



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

MASTER

Wh Questions: Week 1 of 1

Unit Overview:

This is a 1-week unit during which students will practice the meaning of the question words (who, what, when, where, why, which and how). Students will get experience both asking and answering these questions.

Unit Objectives:

After this unit students will...

- be able to demonstrate understanding of the meaning of wh- question words by providing answers to simple questions.
- be able to form simple *wh*- question words to ask for information.
- be able to ask and answer questions about basic personal information.

Unit Outline:

Monday: Introduction to wh-words
Tuesday: Forming and answering wh-questions
Wednesday: Forming and answering wh-questions
Thursday: Forming and answering wh-questions

MATERIALS

LP1 - LifePrints 1
RLEL - Real Life English Literacy
RLE1 - Real Life English 1
SE1 - Survival English 1
GIAB - Grammar In Action Basic
GIA1 - Grammar In Action 1
SOB - Stand Out Basic

Monday, Week 1 of 1

Introduction to Wh- question words

Lesson Objectives	Materials
<ul style="list-style-type: none">• Students will be able to identify the Wh- question words (who, what, where, when)• Students will be able to answer simple wh-questions with support• Students will be able to form simple Wh-questions based on an example question	<p><u>Identify questions words:</u></p> <ul style="list-style-type: none">• LP1: 72• Wh-Question Handout (find after this lesson) Note: this is for teacher use - NOT a student handout! • Picture Activity: (find after this lesson) <p><u>Forming and answering questions:</u></p> <ul style="list-style-type: none">• LP1: 33, 49, 53, 56

Activity Ideas:

NOTE: Before class, you may want to look at *Wh- Question words teacher handout* in order to help you understand and explain the meaning and typical usage of each of the question words. Please do not hand out this information to students.

Identify Wh-question words:

- Before class starts, cut apart the pictures on the *picture activity handout* and make large flashcards for the following words: *who, what, where, when*. Hold up one of the flashcards, say the word and have the learners repeat the pronunciation after you.
 - Tape the flashcard to the board and give some examples of simple questions that use the word. To make it easier write down a simple associate for the question word to help the learners remember what it asks for (eg: *Who - person, What - thing or activity*).
 - Make sure to leave the learners time to copy down the words and questions. Repeat this with each question word.
 - Pass out the pictures that you cut apart before class. Have the learners, either individually or in groups, decide which question word the picture goes under. (eg: *The people go with Who*) and then write a question using the question word and the item in the picture or the word. For more practice you can add more pictures. Search www.google.com or cut them out of magazines.
- Use LP1 72 as another way to introduce/review the concept of these words.

Forming and using Wh-questions

- Create two sets of index cards. One set with simple wh- questions and the other set with the answers to the questions in words or pictures. Pass out one card to each learner and instruct them to talk to other learners and find the cards that go together.
- Do the activity more than once so that learners have an opportunity to see and try more than one question. Practice the questions and answers as a class.

- Use activities from LP1 on pages 33, 49, 53, 56. Don't just give this to students to fill out individually - instead take some time to have students find and circle all wh-words and discuss meaning of questions based on those words. You might have students work in small groups first and give each group one handout. Assign a leader, a reader and a writer in the groups.

Wh- Question Handout (for teachers)

Wh- Question Words:

- **Who** - Asking about people (*Who are you? Who likes Chicken?*)
- **What** - Asking about things or activities (*What is this? What sports do you like?*)
 - What time** - Asking for a specific time (*What time is it?*)
 - What ... like** - Asking about characteristics (*What is your sister like?*)
- **When** - Asking about general or specific times (*When is the movie? When is English class?*)
- **Where** - Asking about places (*Where is the school? Where is the restaurant?*)
- **Which** - Asking to specify a specific thing or person from a number of things or people (*Which pencil is mine? Which do you like better, the dog or the cat?*)
- **How** - Combined with many words to ask questions about specific characteristics, qualities, quantities, etc. (*How much? How long? How often?*)

Picture Activity

WH QUESTION SORT

What?



Where?



Who?



apple



doctor



school



book



crayon



teacher



store



baby



park



what



where



who



when



Tuesday, Week 1 of 1

Forming and answering wh-questions

Lesson Objectives	Materials
<ul style="list-style-type: none">• Students will be able to identify the Wh- question words (who, what, where, when, which, why and how)• Students will be able to answer simple Wh-questions• Students will be able to form simple Wh-questions based on familiar topics	<p><u>Identify questions words:</u></p> <ul style="list-style-type: none">• RLEL: 38, 40, 52, 56 <p><u>Forming and answering questions:</u></p> <ul style="list-style-type: none">• Wh- Question Dialogue (find after this lesson)• My Story - part 1 (find after this lesson)

Activity Ideas

NOTE: Before class, you may want to look at *Wh- Question words teacher handout* in order to help you understand and explain the meaning and typical usage of each of the question words. Please do not hand out this information to students.

Identify question words:

- Use some of the activities from RLEL pg 38, 40, 52, 56 to practice question words. FIRST have students look over the handout and circle all the wh-words. Then use the questions and activities on these pages to review meaning of each of the words. Have students say their answers to partners before they write them.
- Walking dictation: Divide students into pairs. Give each pair a list of 3-5 questions. Post the answers to the questions on pieces of paper in the hallway. One person in each pair will go out to the hallway to look for the answer to the question. That person must determine which answer matches the question and report to their partner how to write the answer correctly. They can go back out to the hallway as many times as they need to.

Forming and Answering questions:

- Have the learners do the *Wh- Question Dialogue*. When they have finished with all the steps ask them to identify the word, or words, in each answer that helped them to identify the correct question word.
- Then, have the learners get into pairs and practice asking their partner the questions and answering with their own answers they have written in their notebook. To make the task slightly harder put the learners in new groups and have them try to answer the questions without looking in their notebook at what they wrote.
- Have the learners read *My Story - part 1*. When they are finished have them do the reading comprehension activities. Be sure to go over which Wh-words are used and the meaning of the questions.

Wh-Question Dialogue

DIRECTIONS:

1. Write the correct question word for each sentence.
2. Read each question and its answer.
3. Write the questions in your notebook and write your own answers.

who what where when how why

1. _____ is your name? My name is Adam.
2. _____ are you from? I am from Kenya.
3. _____ is your teacher? Jessica is my teacher.
4. _____ does your English class start? My class starts at 9:00.
5. _____ do you come to school? I ride my bicycle.
6. _____ do you come to school? I want to learn English for my job.

My Story - part 1

Hello. My name is John Miller.

I am 30 years old. I am from the United States.

I live in Denver, Colorado. Denver is a city in Colorado.

Colorado is a state in the U.S.A. I live with my wife.

My wife is Yoshmi Miller. She is 32 years old.

She is from Japan.

We live in an apartment. Our apartment is on the 3rd floor of the apartment building.

We are happy in our apartment. We are happy in Denver, Colorado.

We are happy with our life in the U.S.A. This is my story.



Write the Answer:

1. Where is Julie from? _____.

2. Where is Denver? _____.

3. Who is John Smith? _____.

Write the question:

1. _____? He is from Japan.

2. _____? On the 3rd floor.

Wednesday, Week 1 of 1

Forming and answering wh-questions

Lesson Objectives	Materials
<ul style="list-style-type: none">• Students will be able to identify the Wh- question words (who, what, where, when, which, why and how)• Students will be able to answer simple Wh- questions• Students will be able to form simple Wh-questions based on familiar topics	<p><u>Wh- question practice:</u></p> <ul style="list-style-type: none">• SE1: 21, 27• GIAB: 7, 49• Question Grids (find after this lesson)• Question Interview Activity (find after this lesson)

Activity Ideas

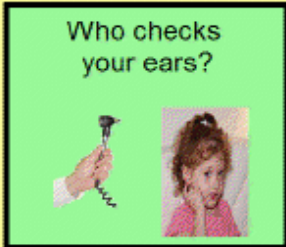
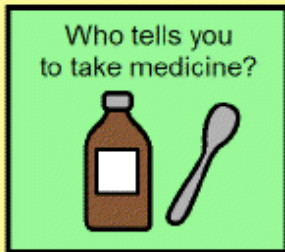
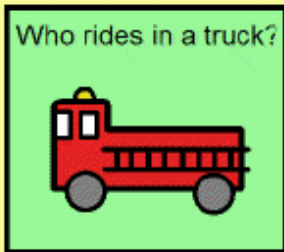
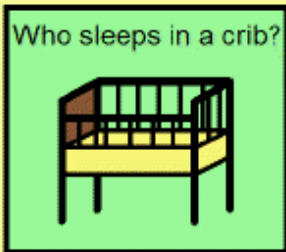
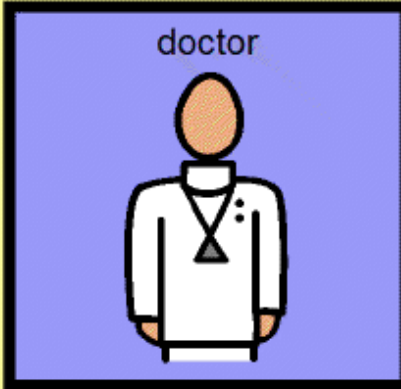
NOTE: Before class, you may want to look at *Wh- Question words teacher handout* in order to help you understand and explain the meaning and typical usage of each of the question words. Please do not hand out this information to students.

Practice with Wh- questions:

- Write or type *wh-* questions on slips of paper. Cut each question apart into individual words (or groups of words to make it easier). Have learners work in pairs or small groups to put the questions together in the correct order.
- KABOOM: Prepare several slips of paper with simple questions (*Where are you from? Who lives with you? When did you come to the U.S.? What is your favorite food?, etc...*) and a few slips of paper that say KABOOM (*In a class of 24 students I prepare 30 papers, 3 or 4 of which say KABOOM!*) Place the paper strips into a container. Divide the learners into teams and have them take turns sending up one member of their team at a time to draw a paper, read the question out loud and answer it for the whole class to hear. If they read and answer it correctly they can return to their team with it. If not, then they return it to the container. If they pull out a paper with KABOOM on it then their team has to give back all of their papers. The winning team is the team with the most papers.
- Have the learners use the *Question Grids* to practice asking & answering questions with *who* & *when*. Break students into pairs assign one student to ask questions and one to answer. They should use the grid to choose a question ex. *Who sleeps in a crib?* Then their partner should answer using the grid. ex. *A baby sleeps in a crib. etc.*
- Use the *Question Interview Activity worksheet* on the following pages. All of the learners should mingle around the classroom and ask the other learners the questions. For each person they ask they need to write down the name of the person (*which means they have to ask for that too*) and that person's answer to the question. When everyone is done have each learner report to the class what their question was and one or two of the answers they received. If you want to make it a little harder then ask the learners to report back on a question they were asked and what their answer was.

Question Grids

WHO?



When Do You



brush your teeth?



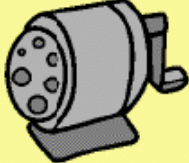
eat dinner?



go to the doctor?



sharpen your pencil?



go to bed?



blow out candles?



wear a coat?



take a bath?



Name	Where are you from? 	How many children do you have? 	When do you go to bed? 

Question Interview Activity

Thursday, Week 1 of 1

Forming and answering wh-questions

Lesson Objectives	Materials
<ul style="list-style-type: none">• Students will be able to identify the Wh- question words (who, what, where, when, which, why and how)• Students will be able to answer simple Wh- questions• Students will be able to form simple Wh-questions based on familiar topics	<p><u>Wh- question practice:</u></p> <ul style="list-style-type: none">• RLE1: 4, 13• GW1: 39, 41• Blank Interview Sheet (find after this lesson)

Activity Ideas

NOTE: Before class, you may want to look at *Wh- Question words teacher handout* in order to help you understand and explain the meaning and typical usage of each of the question words. Please do not hand out this information to students.

Wh- questions practice

- Use dialogs from RLE1 pg 4 and 13 to practice different Wh- questions. First have students identify the wh-words in the dialogs. Then have them sort the questions in groups by wh-word (How questions, where questions, what questions, etc.) Have students use this list of questions to generate new dialogs and perform them for the class.
- Do activities from GW1 pg 39 and 41 for more practice. Note that these questions are somewhat more challenging than what they have been doing so far this week.
- Have the learners generate a list of questions that use Wh- question words. Write the questions on the board and have the learners copy 3 of them into the *blank interview sheet*.
- Divide the class into pairs and have the pairs interview each other using the questions. When everyone is done pick a pair and ask them what their partner's answers were for one of the questions. Have the whole class listen. Repeat with another pair and continue repeating until every pair has had the chance to report on one or more questions.
- KABOOM: Prepare several slips of paper with simple questions, using the Wh- question words (*Where are you from? Who do you live with? Where do you live? What is your favorite food?, etc...*), and a few slips of paper that say KABOOM (*In a class of 24 students I prepare 30 papers, 3 or 4 of which say KABOOM!*) Place the paper strips into a container. Divide the learners into teams and have them take turns sending up one member of their team at a time to draw a paper, read the question out loud and answer it for the whole class to hear. If they read and answer it correctly they can return to their team with it. If not, then they return it to the container. If they pull out a paper with KABOOM on it then their team has to give back all of their papers. The winning team is the team with the most papers.

Blank Interview Sheet

Name	_____?	_____?	_____?