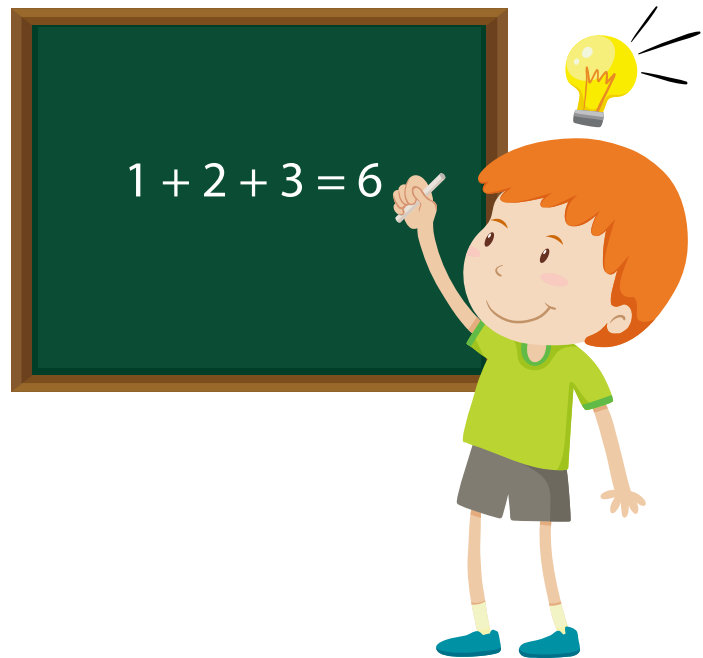


# ASKING & ANSWERING QUESTIONS



to ask



to answer

**GRADE 2-3**

Teacher Guidelines	▶	pages 1 – 2
Instructional Pages	▶	pages 3 – 6
Activity Page	▶	pages 7 - 8
Practice Page	▶	page 9
Homework Page	▶	page 10
Answer Key	▶	pages 11 - 12

# Classroom Procedure:

1. Ask students: Why is it important to ask questions?
2. Allow for responses and discussion. Ask students: Why is it important to answer questions?
3. Allow for responses and discussion. Introduce Asking and Answering Questions.
4. Distribute *Asking & Answering Questions* content pages. Read and review the information with the students. Ask students to give examples of any kind using each of the question starters. Save the final question for the lesson closing. Use the additional resources to enhance understanding.
5. Distribute Activity pages. Read and review the instructions. Pair students. Demonstrate the steps for the activity. Encourage students to ask new questions based on the information given in the detailed responses. Remind students to carefully listen to each other. (Teacher may limit the number of topics for discussion, or add to the list.) Some Question Starters may be more difficult for students to use than others, such as *may*, give an example, such as “May I ask if you had fun on the vacation?”
6. Following the activity, ask students about the experience such as: What topics were difficult, easy? Which topic was most interesting? What have they learned about their partners? Others.
7. Distribute Practice page. Check and review the students’ responses. Students share the reason some answers are not accurate.
8. Distribute the Homework page. The next day, check and review the students’ responses.
9. In closing, ask students: *Think about the many people you have heard speaking, on TV, the Internet, in a video, or another place. What were they saying and what question would you have asked if it was possible?*
10. Allow for responses and discussions. Encourage students to think about the people they have seen in the media, giving speeches, etc. If necessary, show a video of a speaker, any topic, then ask students to write out a question they would want to ask the person. Allow students to share the questions.

**Approximate Grade Level:** 2 – 3

**Objectives:** The students will be able to ask and answer questions about what a speaker says to clarify comprehension, gather information, and gain a deeper understanding of a topic or issue.

**State Educational Standards\***

LB.ELA-LITERACY.SL.2.3

LB.ELA-LITERACY.SL.3.3

LB.ELA-LITERACY.SL.3.1C

**Class Sessions (45 minutes):**

At least 2 class sessions.

**Teaching Materials/Worksheets:**

*Asking & Answering Questions* content pages (3), Activity pages (2), Practice page, Homework page

**Student Supplies:**

Scissors, container, handouts

**Prepare Ahead of Time:**

Pair students, scissors, container for activity. Copy handouts.

**Options for Lesson:** Students may work alone or in groups for the activity. For the activity, hold a class discussion on a topic, students choose random Question Starters following each response. Students randomly choose topics for discussion. Students are paired with a new partner for each topic during the activity. Students write out an imaginary conversation between two people based on a topic of their choice, with questions being asked and answered. The teacher reads aloud a summary of a topic from science, social studies, or other subject area, and students discuss its content, asking and answering questions.

\*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



# Teacher Notes

Students often listen to speakers, whether in a conversation or otherwise, and often fail to ask good questions or give clear responses to questions. The lesson helps students develop effective questions for clarification, comprehension, or to simply grasp a better understanding of a topic or an issue. Usually, when students ask questions learning is taking place, but students also need to know how to answer questions, which will spark additional questions and open new avenues of exploration. The lesson may be adapted for reading comprehension skills.

---

---

---

---

---

---

---

# Asking & Answering Questions



## What are Questions?

One thing you can be sure of every day is that someone will ask you a question. It may be a parent, friend, teacher, or someone else. Some of those questions may include:

**Did you do your homework?**

**Why did you do that?**

**What do you want to do today?**

**Where have you been?**

Usually, you give an immediate answer to the questions, like *Yes*, *I don't know*, *Outside*, or many others. A **question** is something you or another person asks to get more information. And the **answer** is a response to a question either said aloud or written down. The answer gives the person who asked the question more information.

However, many people do not ask the right questions. And sometimes, people give answers without thinking about the question, or listening to or reading the question carefully. You probably have had a parent or teacher ask a question, but then when you give an answer they might say, "You did not answer the question."

Read the following example of a conversation between a teacher and a student:

**Teacher:**

**Student:**

*Did you finish reading the story last night?*

*I went to the movies last night.*

*Great, but did you finish reading the story?*

*After the movie, my mom took me for ice cream.*

*I'm sure it was fun, but did you read the story?*

*What story?*

*One more time. Did you read a story last night?*

*No, I did not.*

Have you ever had a conversation like this with your mom, dad, or a teacher? The original question required a yes/no answer, but the student above had to be asked three more questions before he finally gave the answer about reading the story.

The questions you usually answer each day are routine, meaning they are usually the same and often your answers will not make a big difference in your life or in the life of the person asking the question. The questions and answers usually require a *yes*, *no*, or *maybe* response or some other single-word response.

However, there are many times when asking and answering questions related to what a speaker says becomes very important.



Asking and answering questions helps you do three things:

- Learn and gather new information about many things
- Better comprehend and know what is being said by the other person
- Expand your understanding of a topic, issue, or problem

## Asking + Answering + Thinking = Knowledge

The obvious time to ask a question is when you do not know the answer, but there is more to it than that. Sometimes you may have a question, but you are afraid to ask, thinking, “It is a stupid question and everyone will laugh.”

Well, let people laugh, because asking questions usually means you are trying to learn something new, or maybe you were not listening carefully, and missed what was being said. It is almost always okay to ask a question. (Of course, you can’t ask the teacher to give you the answers to questions on a test.)

### Learn

Imagine your teacher or another person is telling the class about a trip they took to see a volcano. They begin telling you about the experience, but there are some things you do not understand. When it is the appropriate time, you get to ask questions.

The first question you ask is, “How deep was the volcano?” The person tells you 400 feet. Right away you think about how tall 400 feet is, and then it reminds you of a building in town, so you ask, “Is it as big as the building in town?”



Notice how one question can lead to another question, especially when you think about the answer that is given to each question that you OR someone else asks. For this reason, it is extremely important to always listen to what a speaker says, questions that are asked, and the answers to all questions. You can learn much more information when you listen to both answers AND questions AND then think about them

The information could be about volcanoes or other topics, something that might have happened to your friend, or maybe the plan for a summer vacation your family is discussing during dinner. You cannot **gather and learn new information** unless you hear the question and the response, and then ask and answer questions.

### Comprehend

To **comprehend** something means to grasp it mentally in your mind and to understand the meaning of something. For example, you may hear a person say the word *incognito* (sounds like *in-cog-knee-toe*) while they are speaking to you or your class, but it does not mean you instantly comprehend or understand the word.





Because of this, the best thing to do is **ask a question**, such as “What does the word *incognito* mean?”

The speaker may then define the word for you by saying “having one’s identity hidden”. You might then ask another question such as, “What does that mean?” The speaker then uses the word in a sentence or asks YOU a question such as: “What would you do if you did not want one someone to recognize you?”

You might say, “Wear a mask or wear a hooded sweatshirt covering my head.” The speaker then says, “You would be hiding who you are, or be *incognito*.” You have now figured out the meaning of the word, and start thinking about famous people who try to hide their identity as they travel *incognito*.

Imagine if you had never asked the question about the word, or if the speaker did not ask you a question, you may not have learned the word’s meaning. Instead of just hearing the word *incognito*, you can now **better comprehend and know what is being said** by asking and answering questions.

## Expand

Asking and answering questions will always help you expand your knowledge of understanding.

For example, most likely you know about crayons. You might use them for coloring or drawing pictures. You know they come in different colors and sizes. And you probably use them too. If someone says the word *crayon*, you know what they mean.

On the other hand, there are many things you may not know about crayons, like how they are made, what they are made from, or how exactly they work. A person is coming to your school from a crayon company to speak to your class. You are listening very carefully to learn all about crayons.

She tells you they are made from wax, the wax is melted, poured into different molds, a label is added to the crayon, sorted by colors, placed into boxes, and then arrive in stores and schools. “Oh no!” you say to yourself. “The lady did not say how crayons get their color.”

It is a perfect time for a question, but you will wait until it is “Question and Answer” time. It is important not to interrupt another person while they are speaking. She is ready to take questions and you raise your hand and ask, “How do the crayons get their different colors?”

The woman answers, “Great question!” And then she asks the class, “Have you ever made different colored drinks?” Everyone thinks about it. Of course, you add a powder and make different colors of drinks. As you think about it, you ask a new question, “Do you add a special powder to the crayon mix?”



The woman answers, “Yes, we do. Just like you add a special powder to make a drink flavor, we add it crayon wax. However, you should not eat the wax. We mix special powders together to make all the different crayon colors.”

The questions and answers now give you an idea. If you mix the special drink powders together, you could get new flavors of drinks, instead of cherry, grape, orange and other plain flavors, you could make special new flavors.

Because of your one single question, you have learned more about crayons, but more importantly you have **expanded your understanding of a topic, issue, or problem** by asking and answering questions.

In summary, asking and answering questions will help you learn, comprehend, and expand the information you are hearing, whether from a friend, teacher family member, or another speaker. Never be afraid to ask a question, and always think about the answers. Finally, remember the many question starters:

**Who, What, When, Where, Why, Which, How, Can, Do, Did, Does, Would, May, Will**



**Think about the many people you have heard speaking, on TV, the Internet, in a video, or another place. What were they saying and what question would you have asked if it was possible?**





## Instructions

1. Work cooperatively with your partner.
2. Cut apart the Question Starters.
3. Fold each and mix them together into a container.
4. Review the following topics to discuss with each other:
  - a. The foods you like and your favorite places to eat outside of your home
  - b. A favorite vacation, whether with family or friends, or a place you would like to visit
  - c. A famous person or super hero you would like to meet and why
  - d. The different things you like to do when you are not in school
  - e. The things you like about school or the things you would like to change about school
5. Choose one of the topics to begin a conversation using the following steps:
  - a. Partner 1 will start the conversation by randomly choosing a Question Starter.
  - b. The question you ask **MUST** begin with the Question Starter
  - c. Partner 2 will give a detailed answer to the question.
  - d. After Partner 2 answers the question, Partner 2 will then choose a new Question Starter and use it to ask Partner 1 a new question.
  - e. Partner 1 will give a detailed answer to the question.
  - f. Continue until all Question Starters have been used.
6. Once completed with the first chosen topic, pick a new topic and begin a new conversation using the same above steps. Take turns beginning each conversation.
7. As you discuss the different topics with your partner, think about what you are learning, your understanding of something new, and what you can better comprehend.
8. There will be a class discussion at the end of the activity.





**WHO**

**WOULD**

**WHAT**

**CAN**

**WHEN**

**DO**

**WHERE**

**DID**

**WHY**

**DOES**

**WHICH**

**MAY**

**HOW**

**WILL**



# Practice

Name \_\_\_\_\_ Date \_\_\_\_\_



Fill in the blanks using the word bank.

Answer  
Expand

Conversation  
Maybe

Information  
Ask

Knowledge  
Question

Hearing  
Comprehend

1. A \_\_\_\_\_ is something a person asks to get more information.
2. An \_\_\_\_\_ is a response to a question either said aloud or written down, in a text, or e-mail.
3. Many times during a \_\_\_\_\_, there are many questions and answers.
4. Often, the answers to many questions are yes, *no*, or \_\_\_\_\_.
5. Asking, answering questions and then thinking about them will equal \_\_\_\_\_.
6. You cannot gather and learn new \_\_\_\_\_ unless you hear a question and its response.
7. To \_\_\_\_\_ something means to grasp it mentally and to understand the meaning.
8. When you do not understand something, the best thing to do is \_\_\_\_\_ a question.
9. Often just \_\_\_\_\_ a word will not help you learn the meaning of a word.
10. A single question can \_\_\_\_\_ your understanding of a topic, issue, or problem.

Place an X next to each question/answer pair showing an accurately answered question.

- |          |   |  |
|----------|---|--|
| 11 _____ | <i>Would you like ice cream or pie for dessert?</i> | <i><b>I would like pie for dessert, please.</b></i>        |
| 12 _____ | <i>Do you like going to school during summer?</i>   | <i><b>I can't go swimming or play baseball.</b></i>        |
| 13 _____ | <i>How did you get a poor grade on the test?</i>    | <i><b>I fell and hurt my knee getting off the bus.</b></i> |
| 14 _____ | <i>Where is your little brother?</i>                | <i><b>I last saw him outside in the year.</b></i>          |
| 15 _____ | <i>Which of your friends will be coming over?</i>   | <i><b>I think there will be five of them.</b></i>          |
| 16 _____ | <i>Can I count on your help with the work?</i>      | <i><b>Yes, I will be there to help with the work.</b></i>  |
| 17 _____ | <i>Why is it so cold in the room?</i>               | <i><b>The air conditioner was left on all night.</b></i>   |
| 18 _____ | <i>What do you think of the new book?</i>           | <i><b>I have read about 150 pages so far.</b></i>          |
| 19 _____ | <i>When do you think you will be home?</i>          | <i><b>Well, maybe by dinner but before 6:00.</b></i>       |
| 20 _____ | <i>Do loud noises ever scare you at night?</i>      | <i><b>Do you think I'm afraid of anything?</b></i>         |



# Homework

Name \_\_\_\_\_ Date \_\_\_\_\_



**Read the following paragraph about Ladybugs. Write five questions you would like to ask.**

*Did you know there are over 5,000 species of ladybugs? Ladybugs can be seen with many different colors and patterns. Most of the time in the United States, the ladybug you see will have seven spots with a shiny red and black body. In some places of the world, the ladybug is considered good luck. The small bug is harmless to humans, and they like to eat plant-eating pests, which makes farmers happy. NASA, the space program, even sent a few ladybugs into space.*

**Write 5 questions. Use a different Question Starter for each:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Plan a conversation with an adult family member/friend. Write down 3 questions ahead of time you will ask them. Then, list 3 new questions you asked during the conversation, and 3 questions the adult asked you.**

Before the Conversation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

You asked during the Conversation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The adult asked during the Conversation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Fill in the blanks using the word bank.

**Answer  
Expand**

**Conversation  
Hearing**

**Information  
Ask**

**Knowledge  
Question**

**Maybe  
Comprehend**

1. A **question** is something a person asks to get more information.
2. An **answer** is a response to a question either said aloud or written down, in a text, or e-mail.
3. Many times during a **conversation**, there are many questions and answers.
4. Often, the answers to many questions are yes, *no*, or **maybe**.
5. Asking, answering questions and then thinking about them will equal **knowledge**.
6. You cannot gather and learn new **information** unless you hear a question and its response.
7. To **comprehend** something means to grasp it mentally and to understand the meaning.
8. When you do not understand something, the best thing to do is **ask** a question.
9. Often just **hearing** a word will not help you learn the meaning of a word.
10. A single question can **expand** your understanding of a topic, issue, or problem.

Place an X next to each question/answer pair showing an accurately answered question.

- |  |  |
|--|--|
| 11 <u>  X  </u> Would you like ice cream or pie for dessert? | <b><i>I would like pie for dessert, please.</i></b>        |
| 12 _____ Do you like going to school during summer?          | <b><i>I can't go swimming or play baseball.</i></b>        |
| 13 _____ How did you get a poor grade on the test?           | <b><i>I fell and hurt my knee getting off the bus.</i></b> |
| 14 <u>  X  </u> Where is your little brother?                | <b><i>I last saw him outside in the year.</i></b>          |
| 15 _____ Which of your friends will be coming over?          | <b><i>I think there will be five of them.</i></b>          |
| 16 <u>  X  </u> Can I count on your help with the work?      | <b><i>Yes, I will be there to help with the work.</i></b>  |
| 17 <u>  X  </u> Why is it so cold in the room?               | <b><i>The air conditioner was left on all night.</i></b>   |
| 18 _____ What do you think of the new book?                  | <b><i>I have read about 150 pages so far.</i></b>          |
| 19 <u>  X  </u> When do you think you will be home?          | <b><i>Well, maybe by dinner but before 6:00.</i></b>       |
| 20 _____ Do loud noises ever scare you at night?             | <b><i>Do you think I'm afraid of anything?</i></b>         |





**Read the following paragraph about Ladybugs. Write five questions you would like to ask.**

*Did you know there are over 5,000 species of ladybugs? Ladybugs can be seen with many different colors and patterns. Most of the time in the United States, the ladybug you see will have seven spots with a shiny red and black body. In some places of the world, the ladybug is considered good luck. The small bug is harmless to humans, and they like to eat plant-eating pests, which makes farmers happy. NASA, the space program, even sent a few ladybugs into space.*

**Write 5 questions. Use a different Question Starter for each: (will vary)**

1. Where are the other places ladybugs live?
2. How big can a ladybug get?
3. What colors are ladybugs in other parts of the world?
4. Why are ladybugs considered good luck?
5. Did the ladybugs survive in space?

**Plan a conversation with an adult family member/friend. Write down 3 questions ahead of time you will ask them. Then, list 3 new questions you asked during the conversation, and 3 questions the adult asked you. (will vary-students can share the topic in class as well)**

Before the Conversation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

You asked during the Conversation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The adult asked during the Conversation

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_