Lesson Skill: Questioning

Strand   Reading — fiction

SOL   K.9

           1.9

           2.8

Materials
- Fiction books at students' independent reading levels
- Text for teacher to model strategy
- Chart paper
- Whiteboards (1 per pair of students)
- Whiteboard markers and erasers
- Reading Fiction Graphic Organizer (attached)

Lesson
1. Spark student interest by telling them they are going to be reading detectives. Keep them in supsense by not elaborating yet. Read a familiar, short fiction story, then pose the questions who, what, when, where, why, and how, demonstrating how to answer them. As you write the review questions on chart paper, tell them they will practice being detectives by answering them too.
2. On chart paper, write:
    - **Who** are the characters?
    - **What** is the problem?
    - **When** does the story take place? (setting)
    - **Where** does the story take place? (setting)
    - **Why** do you think the author wrote the story? (purpose)
    - **How** is the problem solved? (solution)
3. Have students work in pairs to respond to who, what, when, where, why, and how questions about the story, writing their answers on whiteboards. Check responses and refer to the text to confirm the accuracy of student answers. Record their answers on the chart paper.
4. Model use of the attached Reading Fiction Graphic Organizer by showing how to complete it according to the headings on the chart paper. Distribute copies of the attached Reading Fiction Graphic Organizer. Have students read fictional stories at their independent reading levels and then, as detectives, complete their organizers with the information from their stories. If time allows, have them add illustrations to their organizers. Have students share their books and organizers with other students at the same reading level.
5. Display students' graphic organizers along with their fictional texts.

Strategies for Differentiation

- Review with students the purpose of who, what, when, where, why, and how questions:
  - Answer **who** questions with persons.
  - Answer **what** questions with a situation that presents a problem. "**What** is the problem?"
  - Answer **when** questions with time (season, morning/afternoon/evening, or hour of day).
  - Answer **where** questions with a place (zoo, home, classroom, etc.).
  - Answer **why** questions with an explanation of why it happened. (I was riding my bike too fast and I fell. Why did you fall? Because I was riding my bike too fast.)
  - Answer a **how** question with a description (fast, slow, etc.).
- Model how to use the information in a book and write the answer to one question at a time.
- For students who are not able to read, use technology such as an audio book or text-to-speech software.
- Allow students to dictate responses to a scribe on large sticky notes. Students place these onto the graphic organizers in the correct column.

Reading Fiction Graphic Organizer

Student Name_____

Book Title _____   **Author**_____

Who are the characters?	
What is the problem?	
When does the story take place?	
Where does the story take place?	
Why did the author write the story?	
How is the problem solved?	