



Good readers are able to ask and answer questions about what they have read. Asking questions before, during, and after reading is a key strategy for demonstrating understanding and remaining engaged with a story. Answering questions that ask who, what, when, where, why, or how helps readers demonstrate their understanding of a text. In this learning plan, learners will practice asking and answering questions about fictional texts.



OBJECTIVES

- ✓ Students will be able to ask questions about a fictional story.
- ✓ Students will be able to answer who, what, when, where, why, and how questions about a fictional story.
- ✓ Students will be able to use the text to help them answer comprehension questions.

GUIDING QUESTIONS

How do questions help us better understand what we're reading?

What are the question stems (who, what, when, where, why, how) asking me about the story?

STANDARDS

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Students' responses to questions.
- Students' discussion about their questions and answers.
- Students' sharing and work during guided practice.
- Students' work during independent practice.

Summative Assessment:
Reading Comprehension:
The Belt Test



MATERIALS

- Capitalization Word Hunt worksheet
- Several fiction stories (see suggested titles in daily plans)
- What Do You See? worksheet
- My Questions: Before, During, and After worksheet
- Questioning Graphic Organizer worksheet
- My Questions worksheet
- Reading Comprehension: The Belt Test

DIFFERENTIATION STRATEGIES

- Allow students to read stories that are at their reading level. Invite them to choose a fiction book they'd like to read for the activity.
- Take turns reading aloud with students to support them in reading longer texts.
- Pick out vocabulary words to go over before reading. Be sure to give student-friendly definitions and images to support their understanding, when possible.

EXTENSION ACTIVITIES

- Read a longer book together with students, such as a chapter book, and answer key questions about each chapter.
- When students read independently, allow them to have sticky notes and pencils nearby. As questions come up during the reading, invite them to jot them down and place them in the book. After they finish a section, chapter, or even the whole book, encourage them to return to the questions to see if they were able to find answers in the story.
- Challenge your reader to think of a list of questions they could create with the 5 Ws and 1 H. For example, prompt them to think about questions they could ask about words or the way the author wrote the story.



ACTIVITY OVERVIEW

Activity 1

The Importance of Questioning

Students are introduced to the importance of questioning and what specific question stems mean.

Activity 2

Guided Practice

Students ask and answer questions about a fictional text.

Activity 3

Independent Practice

Students read a story and use a graphic organizer to record questions and answers.

Activity 4

Questioning Charades

Students play a questioning game.

Activity 5

Reading Comprehension

Students will use what they've learned to demonstrate their reading comprehension of a short passage.

ACTIVITY 1: THE IMPORTANCE OF QUESTIONING

- Write a big question mark on the board or chart paper. Then, write these words around the question mark: who, what, when, where, why, how.
- Think aloud about a familiar story that you have recently read with the students. Answer each of the questions about the story.
- Ask students to think about what each of the question stems is asking. For example, say, "If the question is 'who?', what type of answer do we need to give?" Explain that this question stem is asking about characters in a story. It might ask about the way characters behave or what they're like.
- Share the following information to help students understand what each question stem asks:
 - Who? - the people or animals in a story
 - What? - more information about the story, characters, or problem
 - Where? - the place of the story
 - When? - the time, date, or season of the story
 - Why? - the reason something happened
 - How? - the way something in the story happens
- Explain that questions are a helpful reading strategy because they help us better understand what we are reading. We can demonstrate that we understand by answering questions correctly, and we can demonstrate that we are paying attention to the story by coming up with our own questions about characters and events. Tell students that it's important to ask questions before, during, and after reading.



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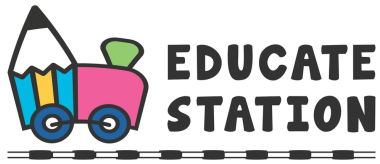
Activity 5

Reading Comprehension

Students will identify names of holidays, products, and geographic locations and capitalize them correctly.

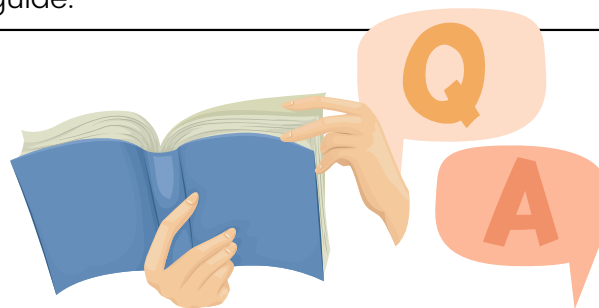
ACTIVITY 1 (CONT.): THE IMPORTANCE OF QUESTIONING

- Hand out the What Do You See? worksheet to each student and have them look at the image at the top. Tell them to pay attention to all the details and see if they can answer the questions that are at the bottom, even without words to go with the picture.
- Go over the questions together as a group and point to specific details in the picture that helped you answer the questions.
- Then, hand out the My Questions: Before, During, and After worksheet. Tell students that you are going to read aloud a story and that they are going to focus on asking questions before, during, and after the read-aloud.
- Show students the picture book that you'll read aloud, such as *Eyes that Kiss in the Corners* by Joanna Ho, and give students time to jot down questions in the "before" section of the chart. Do a picture walk and allow them to see the pictures and come up with more questions.
- Read aloud the book, stopping periodically to give students time to ask questions about the story and record them in the "during" section. When you finish the book, give them time to write down more questions in the "after" section of the chart.
- Invite students to share some of the questions they asked before, during, and after reading, and see if the story answered any of the questions.



ACTIVITY 2: GUIDED PRACTICE

- Share that you are going to read aloud a picture book to the students, such as *A Bad Case of Stripes* by David Shannon. Display the book and ask students to think about any questions they have about the book just by looking at the cover.
- Then, do a picture walk through the book by flipping through each page to look at the pictures without paying any attention to the words.
- Give each student a sticky note and have them write down one question they have about the book. Ask students to place their sticky notes in a central location in the room, like on the board or a piece of chart paper.
- Review the questions by reading them aloud to the class and challenge students to listen for answers to any of the questions that were asked before reading.
- Tell the class that they should recognize when new questions come up for them while you read the book aloud.
- Read aloud the picture book, stopping periodically to collect student questions. Record them on the board or an anchor chart to keep track of them.
- After reading, record any lingering questions that students have about the story or characters.
- Review the questions that students asked before, during, and after reading, and invite students to see if they can answer any of the questions. Have them point out specific parts of the book that helped them answer questions.
- Hand out a copy of the Questioning Graphic Organizer worksheet to each student. Ask them to complete the worksheet, using the example questions and discussion as a guide.



**ACTIVITY 3: INDEPENDENT PRACTICE**

- Briefly review the 5 W's and 1 H question stems on the My Questions worksheet.
- Read aloud a fictional picture book, such as *Stellaluna* by Janell Cannon, or have students choose their own story to read.
- Hand out the My Questions worksheet, and ask students to complete the worksheet independently. Provide assistance as needed.

ACTIVITY 4: QUESTIONING CHARADES

- Tell students that you are going to give them a scenario, or a story, that answers who, what, when, where, why, and how. Have them create a short skit to perform, and the goal is to have others answer the who, what, when, where, why, and how questions. Be sure to tell them the rules: they can use props and make noises, but they can't talk or write words. Alternatively, students can draw a picture instead of acting the story out. Have students work in groups or on their own for this activity.
- Create meaningful scenarios for your students that they'll be able to act out comfortably. For example, "A tired kid cleans the floor with a mop before school because he spilled his cereal."
- Encourage others to guess the details about the story that is performed or illustrated.

ACTIVITY 5: READING COMPREHENSION

- Share that students will be completing a reading comprehension practice page. Hand out the Reading Comprehension: The Belt Test worksheet and review how to complete it.
- Ask students to read the passage and answer the questions. Encourage them to go back to the text to find the answers.

WHAT DO YOU SEE?



Answer the following questions about the picture.



Who is in the picture?

What are they doing?

Where does this take place?

When does this take place?

Why are they doing that?

How are they doing that?

NAME _____

DATE _____

MY QUESTIONS: BEFORE, DURING, AND AFTER

Record your questions in the chart before, during, and after you read.

BEFORE:	<ul style="list-style-type: none">• _____• _____• _____
DURING:	<ul style="list-style-type: none">• _____• _____• _____
AFTER:	<ul style="list-style-type: none">• _____• _____• _____

NAME _____

DATE _____

QUESTIONING GRAPHIC ORGANIZER

Book title: _____

Author: _____

<p>Who are the main characters in the story?</p>	
<p>Where does the story take place?</p>	
<p>When does the story take place?</p>	
<p>What is the problem in the story?</p>	
<p>Why is that a problem for the characters?</p>	
<p>How is the problem solved in the story?</p>	

NAME _____

DATE _____

MY QUESTIONS

Use pictures and words to complete the graphic organizer.

Who? People or animals

Where? A place

Why?

Reason –
What caused
something to
happen?

Book Title ?

What?

More information
or details

How? More information or
details to prove something

When? Time, Date or Seasons

READING COMPREHENSION: THE BELT TEST

Directions: Read the passage and answer the questions that follow.

“Are you ready for your taekwondo belt test?” Mom asked. Molly and her mom walked into the building.

“I think so,” Molly answered. “I’m feeling a little scared, though.”

“Well, you have worked hard in class. You have worked hard at home, too. I am sure you will do great!” Molly’s mom gave a warm smile.

Molly smiled back at her mom and took a deep breath. She took off her shoes and found her spot in the room. Molly started to warm up. She kicked low. Then, she kicked high. She kicked fast, and she turned around to kick again. She yelled loudly. Her voice was strong, and her kicks were strong.

During the test, Molly felt strange. She could not remember her moves. She forgot how to kick. She forgot where to stand. She forgot how to say the words in Korean.

At the end of the belt test, Molly’s teacher came to talk to her. “You did not pass your test today,” he said. “But I will give you more time to learn the words.”

“Ok,” Molly said with a frown on her face. She couldn’t believe she forgot what she had learned.

“Come back on Monday, and you can try again!” her teacher said.

Molly went home and worked on taekwondo all weekend. She learned the words. She made sure she remembered them. She was ready to try again!



1. Who are the main characters in the story?

2. Where does the story take place?

3. When does the story take place?

4. What is the problem in the story?

5. Why is there a problem for the main character?

6. How did the main character solve the problem?
