Asking and Answering Questions

Third Grade | Reading | 50 minutes | Standards: RL.3.1
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by Emily Wakabi | June 26, 2015

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

**Key Terms:**

- problem
- solution

**Lesson**

**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.

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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.

Guided Practice/Interactive Modeling (10 minutes)

- Stop at page 11.
- Give students each a chance to ask a question to their neighbor to check for understanding of the problem in the text.
- Tell the students, “You have one minute to turn and ask your partner a question about the story. You may want to ask your partner a question to see if they understand Tony’s problem now. Go!”
- You can ask 1-2 groups to share the questions and answers they shared with their partners. You should now finish reading the story.

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.
Extend

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?*

Review

Assessment *(5 minutes)*

- Also, have students write down the solution, how Tony solved his problem, on the back of their sticky notes.

Review and Closing *(5 minutes)*

- Ask students, "Why is it important to ask and answer questions while reading a story?"
- Tell students, "It is important to ask and answer questions so you can understand the story better and become a better reader."

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