
First Grade Reading
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Your students are probably used to answering questions. Give them a chance to ask their own with this imaginative lesson on reading comprehension and the ways one can use who, what, when, where, and why.

Learning Objectives

Students will be able to develop and express questions about a written text.

Materials and Preparation

- *The Lion and the Rat* interactive story
- Different colored dry erase markers
- Equity sticks (To create these, write each student's name on a wooden craft stick and place the sticks into a large cup.)
- Lined paper (cut into halves)

Key Terms

- 5 W's

Introduction *(10 minutes)*

- Tell students that today's lesson will involve asking questions about a story.
- Let them know that you'll read a story, and that after you finish reading, you'll ask them two questions about what you've read. Once you're done, they'll become teachers and write their own questions.
- Project and play *The Lion and the Rat.*
- Ask no more than two questions about the story's elements (e.g. regarding author's purpose or point of view).

EL

- **Beginning:**
  - Preview the story by reading it aloud to your students.
  - Provide examples of questions to your students.
- **Intermediate:**
  - Review the elements of a story with your students (setting, characters, problem, solution, etc.).
  - Have your students practice verbalizing a question by turning and talking to ask a partner about what they ate for lunch that day.

Explicit Instruction/Teacher Modeling *(10 minutes)*

- Show students how to formulate their own questions using the 5 W's: who, what, when, where, and why. For example, using *Little Red Riding Hood,* one can ask questions like: *Why did Red Riding Hood visit Grandma? Who did she meet when she walked through the woods?*
- Tell the students that when sentences begin with asking words, they usually ask questions and end with question marks.

EL

- **Beginning:**
  - Teach the five W's explicitly, going over each one and formulating a question for the class to answer.

Get more lesson plans at [https://www.education.com/lesson-plans/](https://www.education.com/lesson-plans/)
Record questions on the board for students to reference.

- **Intermediate:** Display index cards containing different question words to the class and practice creating question sentences using the cards.

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

- Repeat the two questions you modeled during Explicit Instruction.
- Write the two questions on the board. Underline the word why in the first sentence. Circle the question mark.
- Pull out an equity stick and ask the student to read the other sentence. Have him circle the who, what, when, where, or why, as you did for the first sentence.
- Call on another student to identify the question mark and circle it.

### Independent Working Time (15 minutes)

- Give a half-sheet of lined paper to each student.
- Have students copy down both sentences from the board, including the markings that were made.
- Circulate the room to make sure all students are on task.
- Replay *The Lion and the Rat*. Tell students to each write one question they would like to ask on the lined paper.

EL

- **Beginning:** Pass out the questions asked about the text and have students work with a partner to circle the question mark and identify which of the W's was used.
- **Intermediate:**
  - Pass out index cards written with the five W's to each student.
  - Go over the questions previously asked about the text and have students hold up the matching card.

### Differentiation

- **Enrichment:** Encourage the students to use other words that can begin an asking sentence, e.g. how, can, if, did, and will.
- **Support:** Students who have difficulty writing a sentence can be placed in small groups. Work with them to collectively come up with a sentence.

### Assessment (10 minutes)

- Collect students' half-sheets. Assess their understanding based on whether their questions make sense, whether their asking words are identified, whether their question marks are identified, and whether their sentences are properly written.

EL

- **Beginning:** Check that students are able to differentiate between the five W's.
- **Intermediate:** Work with a smaller group of students to practice asking questions about the text. Assess if students are able to verbalize appropriate questions about the text.
Review and Closing (5 minutes)

- Review the main aspects of a question (asking word, question mark) once again.

EL

- **Beginning:**
  - Clarify any misconceptions about the lesson.
  - As an exit ticket, have students identify which of the five W's a question is using the cards from earlier in the lesson.
- **Intermediate:** Have students turn and talk to share what they learned in today's lesson.