow what you can do today.
2. Don't count your eggs before they hatch.
3. Little by little gets the job done.

Talk about characters in a fable and their character **traits**. The word **traits** should be defined and used in the previous ways that I discussed, proper context, several examples, and interaction with the word. In this lesson, make sure that the students are engaged with the behavior of the characters and have used the bolded vocabulary words throughout the lesson.

Explain that sometimes the author will use a name to describe a character such Silly Goose. The animals' names can describe just how their character is going to act. This also can teach about the situation a character finds him or herself in and what actions might be considered wise or not wise.

Vocabulary: **character**

Activity II

Make Moral Murals

This is a group activity where the student can be grouped together. They can draw a picture of one of the fables that has been. Tie a string to the pictures and hang them glued on a long piece of butcher's paper.

Activity III

African American Authors Timeline

In this lesson, talk about the dates and times when the stories were written. This will help with understanding time and history.. I would start off with early literature, slave narratives, post-slavery, the Harlem Renaissance, and the civil rights movement. In

using these points, I will be tell a small amount of information about each author. For example:

- Phyllis Wheatley- the first published book in 1773,
- Obadiah Equiano - 1789
- William Wells Brown - Slave Narratives of the 1820s and 1830s
- Frederick Douglass - 1845
- Booker T. Washington - 1901
- W.E.B. Dubois - 1903
- Langston Hughes - 1930
- Zora Neale Hurston - 1937
- Lorraine Hansberry - 1959
- Maya Angelo - 1978
- August Wilson - 1987

Vocabulary: **author**

Week III

Follow Up and Assessment

Assessing can be done in several ways. This unit tries to incorporate many.

- Student Observation
- Portfolio of Drawing- illustrations
- Retelling of the stories
- Interaction with peers

End this unit with a modern day fable ,The Little Engine that Could, and prepare a portfolio illustration about what the students would like to do.

Annotated Bibliography

Davison, James. *Sweet Release: The Last Step to Freedom*. New York. Prometheus, 2008.

A book about understand self as a black in America and dealing with some of the hidden shackles of being an African American.

Forest, Heather. *Wisdom Tales from Around the World: 50 Gems and Stories from Around the World from Such Diverse Traditions as Sufi, Taoist, Christian, Jewish, African and Native American*. Arkansas: August House Publishing, 1996.

There are over fifty folktales and parables that have been selected from around the world that is written by a storyteller. This book is a good book to use during DEAR time.

Kroll, Virginia. *Jaha and Jamil Went Down to the Hill An African Mother Goose*. Massachusetts: Charlesbridge Publishing, 1995.

A very delightful book making rhymes as in the traditional Mother Goose, but with an African origin and cultural meaning.

Mc Dermott, Gerale. *Zomo the Rabbit A Trickster Tale from West Africa*. California: Voyager Books: 1996.

A classic example of folklore and it is delightful as well. A story about gaining more wisdom and how to achieve by doing things that is virtually impossible.

Morrison, Toni. *A Mercy*. New York: Borzoi Book Publisher, 2008.

A very light reading novel about a young woman her family and her life as an African American.

Rinaldi, Ann. *Numbering all The Bones*. New York. Hyperion Books for Children, 2002.

A short story about African American life and how people live and deal with life.

Slier Deborah. *Make a Joyful Sound Poems for Children by African – American Poets*, 1991.

This is a book of poetry from a great deal of authors who are African American and African. The book has all different types of poems to be read aloud for enjoyment.

Stone, Chuck. *Squizzy the Black Squirrel: a Fabulous Fable of Friendship*. North Carolina: Open Hand Books, 2003.

This book is about a friendship that developed between a squirrel and a young boy.

Talbot, Thomas. *Illustrated Black History*. New York: Instructors Publication, 1970.

This book is a guide on how to teach black history with facts about slavery and culture differences. The guide was used in public schools in the past.

Wilson, August. *Radio Golf*. New York. Theatre Communications Group Inc., 2007.

This is one of August's well known plays. It has been performed by some of the best companies in this country. August an author and writes about his neighborhood on the Hill district of Pittsburgh, Pennsylvania.

Young, Richard. Young, Dackery, Judy. *African American Folktales*. Arkansas: August House Incorporated, 1993.

This book even has slave songs. It reads easy for any age group.

Websites

www.anansi-web.com

This site has stories from Anansi and all of the fables.

www.afro.com

This site has myths and fables from around the world. To get to them you have to the go the Kids Zone.

Appendices

Appendix - (A)

Pennsylvania Kindergarten Standards

Reading, Writing and Speaking

1.1 Learning to read independently.

Establish a purpose for reading a type of text before reading.

1.2 Reading critically in all areas.

Read and understand essential content of a text.

1.3 Reading analyzing and interpreting literature.

Read and understand works of literature.

1.6 Speaking and listening

Contribute to a discussion by asking and answering relevant questions.

Citizenship

5.2 Rights and Responsibility of Citizenship

Describe the impact of consequences. And explain how following rules can keep you out of trouble.

Geography

7.1 Basic geography literacy

Identify geographic tools and their uses.

7.3 Interaction between people and places

Understand that people live in different geographical areas in the world.

History

8.1 Historical Analysis and Skills Development

Understanding chronological thinking and distinguish between past, present and future time.

8.1d. Understanding historical research

The research can contain events, facts, folklore and fiction and the use of storytelling, role-playing and dioramas.

8.2 United States history

Describe some of United States important history.

Appendix- (B)

Accountable Talk Questions- Teacher Talk to enable Classroom Talk

- I think...
- I agree or disagree because...
- What did you do to get that answer?
- Can you show me how you did that?
- Why do you think that?
- How can you prove that?
- Who can help me understand what is being said?
- What is important about what you learned that can help you now?
- What have you already learned that can help you now?
- How will knowing this information help you?
- Can you say that in a different way?
- Can you be more specific?
- What did you wonder about?

Appendix – (C)

K-W-L Chart – Fill in chart as a group during the read of the story

What You Know	What You Want to Know	What You Learned

Appendix-(D)
Family Tree

