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. Show me how we use our fingers and our palm to remember the question words.* Students should hold up one hand and touch the thumb of that hand with the other hand, saying **Who**. Then they should touch each of the other fingers in turn, saying **What**, **When**, **Where**, and **Why**. Finally they should touch their palms and say **How**.

Display the cover of *Children Past and Present*. Read the title and author. Then turn to pages 4 and 5 and point out the question words the author uses in the text. Say: *Look at the question marks that end these sentences. The writer uses the words **What** and **How** to ask questions.*

Take students through a book walk to help them locate the following question words, pointing out the question mark at the end of each sentence:

- page 15: **What** (text)
- inside back cover: **What** (text) and **How** (Make a Connection sidebar)
- back cover: **What**, **What** (blurb)

Display the title page of the big book and point to the photographs. Ask: *What are some questions we can ask ourselves about these photographs?* Encourage students to share questions, such as “What is the first boy jumping on?” and “How high is the second boy jumping?” Say: *I will write some questions. You can answer these questions by looking at the photographs on this page. Then you can use your answers to write a report. Let’s call the report “Playing It Safe.”*

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

- **What is the boy on the pogo stick wearing?**
- **What is the skateboarder wearing?**
- **Which boy might be safer?**

Objective

**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 photographs.

**Writing**
- Write a report.

Materials

- Big book: *Children Past and Present* (Benchmark Literacy Unit 8, 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 answers to help you think of a topic sentence and facts about the 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:

 - The boy on the pogo stick ______.
 - The skateboarder ______.

3. Independent Writing and Conferring (20 minutes)

 Distribute students’ writing folders. Invite students to write their reports. Remind them that the answers to the questions can help them think of a topic sentence and 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.

 Kids long ago didn’t have helmets and pads. Now kids wear helmets and pads. Kids today can be safer.

 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.