

## **Non Fiction: Fact – Question – Response**

This three column organizer engages active thinking during reading to understand and remember important facts.

**Strategy:** Determine Importance, Self Questioning, Author’s Message, Make Connections

**Book: Apples**

**Author: Gail Gibbons**

**Setting: Guided Reading, Whole Group**

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| <b>Strategy Definition:</b><br>(post in classroom)                             | <b>F</b> act = Determine Importance: Record important information and facts by searching for text clues: bold letters, titles, italics, charts, tables, illustrations, etc..<br><b>Q</b> uestion = Self Questioning: Generate questions while reading to seek our information.<br><b>R</b> esponse = Author’s Message: Share thoughts and opinions about the topic that are of interest and importance.<br><b>R</b> esponse = Make Connections: Connect new information about the topic to prior knowledge (It reminds me of...).                            |
| <b>Standard:</b>   | The International Reading Association and the National Council of Teachers of English published Standards for the English Language Arts.<br>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).  |
| <b>Objective:</b>  | Students will use the Fact – Question – Response three column organizer to engage in active thinking during reading to understand and remember important fact and record their responses on the sticky notes provided in the Reader’s Toolkit.   |
| <b>Materials:</b>  | Text: Apples by Gail Gibbons, Reader’s Toolkits, custom sticky notes, pencil, Anchor Chart page 23 or Activity Worksheet page 25 in Activity Book.   |
| <b>Connect:</b><br><br><b>Before Reading</b><br><br><b>Establish a Purpose</b> | Review the Reader’s Toolkit strategies listed above. Review the F-Q-R graphic organizer.<br>Read the title and author of the text and do a book walk. Read the first page and model a “fact” such as “an apple is a fruit, it grows on a tree”. Read the next page about the seedling. Show the students how the word SEEDLING is in bold and caps. Tell the students that another “fact” is “a seedling is a very young, small tree”. Ask the students if they have a “question” for the “Q” column. Model as question such as “Do apples grow in Florida?” |

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| <p><b>Model:</b></p> <p><b>During Reading</b></p>                  | <p>Continue to read the story aloud to the students. There are many facts in this book. Be prepared to stop and model the facts or give wait time for students to write a fact such as "POLLINATION". See if the students identify the bold and caps as something important. Encourage the students to write down any questions they have about the story. Search for text clues to answer these questions.</p>  |
| <p><b>Check for Understanding:</b></p> <p><b>After Reading</b></p> | <p>Reading often causes reactions. A response allows students to record their thoughts, opinions and feelings about the topic. It may also lead to remembering things outside the text or "connections". At the end of the story, model a response such as "Picking apples reminds me of picking oranges in Florida" (make connections). Revisit the question "Do apples grow in Florida?" and model a response such as "I don't think apples grow in Florida because it doesn't snow in Florida".</p> <p>Take time to review the students' facts, questions and responses. Post their thinking on the anchor chart or activity worksheet. Give authentic praise for appropriate use of the strategy. Scaffold further instruction for those students that need additional strategy instruction.</p> |
| <p><b>Reminder:</b></p>  | <p><b><i>Strategy instruction takes time, be consistent and supportive.</i></b></p>  |