

## Comprehension Instructional Routine: Asking and Answering Lower-Level Questions

Preparation/Materials: Pre-written sentence that contains the elements **WHERE** and **WHEN** in sequential order (e.g., Julie is riding her bike on the sidewalk in the afternoon.).



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- ALL CAPS notes an emphasis in speech
- Words that are in print are in “quotation marks”



**NOTE:** This routine should follow instruction in the lower-level questions of WHO and WHAT.

### TEACHER EXPLAINS TASK

We are going to ask and answer questions to understand what we read.

### TEACHER MODELS TASK

When I read a sentence or a story, I ask myself questions and answer them to help me understand.

I ask: **WHERE** is the action taking place?

This tells me the place where the action is happening.

I ask: **WHEN** is the action taking place?

This tells me the time of day when the action is happening.

*Display Sentence.*

Listen.

**“Julie is riding her bike on the sidewalk in the afternoon.”**

First, I ask, **WHERE** is Julie riding her bike?

I answer, on the sidewalk. This tells me the place where Julie is riding her bike.

Next, I ask, **WHEN** is Julie riding her bike?

I answer, in the afternoon. This tells me the time of day Julie is riding her bike.

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

When we read, we ask **WHERE** to find the place and **WHEN** to find the time.

Listen.

**“Julie is riding her bike on the sidewalk in the afternoon.”**

First, what question do we ask using the word **WHERE**?

- Where is Julie riding her bike?

We answer:

- on the sidewalk

Next, what question do we ask using the word **WHEN**?

- When is Julie riding her bike?

We answer:

- in the afternoon

Yes, in the afternoon is the time...and on the sidewalk is the place.

We ask the same **WHERE** and **WHEN** questions when we have several sentences to help understand the story.

### STUDENTS PRACTICE TASK

Your turn.

Ask and answer questions to understand what you read.

Listen.

**“Julie is riding her bike on the sidewalk in the afternoon.”**

# EMPOWERING TEACHERS

## STUDENTS PRACTICE TASK (continued)

**What question do you ask using the word WHERE?**

Where is Julie riding her bike?

**That's right.**

**Now tell me where is Julie riding her bike?**

on the sidewalk

**Listen.**

**“Julie is riding her bike on the sidewalk in the afternoon.”**

**What question do you ask using the word WHEN?**

When is Julie riding her bike?

**That's right.**

**Now tell me when is Julie riding her bike?**

in the afternoon

**Yes, in the afternoon is the time.....and on the sidewalk is the place.**

**Remember to ask WHERE and WHEN questions to help understand what you read.**

## INDEPENDENT PRACTICE

*When students consistently ask and answer lower-level questions, provide individual turns utilizing other sentences.*

## SCAFFOLDING SUGGESTION FOR ERRORS

*Verify that students understand asking and answering lower-level questions. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If students are not able to ask and respond to the questions during TEACHER & STUDENTS PRACTICE TASK TOGETHER, provide the question/answer and have the students echo the response. If difficulties persist, simplify the sentence and ask WHERE or WHEN (e.g., Julie is riding her bike on the sidewalk). Investigate the potential need to reteach ask-and-answer lower-level questions of WHO and WHAT.*

### **Adaptations using this instructional routine:**

- Increase the text to two sentences using a pronoun (e.g., Tom is swimming. He is in the pool before lunchtime.).
- Use a graphic organizer to sort the words in a sentence into WHERE and WHEN columns (e.g., Julie is riding her bike on the sidewalk in the afternoon.).

**For further independent student practice, refer to the following FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/GK-1/C\\_Final.pdf](http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf)**

- C.015

# EMPOWERING TEACHERS

<b>WHO AND WHAT</b>	<b>WHERE</b>	<b>WHEN</b>
Julie is riding her bike	on the sidewalk	in the afternoon.

Additional sentences to sort:

Sally is walking her dog in the backyard at night.

Tom eats at the table at dinner time.

The cat ran up the tree in the morning.