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: *We have learned that these are question words. We see these words in many nonfiction texts. We can use these words to ask ourselves questions, too.* 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 *Animals in Their Habitats*. Read the title and author. Then turn to page 8 and point out the question in the Description sidebar. Say: *Notice 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:

- page 11: **How** (Figure It Out sidebar)
- page 12: **How** (Figure It Out sidebar)
- page 13: **What** (text)
- inside back cover: **What**, **How** (text), and **What**, **Why** (Make a Connection sidebar)
- back cover: **Why**, **How** (blurb)

Display the title page of the big book and point to the photograph of the owl. Ask: *What are some questions we can ask ourselves about this photograph?* Encourage students to share questions, such as “How big is the owl?” and “Why do owls have yellow eyes?” and “Where is the owl?” Say: *I will write some questions. You can answer these questions by looking at the photograph of the owl on this page. Then you can use your answers to write a report. Let’s call the report “Owls.”*

Write the title on your chart paper. Write the following questions below it, and read the questions aloud:

- **Where** does an owl live?
- **Why** is that a good habitat for an owl?

Objectives

Concepts About Print
- Use uppercase and lowercase letters correctly.
- Put spaces between words.
- Use appropriate end punctuation.

Oral Language and Grammar
- Share a topic sentence and facts orally.
- Use common nouns and adjectives.

Purposeful Phonics Connections
- Listen for sounds in words.
- Write some CVC words.
- Write some high-frequency words.

Reflecting Reading in Writing
- Develop genre awareness.
- Ask and answer questions (who, what, when, where, why, how).
- Identify main idea and supporting details using a photograph.

Writing
- Write a report.

Materials
- Big book: *Animals in Their Habitats* (Benchmark Literacy Unit 6, Week 2)
- Chart paper and markers
2. Rehearse (5 MINUTES)

Invite students to talk to a partner about the questions. **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.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- An owl ______.
- A tree ______.

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.

Sample Informational Report

An owl lives in a tree. The owl is the same color as the tree. The owl can hide there.

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. Based on your students’ reports, you may wish to point out how the same information in the hands of two different writers can lead to very different kinds of reports. 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 ask questions about a photograph to find a topic and facts for a report.

**Directive and Corrective Feedback**
- What will you write for your topic sentence? What facts will you write?
- Try looking at the picture of ______ again. How could you improve your topic sentence?
- 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?
- How did rereading your report help you?

**Validating and Confirming**
- I like your picture. It matches your topic sentence and facts!
- You answered the questions. You used your answers to write a report!

**Teacher Tip**

Using environmental print and pictures, continue to reinforce the concept that facts are all around us.