Develop Ideas: Ask and Answer Questions

1. Focus (15 MINUTES)

On chart paper, write the words **Who**, **What**, **When**, **Where**, **Why**, and **How**. Read the words aloud and say: These are question words. We see these words in many nonfiction texts. When writers ask questions with these words, they put a question mark at the end of each sentence. Writers ask questions when they are researching their topics. They use the answers to their questions to help them write their reports. Model how to hold up one hand and touch your thumb with the other hand, saying **Who**. Then touch your other fingers in turn, saying **What**, **When**, **Where**, and **Why**. Finally touch your palm and say **How**. Ask students to practice this remembering technique with you.

Display the cover of *What Are Some Rules at Home?* Point out that the first word in the title is one of the question words you learned today. Say: Look at the question mark at the end. The writer uses the word **What** to ask a question.

Take students through a book walk, pointing out the question mark at the end of each sentence phrased as a question and helping them locate the following question words:

- title page: **What** (title)
- page 3: **Who**, **What**, **When** (job chart)
- page 5: **How** (text)
- page 7: **How** (text)
- page 8: **How** (Think About It sidebar)
- page 13: **What** (Rules in Your Home sidebar)
- inside back cover: **How**, **How**, **Why** (text)
- back cover: **What** (title), **What** (blurb)

Display the front cover of the big book. Ask: What are some questions we can ask ourselves about this photograph? Encourage students to share questions, such as “Who are these people?” and “Why are they giving the dog a bath?” and “Where are they?” Say: I will write some questions. You can answer these questions by looking at the photograph on the cover. Then you can use your answers to write a report. Let’s call the report “Washing a Dog.”

Write the title on your chart paper. Write the following questions below it, and read the questions aloud:
- **Who** can wash a dog?
- **What** are some things people use to wash a dog?
2. Rehearse (5 MINUTES)

Invite students to talk about the questions with a partner. Say: Talk about these questions with your partner. Use your first answer to think of a topic sentence. Use your second answer to think of two facts about your topic sentence. After you talk about the topic sentence and facts, draw a picture.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Invite students to write their reports. Remind them that the answer to the first question can be a topic sentence and the answer to the second question can provide their facts. Continue to support students as they say words slowly, write the sounds they hear, write the high-frequency words they know, reread after each word, and revise and edit. Encourage students to get help and ideas from one another. Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

A family can wash a dirty dog. They use a big tub. They use a water hose.

Sample Informational Report

4. Share (5 MINUTES)

Invite two or three students to share their reports. Point out and celebrate examples of drawings, topic sentences, and facts that answer the questions you posed. You may also wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will answer the questions. I will write ______.
• Notice that I use questions to help me write a topic sentence and facts about a text.
• I will check my writing by rereading.

Directive and Corrective Feedback
• What will you write for your topic sentence? What facts will you write?
• Try looking at your picture and writing your topic sentence again.
• How will you start your sentences? What will you put at the end of each sentence?

Self-Monitoring and Reflection
• Does your topic sentence answer the question? Do your facts give more information about the topic?
• How did talking with a partner help you?
• Did you reread and check your work? How did it help?

Validating and Confirming
• Good job finding facts to support your topic sentence!
• I like that you made your report and picture match closely. You put a lot of work into that!
• You answered the questions. You used your answers to write a report!

Teacher Tip

Continue using informational reports from primary grade magazines and read-alouds throughout the day. Make them available in your classroom library for independent exploration.