*English Instructional Plan – Asking and Answering Questions in Fiction K-2*

**Primary Strand: Reading K.8, 1.9, 2.7**

**Integrated Strand/s: Communication and Mulitmodal Literacies, Writing**

**Essential Understanding:**

* understand that readers use a variety of strategies to assist with comprehension of fictional texts

**Essential Knowledge, Skills, and Processes:**

* give evidence that they understand the meaning of what is being read, including who, what, when, where, why, and how (kindergarten comprehension is based off of books read aloud)
* ask and respond to questions about the content of a book

**Primary SOL:**

K.9**a** Ask and answer questions about what is read.

1.9**e** Ask and answer who, what, when, where, why, and how questions about what is read.

2.7c Ask and answer questions using the text for support.

**Reinforced (Related Standard) SOL**:

K.2 The student will show growth in oral, early literacy skills.

1.2 The student will show growth in oral literacy skills.

2.1 The student will use oral communication skills.

**Academic Background/Language:**

When students listen to fictional text, they naturally have questions or concepts they would like to discuss. Helping students to foster this natural curiosity will help students to develop a deeper level of comprehension. Understanding when it is appropriate to use a specific question stem, can help students to generate questions, but also, ensure that they provide the correct response to a question. (e.g. giving a location in response to a where question, or asking a who question when they want to ask about the character)

## Materials

* Familiar, short fiction story
* Chart paper
* Whiteboards (1 per pair of students)
* Whiteboard markers and erasers
* Reading Fiction Graphic Organizer (attached)
* Text for students on independent reading levels

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Spark student interest by telling them they are going to be reading detectives and when you are a reading detective it helps you to better understand what is being read. 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.
* On chart paper, write:
  + **Who** are the characters?
  + **What** are the important events? (plot)
  + **When** does the story take place? (setting)
  + **Where** does the story take place? (setting)
  + **Why** do you think the author wrote the story? (theme e.g. To write a story about friendship)
  + **How** is the conflict solved?
* As you make the anchor chart, make connections for the students between the questions on the chart and the story elements they have learned such as “*a who question is asking about the characters or narrator of a story*?”
* Use this anchor chart to help students as they listen to fiction stories being read.
* Explain to students that if we ask these questions before reading, then it will help them predict what they story is going to be about, and if we ask them during and after we read it can help confirm our predictions or help us find out information about the important parts of the story.
* 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.
* Tell students that readers ask who, what, when, where, why and how questions before, during and after reading to help them better understand fictional stories.

**Assessment**

* Have students read fictional stories at their independent reading levels and complete a graphic organizer with the information from their stories.
* Document how students are able to answer who, what, when, where, why, and how questions as you read books aloud and have class discussion.

**Writing Connections:**

* When students are writing fictional pieces of text, have them refer to questioning anchor chart to see how many who, what, where, why, and how questions could be answered within their own writing. While conferencing, discuss how these details could be added through illustrations or words.
* Have students respond to who, what, when, where, why, and how questions in written response to books read.
* Have students brainstorm different questions that use who, what, when, where, why, and how question stems.

**Extensions and Connections (for all students)**

* Help students to make the connection between the similarities and differences of questions you ask while reading fiction and non-fiction text.
* Have students ask what, who, when, where, why, and how questions when they would like to learn more in daily life. (e.g. during conversation, after someone shares in morning meeting, etc.)

**Strategies for Differentiation**

* Read text aloud or have students listen to a piece of text before completing the graphic organizer.
* Draw pictures to complete organizer and verbally describe the illustrations.
* Make connections to how we use questions in conversation to learn more or better understand.