

Comprehension Instructional Routine: Asking and Answering Lower-Level Questions

Preparation/Materials: Pre-written sentence (e.g., Julie is riding her bike.)



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- All CAPS notes an emphasis in speech

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: **WHO** are the characters?

This tells me the people or animals in the story.

I ask: **WHAT** are the actions?

This tells me what the characters are doing.

Display Sentence.

Listen.

"Julie is riding her bike."

First, I ask, Who is the character?

I answer, Julie. This tells me who the person is in the story.

Next, I ask, What is Julie doing?

I answer, riding her bike. This tells me the action.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

When we read we ask **WHO** to find the character and **WHAT** to find the actions.

Listen.

"Julie is riding her bike."

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

- Who is the character?

We answer:

- Julie

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

- What is Julie doing?

We answer:

- riding her bike

Yes, riding her bike is the action...and Julie is the character.

We ask the same **WHO** and **WHAT** 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.

First, what question do you ask using the word **WHO**?

Who is the character?

That's right.

Listen.

"Julie is riding her bike."

Who is the character?

Julie

Yes, Julie is the character.

EMPOWERING TEACHERS

STUDENTS PRACTICE TASK (continued)

Next, what do you ask, using the word WHAT?

What is Julie doing?

That's right.

Listen.

"Julie is riding her bike."

What is Julie doing?

riding her bike

Yes, riding her bike is the action....Julie is the character.

Remember to ask WHO and WHAT 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, shorten the sentence (e.g., Julie rides.).

Adaptations using this Instructional Routine:

- Increase the text to two sentences.
- Use a graphic organizer to sort the words in a sentence into WHO and WHAT columns (e.g., Julie is riding her bike.).
- If the students have mastered WHO and WHAT, you might be able to include WHERE and/or WHEN questions about the story.

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

- C.004
- C.006

WHO	WHAT
Julie	is riding her bike.

Additional sentences to sort:

Sally is walking in the park.	Tom is on his skateboard.
Bill is baking a cake.	Dad is fixing my bike.