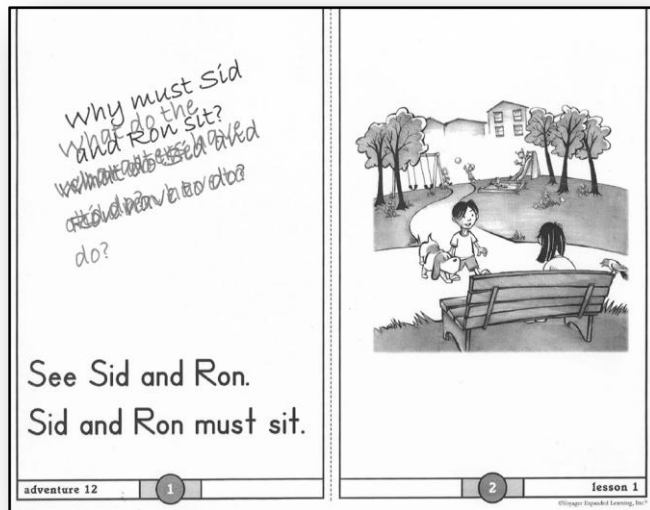


SLIDE 33



Say: What would this process – choosing a great CPQ – look like? As I look at my list of possible CPQs, how do I choose one that will be the most effective?

Even with simple text, we can set a CPQ. Let's read this text and try to think of an effective CPQ.

Chorally read text.

Say: The first thing that pops into my mind is:

Click for first example CPQ.

Say: *Why must Sid and Ron sit?* Thinking about our list of the qualities of “great” CPQs, why might this question be ineffective? (Example responses: Isn't answered in the text – must draw conclusions from the picture.)

Click for first CPQ to disappear.

Say: If that question was not effective, let's think through another.

Click for second CPQ.



TIP

As you talk through the possible CPQs on Slide 33, refer to Handout #4, “CPQs: Going From Good to Great!”



NOTES



REFERENCE:

Voyager Universal Literacy System. Treehouse daily reading selections, student book K. Unit 4 Seasons all around.

SLIDE 33, cont'd.



NOTES

Say: What about *“What do Sid and Ron have to do?”* That question is better. Does it have any problems? (Example response: This is a decodable text – by using the characters’ names, I am taking away the problem solving for the student.)

Click for second CPQ to disappear.

Say: Hmm, let’s think a bit more. What about...

Click for third CPQ.

Say: *What do the children have to do?* OR...

Click for third CPQ to disappear.

Say: if I have been teaching story structure to my students, I might even change it to say...

Click for fourth CPQ.

Say: *What do the CHARACTERS have to do?*

This question will lead to other follow-up questions in my “after reading” discussion.

Let’s role play this. I’ll play the teacher and you play the students.

Okay, boys and girls, today we are going to read this story. I want you to think about this question while you are reading. Ready?

What do the characters have to do?

Chorally read text.

Say: Good reading. So, what did the characters have to do? Think about it for a few seconds. Tell me, what did the characters have to do?

Allow time for response.

Say: Now I have checked my CPQ. I may add further discussion. For example: Who are the characters in the story? Think... who are the characters?

SLIDE 33, cont'd.

Allow time for response.

Say: Why do you think they have to sit? Think. Turn and talk with your partner about why you think Sid and Ron have to sit.

Allow time for participants to talk with their partners.

Say: As students share their thinking with their partners, I would prompt them to explain to their partner why they think what they do.

This brief demonstration, with such a small text, allows us to see how a great CPQ can enrich our instruction.



TIP

It is important participants understand that, although we may follow our CPQ discussion with other questions (such as “Why do Sid and Ron sit?”), those questions are not part of the CPQ.



NOTES