This lesson helps students learn about asking and answering questions about a text. It also exposes them to valuable lessons about trying to figure out their dreams and not giving up along the way.

**Learning Objectives**

Students will be able to ask and answer questions in order to understand the problems and solution of a basic text.

**Materials and Preparation**

- Sticky notes
- *You Can Do It!* by Tony Dungy*
- Class set of whiteboards and whiteboard markers
- Class set of index cards

**Key Terms**

- problem
- solution

**Introduction (5 minutes)**

- Ask the class, “Have you ever felt sad and left out of your class at school or a group of friends?”
- Call on a student and ask if they can tell a one minute story about how they felt left out.
- Tell the class, “Today we will be learning about a boy named Tony and he felt left out in his family and his class. We are going to try to figure out the problem, what is wrong, and the solution, how we can fix it, in the story.

**Explicit Instruction/Teacher Modeling (15 minutes)**

- Share with the class, “In order to figure out the problem and solution, we need to be like detectives and learn to ask and answer questions. Asking and answering questions also helps us understand the story better. I am going to show you how to ask and answer the first few questions, and partway through the story, it will be your turn to ask and answer questions on your own.”
- Start reading *You Can Do It!* by Tony Dungy to the class.
- Stop after page 2. Ask, "What are the problems Tony is having already? Can you think of any solutions for Tony?"
- Read pages 3-4. Ask, “How is Tony’s brother trying to help him fix his problem?”
- Tell the students you will keep reading, and the next time you stop, it will be their turn to ask each other questions about the story. Keep reading until page 11.
**Beginning:** Give an example of a problem and solution, and provide images to accompany student-friendly definitions.

Provide learners with a partially completed who-what-when-where-why-how graphic organizer, and have them sort phrases/sentences on it in partnerships or teacher-led small groups.

**Intermediate:** Provide learners with a who-what-when-where-why-how graphic organizer, and have them sort phrases and sentences on it.

Have ELs verbally summarize the problem Tony is already having. Provide a sentence stem: The problem Tony is already having is ___.

Instruct students to talk in partnerships about possible solutions for Tony. Provide a sentence stem: A possible solution for Tony is ___.

**Guided Practice/Interactive Modeling (10 minutes)**

- Put students into partnerships and explain that they will have a chance to ask questions now. Direct them to take out a whiteboard and whiteboard marker.
- Instruct learners to ask a question to their neighbor to check for understanding of the text. Encourage them to focus on the problems and solutions in the text. Tell them that each student should write their question on the whiteboard. Remind them that a question mark is the correct punctuation at the end of a question.
- Have partners switch whiteboards to record their answers to the questions.
- Call on non-volunteers to share questions and answers.
- Finish reading the story aloud, starting at page 12.

**Independent Working Time (10 minutes)**

- Tell students to each write down 2 more questions they have about the story on a sticky note.
- Allow students to share their questions and discuss them with partners.

**Differentiation**

- **Enrichment:** To include higher level questioning, have students make predictions for solutions along the way.
- **Support:** Help struggling students with guiding questions: How do you think Tony’s dad will help him solve his problem? What would you do if you were Tony to help solve your problem? Have you ever felt like Tony did during this story?
Assessment (5 minutes)

- Give each student an index card for the Exit Ticket.
- Display a short paragraph that contains a problem and a solution.
- Instruct students to write down the problem and the solution on the index card.

EL

- **Beginning:** Provide sentence stems: The problem is __. The solution is __. **I know this because ____.
- **Intermediate:** Provide a paragraph frame: The main character solved the problem of **by**. The text states that __.

Review and Closing (5 minutes)

- Have students take out their whiteboards and whiteboard markers.
- Display the following question: Why is it important to ask and answer questions while reading a story?
- Give students one minute to jot down their ideas independently on the whiteboard. Then, divide the class into groups of 3. Give them one minute to discuss their answers to the focus question. Then, combine two groups of three to make a group of six students. Give them a minute and a half to share their thoughts.
- Gather the class's attention and call on a non-volunteer from each group to share some key ideas they discussed.
- Remind learners that it is important to ask and answer questions so you can understand the story better and become a stronger reader.

EL

- **Beginning:** Give ELs a concept web graphic organizer to jot down their ideas about asking and answering questions before beginning the group discussion.
- Provide a sentence stem for the discussion: **It is important to ask/answer questions while reading because ____.
- **Intermediate:** Provide a sentence stems for the group discussion: It is important to ask and answer questions while reading because. It is helpful to me because. Our group discussed that ____.