

## 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.

### Before Reading: Introduce the Lesson

- 1) Ask students to think about a story, movie or television program that left them with unanswered questions. Suggest examples, such as why a particular character made that decision or what would have happened to the character if the story had continued.
- 2) Explain how we often want to know more about the story’s characters and events when we are engaged in reading. Readers can improve their comprehension by asking questions as they read.

### During Reading: Direct Instruction

- 3) Distribute newspapers to students. Direct them to a story you have chosen in advance. Have them read only the headline.
- 4) Model the questioning process. Write several questions on the board that you thought of when you read the headline. Ask students to add any questions of their own.
- 5) Read the story aloud. Comment on parts of the story that answer any of the questions. As you read, generate other questions that arise from new information in the story.
- 6) Discuss your process after you finish reading the story. Describe how the questioning carried you through the story and kept your interest and attention.
- 7) Distribute the Lesson 4 activity sheet, *Inquire and Investigate*. Have students work in pairs or small groups to complete the activity.

### After Reading: Reflect and Review

- 1) Have students share the stories they read with the class. Encourage them to discuss some of the questions they asked and whether the questions were answered in the story.
- 2) Ask students to describe how the questioning strategy kept them involved and interested in the story.

### Performance Rubric

Expectation: The student was able to ...	Exceeds expectations	Meets expectations	Revisit
Write questions related to the story			
Generate appropriate questions not answered in the story			
Discuss his/her level of engagement with the story			

## Student Activity Sheet 4: **Inquire and Investigate**

Good readers ask themselves questions about what they are reading so they can better understand the text.

- ✎ Work with a partner or a small group and pick a news story to read. Together, identify the newspaper “Five Ws and the H”: *who, what, where, when, why* and *how*.
- ✎ Write five more questions about the story. Avoid questions that can be answered in one word or phrase. Write questions that will make a reader think about the story.

Headline \_\_\_\_\_

Your questions:

- 1.
- 2.
- 3.
- 4.
- 5.

Write three questions that were *not* answered in the story. Where do you think you could find the answers?

- 1.
- 2.
- 3.