# Asking Good Questions: Question Formulating Technique

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grades 4 and up</th>
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<tbody>
<tr>
<td>Time</td>
<td>30-45 minutes</td>
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## Standards for the 21st-Century Learner

<table>
<thead>
<tr>
<th>AASL</th>
<th>1.1.6 Read, view, and listen to information presented in any format in order to make inferences and gather meaning.</th>
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<tbody>
<tr>
<td>VA SOL</td>
<td>LA 4.6 Students will use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</td>
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<td>VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</td>
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<td>d) draw conclusions and make generalizations;</td>
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<td>Engl 7.6 d Students will differentiate between fact and opinion in nonfiction (Language arts &amp; history SOLS for other grade levels are similar.)</td>
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## Lesson Objective

Students will identify questions that require factual answers and ones that are open-ended. Students will formulate questions that lead to self-directed, focused inquiry.

## Vocabulary

**Caption**—description of photograph or illustration  
**Factual or closed-ended questions**—answered by “yes” or “no” or specific information  
**Open-ended questions**—answers require evaluating evidence, making decisions using information from several sources, coming to your own conclusion,  
**Inquiry**—asking for information

## Big Idea

How do questions lead to a deeper understanding of topics?

## Materials


## Tasks in the Lesson

### Anticipatory activity

Brainstorm questions words and examples of questions. who, what, where, when, how, why.

### Teaching/Instructional practice

Explain that good readers ask questions and look for answers before, during and after reading. When you think about reading, you think about reading text/words. You can also get information or learn about a story by reading pictures/photographs. As a group, invite students to describe what they see in the photo. Then ask what questions they have about the photo. What are they wondering about. After several examples, split class into pairs or small groups.

### Guided practice (10 min)

In pairs or small groups, ask students to write down their questions quickly as they think of them. Rules: 1. Write down every question without judging.2. Don’t discuss or answer questions. Then ask students to separate statements from questions. Use a few examples with the class and model how to rewrite statements as questions. Next, ask students to circle question words of factual questions. Report back examples.

### Independent practice

Students will rank their questions. Identify 3 questions they want to answer first.

### Closure/Assessment

Students will share the questions they want to ask first and explain why.

### Differentiation

Increase or decrease the amount of time for each part of the lesson. More or less teacher guidance may be needed to formulate questions.

### Next Lesson

Once questions are asked and prioritized, students are ready to look for answers. Instruction on how to identify the type of information needed to answer a questions could be included in a lesson on how to use a table of contents and index to locate information. Then students would read Tucker’s biography to answer their questions.