

QUESTIONS AND ANSWERS



Asking and answering relevant questions with fiction texts is an important skill to deepen students' comprehension skills. In this learning plan, students will determine the difference between questions and statements, practice asking relevant questions related to a fiction text, and determine answers to a variety of questions.

STANDARDS

CCSS.ELA-LITERACY.RL.3.1, RL.3.10, SL.3.1.C

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.1C: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

OBJECTIVES

- ✓ Students will be able to ask relevant questions about a fiction text.
- ✓ Students will be able to answer questions relevant to a fiction text.
- ✓ Students will differentiate between a question and a statement.

GUIDING QUESTIONS

What questions can help us understand the text?

Where can we find the answer to our question?

What is the difference between a question and a statement?

MATERIALS

- A selection of fiction texts (1–5 different texts, suggested titles: *Moon* by Jane Yolen or *Let's Go For a Drive* by Mo Willems)
- I Wonder worksheet
- Statement or Question Sort worksheet
- Scissors
- Glue
- Before–During–After worksheet
- Ask and Answer Game
- Question and Answer Tic-Tac-Toe worksheet
- Chart Paper, Poster paper, or a space to write questions over the course of the learning plan
- Markers, crayons, or other coloring materials

**ASSESSMENTS**

Formative assessments and checks for understanding occur throughout the lesson:

- Check to see that students can differentiate between questions and statements.
- Listen as students ask and answer questions throughout the learning plan, particularly during the Independent Practice and Assessment. Be sure students are answering the questions accurately and completely.

**Summative Assessment:
Question and Answer Tic-
Tac-Toe**

**DIFFERENTIATION
STRATEGIES**

- Where applicable, allow students to work with a partner.
- Allow students to have texts read to them by finding an audio version of the text. Many free resources are available with a quick internet search.
- In Activity 2, go through each sentence with students and color in the rectangles first before sorting. Color all questions one color (ex. blue) and all of the statements another color (ex. red). Then glue them into the correct categories after placing them under their headings.
- Provide sentence stems or sentence starters to help students write responses to each of the questions. Post in a location where students can access throughout the learning plan.

EXTENSION ACTIVITIES

- Distribute writing paper to practice crafting written responses to their questions. Students can write responses to each question.
- On the assessment, challenge students to answer all questions and complete a Tic-Tac-Toe “black out” by coloring in all of the squares.
- Provide more challenging books for students who are more advanced readers.



ACTIVITY OVERVIEW

Activity 1

I Wonder

Students will practice asking questions about a text by completing an activity about their wonderings.

Activity 2

Guided Practice

Students will sort questions and statements to determine the difference between the two.

Activity 3

Independent Practice

Students will ask and answer questions before, during, and after reading a text.

Activity 4

Ask and Answer Game

Students will read a text together, then draw cards to practice asking and answering questions.

Activity 5

Question and Answer Tic-Tac-Toe

Students will read a text and respond to the questions on a grid. As they respond, they will color in a square to create three in a row.

ACTIVITY 1: I WONDER

- Introduce students to asking questions by reading a fiction text.
- Say, “Today we are going to read this story. Let’s look at the cover. What questions do you have?”
- Chart students’ responses.
- Say, “When we read, pay attention to anything that may cause you to wonder about something in the story.”
- Begin reading a fiction text. Some examples include *Owl Moon* by Jane Yolen or any books from the *Piggie* and *Elephant* series by Mo Willems.
- Distribute the I Wonder worksheet.
- Pause after a few pages and model how to ask a question based on something you wonder about.
 - Say, “I wonder why the character might say/do this?”
- Instruct students to write down any questions about the text.
- Give students time to discuss with a partner and/or share in a discussion.

ACTIVITY 2: GUIDED PRACTICE

- Refer to the chart paper from Activity 1.
- Ask students if they can tell the difference between a question and a statement.
 - Say, “What is the difference between a statement and a question?”

**CONTINUED-- ACTIVITY 2: GUIDED PRACTICE**

- Underline the words in each question on the chart paper that indicates it is asking something.
 - Say, “How can you make this question a statement.”
- Distribute the Statement or Question Sort to students. Students may wish to use crayons or other coloring materials to sort first.
- Explain that each box has either a question or a statement.
 - Students will need to cut out each sentence and sort them into the correct categories.
 - Once students have placed the sentence into the correct heading, instruct them to glue them down.
- Circulate and check student work. Invite students to share their thinking.

ACTIVITY 3: INDEPENDENT PRACTICE

- Select a fiction book to read with students. Choose any fiction book or chapter to share with students based on their interests and reading levels.
- Preview the text by showing the front cover and sharing the title and author.
- Say, “Good readers will preview their book and ask questions before, during, and after reading.”
- Distribute the Before-During-After worksheet.
- Ask students to read the prompts aloud.
- Give time for students to ask questions before reading the text.
- Say, “What questions do you have about this book before we begin reading?”
- Allow students to write one or more questions on their worksheets.
- Begin reading the text and pause intermittently to allow students to ask questions while reading.
- Continue reading the text until it is finished.
- Reflect on the story and instruct students to write down any additional questions, as well as any answers to questions that were revealed in the text.
- Review and discuss together.



ACTIVITY 4: ASK AND ANSWER

- Distribute the Ask and Answer Game worksheet to students along with a fiction text they can read independently or with a partner.
 - If working in partner pairs, only one game set of game cards is needed per pair.
- Explain the instructions:
 - Instruct students to cut the game cards, mix them up, and place them into a stack.
 - Tell students to read the text together taking turns reading a page each.
 - Upon completing the reading, students will take turns choosing a card from the game card pile.
 - One partner will read the card and the second will answer. Both partners should discuss whether or not the answer is correct.
 - Students should continue playing until all the game cards have been chosen and all of the questions have been answered.
- Extension: Students can write the answers to their questions on the worksheet provided.

ACTIVITY 5: QUESTION AND ANSWER TIC-TAC-TOE

- Distribute the Question and Answer Tic-Tac-Toe worksheet, coloring materials, a pencil, and a short fiction text to read.
- Explain to students that they will read the provided text first. Then they will attempt to color in three boxes in a row to make a “Tic-Tac-Toe” by answering the questions in the boxes.
- Provide support to students as needed.

NAME _____

DATE _____

I WONDER

Read a short story. Pause throughout the story to ask questions about the story.
Write your questions in each thought bubble.

Examples:

- I wonder what will happen next...
- I wonder why the character...



NAME _____

DATE _____

STATEMENT OR QUESTION SORT

- Read the words in each box, and decide if they are statements or questions.
- Color the statements red. Color the questions blue.
- Cut, sort, and glue each box into the appropriate category.

Statement

Question

The boy is playing at the park.

Where should I put my homework?

How does the dog know where to go?

I want to eat pizza for dinner tonight.

She is going to her grandma's house tomorrow.

When did Mom buy those new sunglasses?

Did she use her crayons or markers for this picture?

I have been playing the piano for three years.

How do you get to school each day?

My favorite color is orange.

Why is that door open?

Jacob is coming to my house after school.

Bonus Activity: Write your own statement and question in the correct category.

NAME _____

DATE _____

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BEFORE-DURING-AFTER

- Choose a book or short story to read.
- Ask questions before, during, and after you read.
- Write down the answers to your questions as you find them.



BEFORE

Look at the cover of the book.
What questions can you ask about the book?

DURING

As you read, what questions do you have about the story?

AFTER

After finishing the story, think about what might happen next.
What questions can you ask?

NAME _____

DATE _____

ASK AND ANSWER GAME



Read a short story. Choose a game card. Ask a question using the game card as a guide. Once the question has been answered, choose again. Keep playing until all game cards have been drawn.



Ask and answer a question about a character in the story.	Ask and answer a question about the setting where and when the story takes place.
Ask and answer a question about a problem in the story.	Ask and answer a question about how the problem is solved.
Ask and answer a question about how the story ends.	Ask and answer a question about what might happen next.
Free Choice! Ask and answer a question about any part of the story.	Extra! Ask and Answer a question about something you might wonder.

NAME _____

DATE _____

ASK AND ANSWER GAME



Bonus: Write your questions and answers on the lines provided.

NAME _____

DATE _____

QUESTION AND ANSWER TIC-TAC-TOE



Read a short story. Answer each question out loud. If you are able to answer the question, color in the question box. Try to get three answers in a row, and write the answers to these three questions on the lines below. *Bonus: Can you color in all of the boxes?*

Who is the main character in the story?	Where does the story mostly take place?	When does the story take place?
What is one event that happens in the story?	What is a problem that the main character faces?	How is the problem solved in the story?
Ask and answer your own question about the story using WHY as a sentence starter.	Ask and answer your own question about the story using HOW as a sentence starter.	Ask and answer your own question about the story using WHAT as a sentence starter.
