

Questions or Statements?

Summary

This activity teaches children six question words: who, what, when, where, why and how.

Main Core Tie

English Language Arts Kindergarten

[Reading: Literature Standard 1](#)

Materials

- *Goldilocks and the Three Bears*
 - [The Three Bears Rap](#) (pdf)
 - [Question Word Cards](#) (pdf)
- Pictures that relate to the story (e.g., Goldilocks, bowl of porridge, sun, cottage, bear, spoon, etc.)
- [Show and Teach Bucket](#) handout (pdf)
- Post-it® notes

Additional Resources

Book:

- *Activating and Engaging Habits of Mind*
, by Arthur Costa and Bena Kallick;
ISBN 0-87120-369-3

Organizations:

Developing "I Can Do It!" Kids, Integrated Strategies Program, Pat Beckman USOE
Integrated Strategies Program, Contact Pat Beckman, USOE, beckman@exolo.com 801-255-0791.

Background for Teachers

Questioning strategies give children the opportunity to engage more in the learning process and increase their ability to comprehend. Many young children do not understand the difference between asking a question and making a statement or telling a story.

This activity teaches children six question words: *who*, *what*, *when*, *where*, *why*, and *how*.

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
3. Demonstrate responsible emotional and cognitive behaviors.

Instructional Procedures

Invitation to Learn

Have students participate in the [The Three Bears Rap](#).

Instructional Procedures

Read *Goldilocks and the Three Bears*.

Show the question word *who* and ask who this story was about. Place the picture of Goldilocks under the word *who*.

Continue the discussion with each [Question Word Card](#) and corresponding picture.

Show children the [Show and Teach Bucket](#) and explain that there is something inside. The only way they can find out what is inside is by asking questions.

Each time a student asks a question using a question word, write the student's name on a sticky

note and place it on the question word that s/he used. Continue until there have been several questions asked, placing names on the question words as you go along.

Send the *Show and Teach Bucket* home with a student and explain that when it comes back they will ask questions again to see what is inside.

Extensions

Anytime a student asks a question pertaining to a lesson you are presenting, place his/her name on the question word s/he used. Students soon become aware of question words and continue to use them in the learning process.

Family Connections

Notify parents of the activities that have been used in class. Encourage them to be aware of situations where their children could ask questions and help them to use appropriate question words to find out more information.

Assessment Plan

Listen to students as they engage in the questioning process. Document interactions to evaluate and compare each time a student has the opportunity to use questioning strategies.

Bibliography

Research Basis

Beckman, P. & Weller, C. (1990). Teaching Exceptional Children, 21/22, 26-29.

Active, independent learning for children with learning disabilities.

Leal, L., Crays, N., & Moely, B.E. (1985). Training Children to Use Self-monitoring Study Strategy in Preparation for Recalls: Maintenance and Generalization Effects. *Child Development*, 56(3). 643-653

Training children to use a self-monitoring study strategy in preparation for recall, maintenance and generalization effects.

Download: Kindergarten Strategies handouts (pdf).

Authors

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