

HOW TO USE THIS BOOK

This book is designed to give students practice in productive questioning.

Each activity consists of two parts. The first is the "questioning" page and the second part is for "putting it altogether" into logical, sequential, interesting order. One putting-it-together page has been provided in this unit and should be reproduced for use with each questioning page.

It is suggested that the first time an activity is used, it be done as a group activity. The brainstorming technique will prompt students to use their imaginations and explore the many directions the questioning of a single, simple sentence may take.

INTRODUCING THE ACTIVITY

1. Use a chalkboard or large chart paper to record questions and answers.
2. Write one of the sentences from the unit on the board or chart.
3. Explain to students that they are going to see how many questions they can ask about this very simple sentence. **To get them started, you might suggest they ask the 5 W's first (who, what, where, when, why).**

4. As they ask each question, write it on the chalkboard or chart.
Example: You use the sentence, "The boy ran down the street."

Some questions students might suggest are:

Who is the boy?

How old is he?

Is it night or day?

Why is he running?

Is he running toward or away from something?

How is he feeling?

Is he carrying anything?

Is he alone?

Is something chasing him?

Is he near his home?

5. Once they have exhausted their supply of questions, explain that each question may have many different answers depending on the pictures they have in their minds of what is happening.
6. Go back to question 1. Tell students to think about how they would answer it. After giving them a minute to think, call on three or four to give their answers. Write them on the board or chart next to the question.
7. Repeat this process for each question, giving each student a chance to contribute at least one answer. Call attention to the diversity of answers. (One might say the boy is three years old; another might say he is a teenager.)

PUTTING IT ALL TOGETHER

This is where the students see how the answers to their questions will go together to give a whole, complete (if they asked the right questions) body of information. You may want to do this during a separate session depending on the length of time spent on developing the questions.

1. On a large, fresh sheet of drawing paper - or empty section of the chalkboard - select and write a beginning sentence from the answers listed.
2. Ask students to look over the answers and suggest which should come next. Encourage group participation in choosing the specific sentences to use in forming the story. Tell them to select sentences which fit together and make sense. They do not have to be used in the same sequence as the questions, and sometimes two answers to one question can be used and still make sense.
3. When the group story is complete, have students read it to see if they feel there is anything that needs to be added to make it more interesting or complete.
4. This is a good time to talk about how the story could have been totally different if other answers were used or different questions had been asked.
5. Have some titles for the story suggested and write one at the top.

When complete, stress that this whole story came from one very simple sentence and lots of very good questions and answers.

PUTTING IT ALL TOGETHER —

Look at the questions you asked. Think about how you would answer each one. Use your answers to write a story. Give it an interesting title.

This section is a large writing area enclosed in a decorative border with a wavy, scalloped edge. It contains 21 horizontal lines for writing, with a slightly larger margin at the top for a title. The lines are evenly spaced and extend across most of the width of the page.

Name _____

Read the sentence. On the lines below, write as many questions as you can about the sentence.

The boy ran down the street.



Name _____

Read the sentence. On the lines below, write as many questions as you can about the sentence.

Everyone was ready to go.

