How? In this lesson, your students will become familiar with using this question word to investigate how things work.

**Learning Objectives**

Students will be able to ask questions to retrieve information.

**Materials and Preparation**

- Construction paper
- Markers

**Key Terms**

**Introduction (5 minutes)**

- Ask your students if they have ever been to a train station.
- Have them describe their experience in a train station or an equally crowded or confusing area.
- Explain that asking questions to other people can make their experiences less confusing.
- Tell your students that today they will practice asking questions.

**Explicit Instruction/Teacher Modeling (5 minutes)**

- Separate the class into four groups at a pretend train station: ticket counters, passengers waiting on the platform, ticket checker at the platform, and information desk.
- Divide students into two groups: group 1 (information providers) and group 2 (information seekers).
- Have group 1 sit in different corners of the classroom.
- Instruct group 1 members to take on the roles of the information providers. For example, if a student is in the information desk corner, he will be the one providing information to someone in group 2 who asks.
- Instruct group 2 members to take on the roles of the information seekers. For example, if a student is in the ticket checker area, he will be the one asking about tickets to the student in group 1.

**Guided Practice/Interactive Modeling (20 minutes)**

- Pose a scenario, such as a late train. Instruct your students to act accordingly.
- Encourage your students to use the word how when asking questions.
- Walk around the room, acting as a member of group 1 and group 2 at various times.

**Independent Working Time (20 minutes)**

- Ask your students to make posters with guidelines of how to navigate the train station.
- Encourage them to use vocabulary they heard during the role play.

**Differentiation**

- **Enrichment:** Create a new scene, such as an airport, for your students to act in. Have them use the same guidelines and prepare a chart on construction paper to explain the guide to their classmates.
- **Support:** If your students are not comfortable being in one group, put them in another group or create a new role for them, such as a passerby. Pair your students so that one student can absorb vocabulary from the other.
Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are putting down.
- Ask them how they found out that information and why they decided to use that information.

Review and Closing (5 minutes)

- Ask your students to recap the role play.
- Have them repeat questions they asked and the answers that were given.
- Ask your students to explain why asking questions can be helpful.