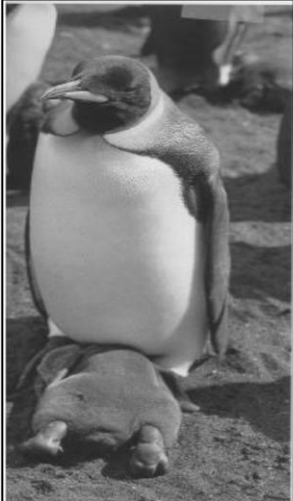


## SLIDE 44



*Why / how do*

What do you learn about penguin chicks?

In January, the chicks hatch – knock, knock, knock. The sound of the chick trying to break through the shell goes on for two days. After it is out of the shell, the chick stays warm under its parents. A fine gray blanket of feathers begins to grow on its naked body. In three weeks, it has a thick, warm, chocolate-brown coat.

The chicks have no waterproof feathers so they cannot go fishing for food. They have to wait for their parents who go back and forth from their baby to the ocean bringing fish to feed their babies. The parents hold the fish in their throats so the baby has to reach into the parent's mouth to get the fish.

**Say:** Let's look at this page and try the same thing - turning the heading into a question. "Why do chicks change their feathers or how do chicks change their feathers?"

**Click for CPQ to pop up.**

**Say:** As we read through the passage, you can see that we highlight quite a bit of information.

**4 clicks for yellow highlights to come up as you read the text and discuss if the information relates to the CPQ.**

**The following words will be highlighted:**

- Fine gray blanket
- Three weeks
- Thick, warm, chocolate-brown coat
- No waterproof feathers

**Say:** That may be all the information that we want our students to glean from this page on a first reading. On a second reading, however, we might want students to focus on some other important information.

**Click for the first CPQ to disappear.**

**Say:** Let's change the question to ask, "What happens to the chick after it hatches?"

**Click for next CPQ to pop up.**

**6 clicks for purple and yellow highlights to come up. (Yellow indicates information highlighted in the first reading that also answers the CPQ for the second reading; purple is for new information highlighted in the second reading.)**

**The following words will be highlighted (along with the information previously highlighted in yellow):**

- The chick stays warm under its parents
- Wait for their parents
- Baby has to reach into the parents' mouth to get the fish

**Say:** We get some additional information but lose some information that the last question covered. Let's look at one more possible question we could ask.

**Click for CPQ to disappear.**

**Click for third CPQ to pop up.**

**Say:** "What do you/we learn about penguin chicks?" Let's see what information might answer this CPQ.

**2 clicks for orange highlights to come up. (Yellow and purple highlights remain because this information still answers the third CPQ. Orange highlights new information answered by the third CPQ.)**

**The following words will be highlighted (along with the information previously highlighted in yellow/purple):**

- Break
- The shell goes on for two days

**Say:** As you can see from the numerous highlights, this question gets at a lot of information in the text. Does that mean that it is the best question for our students?

**Allow time for participants to respond.**

**Say:** In planning a CPQ for expository text, you may want to go through this process of highlighting the information that answers the CPQ. This process may be especially helpful in planning CPQs for science and social studies reading, as attending to the important information is crucial to our content-area reading.