

## Lesson 4: Generating Questions

### Newspaper Focus: News and Feature Stories

*Background* – Generating questions works hand-in-hand with making predictions. Good readers are inquiring readers. They ask questions of themselves and the writer as they move through the text. While teachers often use the newspaper “Five Ws and the H” – *who, what, where, when, why, how* – as a comprehension aid, it is important for students to think beyond those questions. In this activity, students will begin with the basics, the Five Ws and the H, and then generate their own questions. Generating additional questions encourages students to think more deeply about the meaning of the story they read.

### Pre-K-2

#### **A. PROCESS OF READING**

3. Make and confirm predictions about what will be found in a text.
7. Ask questions and give other responses after listening to presentations by the teacher or classmates.

#### **B. LITERATURE AND CULTURE**

1. Understand the basic plot of simple stories.

#### **D. INFORMATIONAL TEXTS**

1. Understand the main idea of simple expository information.

#### **E. PROCESSES OF WRITING AND SPEAKING**

1. Tell about experiences and discoveries, both orally and in writing.
2. Respond to stories orally and in writing.

#### **H. RESEARCH-RELATED WRITING AND SPEAKING**

2. Formulate questions to ask when gathering information.

### 3-4

#### **B. LITERATURE AND CULTURE**

1. Demonstrate awareness of the culture and geography pertinent to the texts they read.
3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).
4. Share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences.
7. Identify and explain how characters and situations found in various materials are like people or events in their own lives or in other works.
9. Recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

#### **C. LANGUAGE AND IMAGES**

1. Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).

#### **D. INFORMATIONAL TEXTS**

1. Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.
3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).
4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).
7. Recognize when and how new information in a text connects to prior knowledge.

#### **E. PROCESSES OF WRITING AND SPEAKING**

6. Summarize central concepts from oral presentations.

#### **H. RESEARCH-RELATED WRITING AND SPEAKING**

1. Ask and seek answers to questions.