

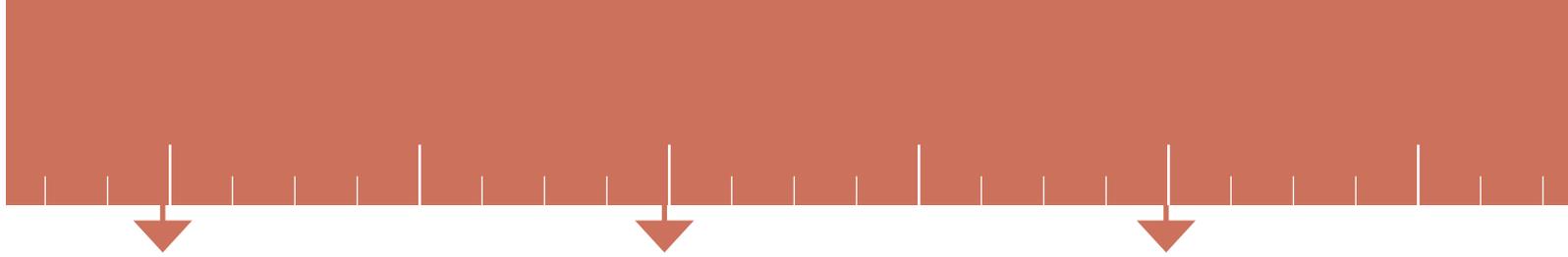
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Lesson 1 Ask Questions

Introduction

What Will I Learn?

- How can I ask questions about what I read?
- How can questions help me understand a text?
- How can I find the key details in what I read?

Asking and answering questions while you are reading can help you understand the story.



Break Down the Skills

Sometimes, when you read a story it is hard to know what is going on. You need to find the **key details**, the most important information, to give you clues to understand what is happening. You can find key details by asking and answering **questions**. You can ask the **5 W's and H** — Who? What? When? Where? Why? How?

Here are some examples of **5W and H** questions.

- Who are the characters in this story?
- What problem do the characters have?
- When did this story take place?
- Where does the story take place?
- Why are the characters doing what they are doing?
- How will they resolve their problem?

What answers can you get by asking these questions?
Who?
What?
When?
Where?
Why?
How?



You can ask questions before, during, and after you read. When you ask questions, you then look for **evidence**. The evidence is the information in the story that answers your questions. Evidence **supports**, or backs up, your answers.

The **conflict** is the problem in the story.

Practice asking and answering questions with a classmate. Discuss a story you both read. Take turns asking and answering questions.



Guided Instruction

Read the passage below and answer the questions.

Not a Barker

- 1 Dad asked our landlady if we could get a dog.
- 2 "A quiet dog might be OK," Ms. Reed said. "A silent dog would be better. A noisy dog is out of the question."
- 3 "Yay!" I whooped when Dad told me that we could have a quiet or silent dog.
- 4 I was thrilled. Dad was pleased. Ms. Reed was worried.
- 5 "What kind of dog are you looking for?" asked the woman at the animal shelter.
- 6 "A fat, thin, plump, or skinny dog," I said.
- 7 "A fuzzy, shaggy, or bald dog," Dad added.
- 8 "A dog that barks, 'Woof!' 'Arf!' 'Ruff!' or 'Bowwow!'" I cried.
- 9 Dad raised his eyebrows. "In this one area," he said, "we must be more than particular. We must be really picky."
- 10 "A dog that whispers 'Woof,' 'Arf,' 'Ruff,' or 'Bow-wow.'" I corrected myself. "We can't have a barker."

Guided Questions

Based on the title, what question could you ask before reading?

What evidence do you learn in paragraph 1 to support your answer?

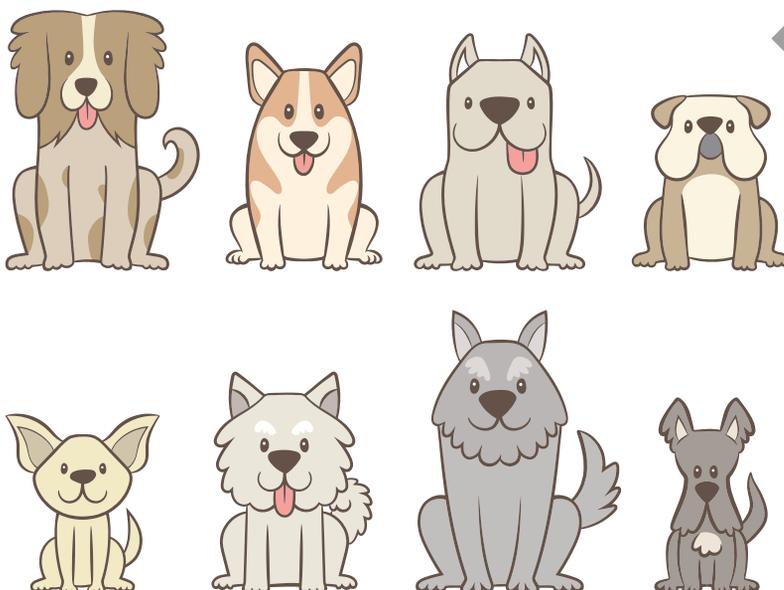
What question can you ask about Ms. Reed? What is the answer to your question?

Why must they be picky?

1 Fill in the missing boxes in the chart.

Question	Answer	Evidence in Text
Why was Ms. Reed worried?		"Ms. Reed was worried."
What do the descriptions at the animal shelter say about the kind of dog for which Dad and the boy are looking?	They are not very picky at all.	

2 What evidence in the text answers this question: "How does the landlady feel about a dog in the house?"



Independent Practice

Read the fable. Then, answer the questions that follow.

The Fox and the Goat

*A Fable by Aesop
retold by Alisha Deptani*

1 Fox was walking through the field one day. It was sunny and bright, and he was getting thirsty. When he saw a well, he decided to get some water. He stretched and stretched to reach down the well. Then *splat!* In he fell. *I'm in a pickle, he thought. I can't get out.*

2 A thirsty Goat was also walking through the field. When he saw the well, he thought, *Ah! A drink of cold water. That will hit the spot. It's just what I want.*

3 The Goat walked over to the well and looked down. What did he see? Fox. But Goat wasn't too bright, so he didn't notice Fox was stuck.

4 "Is the water cool?" Goat asked.

5 Fox, on the other hand, was clever and tricky. He realized Goat wouldn't risk falling in the well to help him.

6 "Why, the water is wonderful," he said. "Why don't you climb down and get some?"

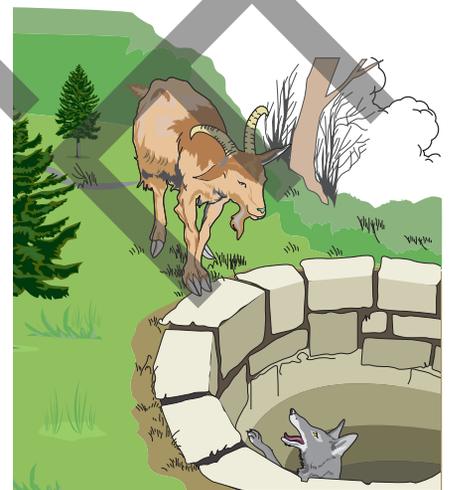
7 "What a good idea!" said Goat. "You're sure you wouldn't mind my joining you?"

8 "I'd be delighted," said Fox. "But I don't want you to get stuck. Let's make sure you will be able to get out of the well again."

9 "How?" asked Goat. Now he was getting a little nervous.

10 "Well, if I am at the top of the well, I will be able to help you get out."

11 "That sounds right," said Goat, stroking his hairs on his chin.



- 12 "Bend over the well and stretch as far as you can to reach me."
- 13 Goat did as he was told and bent over the well. He stretched and stretched. Fox grabbed Goat's horns and leapt onto Goat's back. He ran all the way up to the top of the well.
- 14 "Well, that worked fine," said Goat, as he jumped into the well for his drink. When he tried to get out, Fox was nowhere around.
- 15 "Fox! Fox!" shouted Goat. "You promised to help me!"
- 16 "You foolish old Goat!" yelled Fox from a safe distance. "If you had as much sense as you have hairs in your beard, you wouldn't have jumped into the well in the first place."

Practice 1

- 1 If you asked the question, "Who is in this story?" what answer would you find in the title?

- 2 Which key detail, or evidence, **best** describes the story's conflict, or problem?

- A** "He was getting thirsty."
- B** "In he fell."
- C** "A thirsty Goat was also walking through the field."
- D** "Now he was getting a little nervous."

Remember that a story's conflict is the problem a character has to solve.



3 What is the **best** question to ask after reading paragraph 2?

- A What will happen between Goat and Fox?
- B Why is Goat walking through the field?
- C Why is Goat thirsty?
- D Why is Fox stuck?

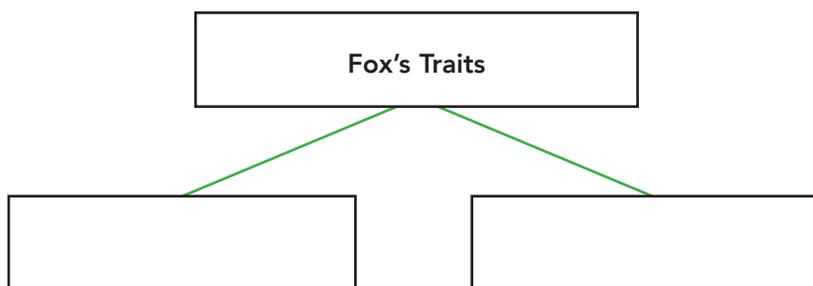
4 What key detail, or evidence, lets you know Fox will outsmart Goat?

- A "A thirsty Goat was also walking through the field."
- B "When he saw the well, he thought, *Ah! A drink of cold water.*"
- C "But Goat wasn't too bright, so he didn't notice Fox was stuck."
- D "He realized Goat wouldn't risk falling in the well to help him."

Remember, a key detail is the evidence you refer to in the story that will support your answer.



5 Characters have traits, things that describe how or what they are. If you asked what are Fox's traits, what two answers would you find in the text?



Practice 2

- 1 If you asked about Goat's character, what would the answer be? Circle all that apply, based on **evidence** in the text.

bright **nervous** **helpful** **angry** **foolish**

- 2 Based on paragraph 5, what question can you ask? What would your answer be?

- 3 Based on reading paragraphs 8 and 9, how does Goat feel about going into the well?

- A** He is concerned.
B He is happy.
C He is surprised.
D He cannot wait.

- 4 Write the key detail in those paragraphs that lets you know how Goat feels.

Remember, refer to the text for a clue to the answer.



- 5 Here is a good question to ask after reading the story: "What is the lesson or message of the story?" What would your answer be in your own words?

Exit Ticket

Now you understand how asking and answering questions can help you to better understand a story. Read this passage and then answer the questions.

Goat cried and cried for hours, but no one came to help. It had gotten dark and Goat was growing very tired. Still, he kept crying for help.

Fox could not sleep with so much noise. He tossed and turned. Hearing Goat's cries for help, now he felt both guilty and sorry for what he had done. Finally, he could not stand it. Fox jumped out of bed and ran down to the well. He stretched out his arm as far as he could.



What question could you ask after reading this?

What would be your answer?

Refer to the story. What evidence supports your answer?

TEACHER GUIDE

Lesson 1 Ask Questions

At-a-Glance

Learning Objectives	Why Students May Struggle
<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text. • Refer to explicit text for answers to questions. • Understand key details of a text. 	Students may struggle with not knowing what questions to ask and where to find evidence for the answers.
Academic Vocabulary	Passage Information
key detail question evidence support conflict	Not a Barker Reading Level: 410–600L Word Count: 140 The Fox and the Goat Reading Level: 410–600L Word Count: 353 Exit Ticket Passage Reading Level: 410–600L Word Count: 84

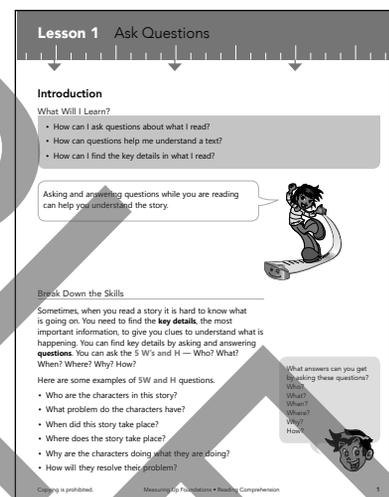
WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Play the warm-up activity “What’s in My Bag?” Place an ordinary object into a paper bag. This item could be a comb, toothbrush, a pencil, etc., anything students would be able to guess. Show students the bag but not the item in it. Invite students to ask open-ended questions such as *What is the item used for? Where do you use it?* Discourage questions such as *Is it an apple?* Students will realize that they will be able to gather clues and have better understanding of what the object is if they ask these open-ended questions instead of just randomly trying to ask what the object is. Connect this activity to reading. Tell students when they ask good questions, the answers they find to their questions often lead to more questions and a deeper understanding. In other words, they will form their next question based on their previous question. Tell students that asking questions helps them engage with the text and understand it better.

EXPLICIT INSTRUCTION

- Before beginning the lesson, model asking and answering questions with a mentor text, preferably a picture book. Read the story aloud, asking the questions yourself as you go along. When you find the answer to your question in the text, point it out to students.
- While reading, be sure to model going back into the text and rereading to find the answers to your questions right there in the text.



- Reread the story aloud a second time, and see if students can come up with questions to ask.
- Tell students asking and answering questions gives them the “big picture” of the story.

BREAK DOWN THE SKILLS

TEACH ACADEMIC VOCABULARY

- Tell students that **key details** are the most important information in a story. They give readers clues to understand what is happening.
- They can find key details by asking and answering **questions** about the text. Explain to students the “5W and H” questions: Who? What? When? Where? Why? How? Tell them questions can help them understand a text.
- Tell students they can ask questions before reading, during reading, and after reading. Tell them making an anchor chart of their questions while reading is helpful.
- Explain that after they ask a specific question, they need to look into the text for the answer, the **evidence**.
- That evidence **supports**, or backs up, their questions and answers. The text evidence are the words from the text that prove the answer to a question.
- Tell students that a **conflict** is the problem in a story.
- If time allows, have students complete the On Your Own chart at the end of these notes.

Lesson 1 Ask Questions

Introduction

What Will I Learn?

- How can I ask questions about what I read?
- How can questions help me understand a text?
- How can I find the key details in what I read?

Asking and answering questions while you are reading can help you understand the story.



Break Down the Skills

Sometimes, when you read a story it is hard to know what is going on. You need to find the **key details**, the most important information, to give you clues to understand what is happening. You can find key details by asking and answering **questions**. You can ask the 5 W's and H — Who? What? When? Where? Why? How?

Here are some examples of 5W and H questions.

- Who are the characters in this story?
- What problem do the characters have?
- When did this story take place?
- Where does the story take place?
- Why are the characters doing what they are doing?
- How will they resolve their problem?

What answers can you get by asking these questions?
Who?
What?
When?
Where?
Why?
How?

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Lesson 1 • Ask Questions

You can ask questions before, during, and after you read. When you ask questions, you then look for **evidence**. The evidence is the information in the story that answers your questions. Evidence **supports**, or backs up, your answers.

The **conflict** is the problem in the story.

Practice asking and answering questions with a classmate. Discuss a story you both read. Take turns asking and answering questions.



Guided Instruction

Read the passage below and answer the questions.

Not a Barker

- 1 Dad asked our landlady if we could get a dog.
- 2 “A quiet dog might be OK,” Ms. Reed said. “A silent dog would be better. A noisy dog is out of the question.”
- 3 “Iy!” I whooped when Dad told me that we could have a quiet or silent dog.
- 4 I was thrilled. Dad was pleased. Ms. Reed was worried.
- 5 “What kind of dog are you looking for?” asked the woman at the animal shelter.
- 6 “A fat, thin, plump, or skinny dog,” I said.
- 7 “A fuzzy, shaggy, or bald dog,” Dad added.
- 8 “A dog that barks, ‘Woof!’ ‘Arf!’ ‘Ruff!’ or ‘Bow-wow!’” I cried.
- 9 Dad raised his eyebrows. “In this one area,” he said, “we must be **specific**, than general. We must be really picky.”
- 10 “A dog that whimpers ‘Wood!’ ‘Arf!’ ‘Ruff!’ or ‘Bow-wow!’” I corrected myself. “We can’t have a barker!”
[Reading Level: 410–600; Word Count: 140]

Guided Questions

Based on the title, what question could you ask before reading?
Is this story about a dog?

What evidence do you learn in paragraph 1 to support your answer?
Dad asks if the family could get a dog.

What question can you ask about Ms. Reed? What is the answer to your question?
Why is she worried?

She does not want a dog that barks.
Why must they be picky?
They cannot get a dog that barks.

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GUIDED INSTRUCTION

First Read

- Direct students to follow along as you read the passage “Not a Barker” aloud.

Second Read

- Using the choral reading approach, reread the passage “Not a Barker” aloud. Have students follow along reading in unison as they are able. Allow students to use a marker or card to track the text if needed.

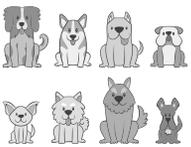
Guided Reading Questions

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

Fill in the missing boxes in the chart.

Question	Answer	Evidence in Text
Why was Ms. Reed worried?	She was worried because there is no such thing as a quiet dog.	“Ms. Reed was worried.”
What do the descriptions at the animal shelter say about the kind of dog for which Dad and the boy are looking?	They are not very picky at all.	fat, thin, plump, skinny, fuzzy, shaggy, bald

What evidence in the text answers this question: “How does the landlady feel about a dog in the house?”
“A quiet dog might be OK.”



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Differentiate for Struggling Readers and English Learners

During read alouds of mentor texts, teach students how to do in-depth analysis of characters in the story, encouraging them to ask and answer questions as you read.

Have students ask questions they cannot answer with just one word or a low level retell of the story. Have them ask questions such as “What kind of person is the character?” “Do you like this character? Why or why not?” “Why did the character do what he did?” “Why does the character feel this way?” “Did the character do the right thing?” “What do you think will happen next with this character?”

Ask students to make predictions about characters. Confirm or adjust the predictions based on key details and text evidence.

Have students make character anchor charts with the heading “What did we learn about our character?” Then, they can add sticky notes to the chart with information about the characters.

INDEPENDENT PRACTICE

First Read

- Read aloud to students the passage “The Fox and the Goat.”

Second Read

- Have students reread the passage “The Fox and the Goat” independently.

Chapter 1 • Literature

Independent Practice

Read the fable. Then, answer the questions that follow.

The Fox and the Goat

*A Fable by Aesop
adapted by Aisha Daptari*

- 1 Fox was walking through the field one day. It was sunny and bright, and he was getting thirsty. When he saw a well, he decided to get some water. He stretched and stretched to reach down the well. Then splat in he fell. I'm as a pickle, he thought. I can't get out.
- 2 A thirsty Goat was also walking through the field. When he saw the well, he thought, *Ah! A drink of cold water. That will fit the spot. It's just what I want.*
- 3 The Goat walked over to the well and looked down. What did he see? Fox. But Goat wasn't too bright, so he didn't notice Fox was stuck.
- 4 "Is the water cool?" Goat asked.
- 5 Fox, on the other hand, was clever and tricky. He realized Goat wouldn't risk falling in the well to help him.
- 6 "Why, the water is wonderful," he said. "Why don't you climb down and get some?"
- 7 "What a good idea!" said Goat. "You're sure you wouldn't mind my joining you?"
- 8 "I'd be delighted," said Fox. "But I don't want you to get stuck. Let's make sure you will be able to get out of the well again."
- 9 "How?" asked Goat. Now he was getting a little nervous.
- 10 "Well, if I am at the top of the well, I will be able to help you get out."
- 11 "That sounds right," said Goat, stroking his hairs on his chin.



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Chapter 1 • Literature

- 12 "Bend over the well and stretch as far as you can to reach me."
- 13 Goat did as he was told and bent over the well. He stretched and stretched. Fox grabbed Goat's horns and leapt onto Goat's back. He ran all the way up to the top of the well.
- 14 "Well, that worked fine," said Goat as he jumped into the well for his drink. When he tried to get out, Fox was nowhere around.
- 15 "Fox! Fox!" shouted Goat. "You promised to help me!"
- 16 "You foolish old Goat!" yelled Fox from a safe distance. "If you had as much sense as you have hairs in your beard, you wouldn't have jumped into the well in the first place!"

[Reading Level: 410–600; Word Count: 553]

Practice 1

- 1 If you asked the question, "Who is in this story?" what answer would you find in the title?
The characters in the story are Fox and Goat.
- 2 Which key detail, or evidence, best describes the story's conflict, or problem?
 A "He was getting thirsty."
 B "In he fell."
 C "A thirsty Goat was also walking through the field."
 D "Now he was getting a little nervous."

Remember that a story's conflict is the problem a character has to solve.

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Practice 1 Questions

- Read the questions and answer choices aloud as students select the answers. Review the answers.

Chapter 7 • Literature

12 "Bend over the well and stretch as far as you can to reach me."

13 Goat did as he was told and bent over the well. He stretched and stretched. Fox grabbed Goat's horns and leapt onto Goat's back. He ran all the way up to the top of the well.

14 "Well, that worked fine," said Goat, as he jumped into the well for his drink. When he tried to get out, Fox was nowhere around.

15 "Fox! Fox!" shouted Goat. "You promised to help me!"

16 "You foolish old Goat!" yelled Fox from a safe distance. "If you had as much sense as you have hairs in your beard, you wouldn't have jumped into the well in the first place!"

[Reading Level: 410-600L; Word Count: 353]

Practice 1

1 If you asked the question, "Who is in this story?" what answer would you find in the title?

The characters in the story are Fox and Goat.

2 Which key detail, or evidence, best describes the story's conflict, or problem?

A "He was getting thirsty."
 B "In he fell."
 C "A thirsty Goat was also walking through the field."
 D "Now he was getting a little nervous."

Remember that a story's conflict is the problem a character has to solve.

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Lesson 1 • Ask Questions

3 What is the best question to ask after reading paragraph 2?

A What will happen between Goat and Fox?
 B Why is Goat walking through the field?
 C Why is Goat thirsty?
 D Why is Fox stuck?

4 What key detail, or evidence, lets you know Fox will outsmart Goat?

A "A thirsty Goat was also walking through the field."
 B "When he saw the well, he thought, Ah! A drink of cold water."
 C "But Goat wasn't too bright, so he didn't notice Fox was stuck."
 D "He realized Goat wouldn't risk falling in the well to help him."

5 Characters have traits, things that describe how or what they are. If you asked what are Fox's traits, what two answers would you find in the text?

Fox's Traits

clever tricky

Remember, a key detail is the evidence you refer to in the story that will support your answer.

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Level C

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Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers.

Chapter 7 • Literature

Practice 2

1 If you asked about Goat's character, what would the answer be? Circle all that apply, based on evidence in the text.

bright nervous helpful angry foolish

2 Based on paragraph 5, what question can you ask? What would your answer be?

What is going to happen? Fox is going to trick Goat.

3 Based on reading paragraphs 8 and 9, how does Goat feel about going into the well?

A He is concerned.
 B He is happy.
 C He is surprised.
 D He cannot wait.

4 Write the key detail in those paragraphs that lets you know how Goat feels.

"Now he was getting a little nervous."

Remember, refer to the text for a clue to the answer.

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Lesson 1 • Ask Questions

5 Here is a good question to ask after reading the story: "What is the person or message of the story?" What would your answer be in your own words?

Look before you leap. Be careful who you trust.

Exit Ticket

Now you understand how asking and answering questions can help you to better understand a story. Read this passage and then answer the questions.

Goat cried and cried for hours, but no one came to help. It had gotten dark and Goat was growing very tired. Still, he kept crying for help.

Fox could not sleep with so much noise. He tossed and turned. Hearing Goat's cries for help, now he felt both guilty and sorry for what he had done. Finally, he could not stand it. Fox jumped out of bed and ran down to the well. He stretched out his arm as far as he could.

[Reading Level: 410-600L; Word Count: 84]

What question could you ask after reading this?

What did Fox run to the well to do and why?

What would be your answer?

He was sorry for what he did to Goat, so he went to help him out of the well.

Refer to the story. What evidence supports your answer?

"He felt both guilty and sorry for what he had done."

8

Level C

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EXIT TICKET

- At the end of class, have students fill in the Exit Ticket, asking and answering questions.

Exit Ticket

Now you understand how asking and answering questions can help you to better understand a story. Read this passage and then answer the questions.

Goat cried and cried for hours, but no one came to help. It had gotten dark and Goat was growing very tired. Still, he kept crying for help.

Fox could not sleep with so much noise. He tossed and turned. Hearing Goat's cries for help, now he felt both guilty and sorry for what he had done. Finally, he could not stand it. Fox jumped out of bed and ran down to the well. He stretched out his arm as far as he could.

[Reading Level: 410-600L; Word Count: 84]

What question could you ask after reading this?

What did Fox run to the well to do and why?

What would be your answer?

He was sorry for what he did to Goat, so he went to help him out of the well.

Refer to the story. What evidence supports your answer?

"He felt both guilty and sorry for what he had done."

8

Level C

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ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- Give struggling students a list of common questions they could ask when reading a text, such as “Based on the title, what is this story about?” or “Who are the characters in this story?”
- Give each student a “Question Chart.” Read aloud to students a well-known short fairy tale, such as “Jack and the Beanstalk.” Stop after each paragraph and give students a few minutes to generate questions. Write the questions on the board or on a question chart. As you continue reading, refer back to the questions to see if students can answer any of them. Make sure they refer to the text for specific details that answer the questions.
- Give each pair of students a short story to read. Also give them a list of three questions you generated from the story. During or after reading, have them pause to refer to the text to find explicit answers to the three questions. Have them jot down the specific references from the text.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Have English learners write a paragraph about something they enjoy, such as a hobby, family event, a custom or tradition of their culture, and so on. Let them take turns reading their paragraphs to the class or to a group to have other students generate and ask questions.
- Give each student a “Question Chart.” Read aloud a well-known short fairy tale, such as “Jack and the Beanstalk,” to students. Stop after each paragraph and give students a few minutes to generate questions. Write the questions on the board or on a question chart. As you continue reading, refer back to the questions to see if students can answer any of them. Make sure they refer to the text for specific details that answer the questions.
- Give students a list of who, what, when, where, why, and how questions from a story the class has read. Have them refer to the text for evidence for the answers, and write explicit answers to the questions from the text.

EXTENSION ACTIVITIES

- In pairs, have students read a new story. Then have partners practice turning and talking to ask and answer questions.
- Have students read a short story or a well-known fairy tale, and then generate a list of the following types of questions and answers. Questions should be specific and not just “What is happening?” or “Where is the setting?”

Who? – Ask a question asking about characters.

What? – Ask a question asking about ideas, changes, or conflict in the story.

Where? – Ask a question about the setting.

When? – Ask a specific question about when an event happens.

Why? – Ask why a story event happened. What caused it?

How? – How did a specific thing happen or what could have prevented it from happening?

Name _____ **Date** _____

On Your Own

Fill in this chart before, during, and after your reading. In the last column, if your question is answered in the text, write the evidence.

Who?	What?	When?	Where?	Why?	How?
Questions I have before reading	Questions I have during reading	Questions I have after reading	Was my question answered? Text Evidence		