



ReQuest: Thinking like a teacher

Student edition



Purpose for reading: To form questions and answers about a text

PAGE 1

Introduction: This lesson will help you ask well-formulated questions as you read. It will also help you:

- ▶ Recognize what you know and don't know about a topic.
- ▶ Form appropriate questions and answers.
- ▶ Prepare for quizzes and tests.

- 1. **As a class**, preview the article, "Many teens admit risky driving habits."
- 2. Section off the article into smaller chunks of reading (4-5 sentences per chunk) by drawing lines in between each chunk.

Skilled readers ask and answer questions about the text they are reading. They also try to clarify misconceptions and make predictions. Your teacher is going to model a reading strategy that will help you develop these skills. It is called ReQuest, which stands for "reciprocal questioning." This term simply means that two people take turns questioning each other about a text. Later, you will practice the technique with a partner.

- 3. Read the first small chunk of text silently. As you read, look for questions you might ask about the information or vocabulary found in the passage. Or, think of questions about the background knowledge someone would need to understand the passage.
- 4. Once you have finished reading, you will ask questions about the passage, and your teacher will try to answer them. You can look back at the passage to check his/her answers.
- 5. **In pairs**, continue to read the article, one passage at a time. After you read each passage, one of you will be the questioner; the other will be the respondent (the person who answers the questions). Once you've asked questions and your partner has answered them, predict what the next passage will be about. Then, switch roles and continue this process until you finish the article.
- 6. **As a class**, discuss any questions that you could not answer.
- 7. Now, with your partner, choose another short article from the paper. You should each read the article silently. While you read, take on the role of questioner; this time, however, write five questions on a piece of paper about important points in the article. Exchange papers with your partner. How many of your questions can your partner answer correctly? How many of your partner's questions can you answer?

Creating questions about text is what teachers do when they write quizzes and tests. Teachers want to make sure their students understand key ideas. Some of the questions that were asked today could be questions on a quiz or test.

- 8. Discuss ReQuest. How can this strategy help you study for tests? What kinds of questions are easy to answer? What kinds are difficult? Why?

ReQuest: Thinking like a teacher

Time Requirement:
50 minutes

Teacher edition

Page 1

This lesson helps students hone a questioning technique that is useful as a during-reading strategy. In applying the strategy, students naturally train themselves to “think like a teacher” and focus on the most important concepts and vocabulary.

Standards:

- ▶ Analyzing words/texts (vocabulary development)
- ▶ Identifying details/facts
- ▶ Identifying main idea/essential message
- ▶ Analyzing and/or evaluating information
- ▶ Practicing metacognition

To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.

1. Allow 5 minutes.

2-4. Model: Before students try the ReQuest strategy in pairs or small groups, model it for them. Using the article, “Many teens admit risky driving habits,” mark off short passages – about 4-5 sentences – within the text. Explain that students will read each passage silently and then ask or answer questions about it.

Start the first “round”: To model the first “round,” students will be the questioners and you will be the respondent. After reading the first passage silently, the respondent (you) will turn the article over. The questioners (students) ask about vocabulary, content or even background knowledge. Students will keep the article available to check your answers with the text. To end the round, ask students to make predictions about the next passage(s). Allow 10 minutes.

Passages: Point out that paragraphs in newspaper articles tend to be shorter than those in textbooks. While reading textbooks, students may want to use paragraphs as their ReQuest passages.



ReQuest: Thinking like a teacher

Student edition



Purpose for reading: To form questions and answers about a text

PAGE 1

Introduction: This lesson will help you ask well-formulated questions as you read. It will also help you:

- ▶ Recognize what you know and don't know about a topic.
- ▶ Form appropriate questions and answers.
- ▶ Prepare for quizzes and tests.

- 1. **As a class**, preview the article, “Many teens admit risky driving habits.”
- 2. Section off the article into smaller chunks of reading (4-5 sentences per chunk) by drawing lines in between each chunk.

Skilled readers ask and answer questions about the text they are reading. They also try to clarify misconceptions and make predictions. Your teacher is going to model a reading strategy that will help you develop these skills. It is called ReQuest, which stands for “reciprocal questioning.” This term simply means that two people take turns questioning each other about a text. Later, you will practice the technique with a partner.

- 3. Read the first small chunk of text silently. As you read, look for questions you might ask about the information or vocabulary found in the passage. Or, think of questions about the background knowledge someone would need to understand the passage.
- 4. Once you have finished reading, you will ask questions about the passage, and your teacher will try to answer them. You can look back at the passage to check his/her answers.
- 5. **In pairs**, continue to read the article, one passage at a time. After you read each passage, one of you will be the questioner; the other will be the respondent (the person who answers the questions). Once you've asked questions and your partner has answered them, predict what the next passage will be about. Then, switch roles and continue this process until you finish the article.
- 6. **As a class**, discuss any questions that you could not answer.
- 7. Now, with your partner, choose another short article from the paper. You should each read the article silently. While you read, take on the role of questioner; this time, however, write five questions on a piece of paper about important points in the article. Exchange papers with your partner. How many of your questions can your partner answer correctly? How many of your partner's questions can you answer?

Creating questions about text is what teachers do when they write quizzes and tests. Teachers want to make sure their students understand key ideas. Some of the questions that were asked today could be questions on a quiz or test.

- 8. Discuss ReQuest. How can this strategy help you study for tests? What kinds of questions are easy to answer? What kinds are difficult? Why?

Discussion: Encourage students to think of their role as questioners as an opportunity to ask for help. Remind students that questioning is an excellent way to ensure better understanding. Allow 5 minutes.

5. Monitor: Walk around the room. Remind students to reverse roles and to take notes on questions they were not able to answer. Allow 15-20 minutes.

6. Discuss: Help students answer any remaining questions. Allow 5 minutes.

7. Reinforce: Have pairs use the ReQuest strategy while reading another article. However, this time, as students read silently, they should write five questions on a piece of paper. When students are finished, they can exchange their papers with their partner. Pairs can compare and contrast their questions, and see how many additional questions they can ask.

8. Reflect: Discuss the pros and cons of ReQuest and how it can be used in other classes. Allow 5 minutes.



As seen in



July 10, 2007

Many teens admit risky driving habits

By Sharon Silke Carty
USA TODAY

DETROIT — Teen drivers admit that they're prone to text messaging, talking on cellphones and hauling their friends around in the car.

A joint survey conducted by AAA and Seventeen magazine of 1,000 teens in April showed young drivers engage in risky behavior behind the wheel, prompting safety advocates to call for parents to be more aware of what their kids are doing when they leave with the car keys.

On average, 10 teens die every day in vehicles driven by themselves or other teens. Fatal accidents for 16- and 17-year-old drivers jump 20% in July and August, making them the deadliest months for teen drivers.

"School is out, and teens aren't just driving from school to home to work," says Ann Shoket, editor of Seventeen. "There are road trips, parties, more social activities. Their parents might loosen up on where and when they can drive for the summer because they just want to get the teens out of their hair for some time."

The survey showed 61% of teens admitting to risky driving habits. Of that 61%:

- ▶ Nearly 50% said they text message while driving, and 51% talk on cellphones.

- ▶ 58% say they drive with their friends in the car even though having other teens in a car can dramatically increase the likelihood of an accident.

- ▶ 40% say they speed.

- ▶ 11% say they drink or use drugs before driving despite years of attempts to educate teens about the dangers of drinking or using drugs and driving.

Shoket isn't surprised so many teens think they can multitask while driving. Adults engage in the some of the same behaviors. But pairing teen driver inexperience with unnecessary distractions can be lethal.

Parents need to step in and enforce rules prohibiting texting, changing the radio station and driving with friends, Shoket says.

"We feel so capable at multitasking," she says. "But when it comes to driving, you can only be single-tasking."

The data don't surprise Barbara Harsha, executive director of the Governors Highway Safety Association, either.

A few weeks ago, the GHSA held a teen safe-driving camp with Ford Motor, and Harsha says she was shocked to hear of a teenage participant who took time out of her lesson to re-apply her blush — while driving.

"Young kids just don't realize what's involved in driving and what the risks are if you don't concentrate," Harsha says. "The AAA survey shows just what risky behaviors young drivers are involved in, and the need for close parental supervision, especially in the first six months."

Fifty percent of teens admit to texting while driving.