

Lesson Plan for Writing Questions (Interrogative Sentences)

Learning Objective: Students will write question sentences to ask questions and seek more information by learning how to use question words and question marks.

The purpose of this activity is to teach your students how to read this type of sentence, when to use it, how to use question words, and how to write question marks. This will help your students read question sentences with expression and incorporate them in their own writing.

DIRECTIONS

1. Introduce the lesson.

Say, "Writers use different types of sentences to make their writing interesting. Today we'll focus on writing questions, which are sometimes called interrogative sentences."

2. Teach the parts of a question sentence.

Show the Four Types of Sentences Anchor Chart and point to the "Question" sentence type. Say, "Interrogative sentences are question sentences that ask for information. They begin with a question word, like *who*, *what*, *when*, *where*, *why*, or *how*. They end with a question mark."

I DO

• Model examples.

Display several question sentences and model the appropriate expression for each. Say, "Watch as I read each question. I'll underline the question word and circle the question mark so you notice these important clues."

- *What time is the game?*
- *Who wants ice cream?*
- *How are you feeling today?*

Duration:

Plan to spend:

- 10 minutes on explicit instruction
- 5 minutes on guided practice
- 5 minutes on independent practice

Total lesson time = approximately 20 minutes.

Materials Needed:

- ☐ whiteboard or easel with chart paper
- ☐ picture prompts
- ☐ Four Types of Sentences Anchor Chart
- ☐ lined paper and pencil for independent practice

READING UNIVERSE

Four Types of Sentences

Sentence Type	Purpose	Punctuation	Sentence Example
Statement (declarative)	Make a statement	.	The ball is red.
Question (interrogative)	Ask a question	?	Where is the red ball?
Exclamation (exclamatory)	Convey excitement or strong emotion	!	Watch out for that red ball!
Command (imperative)	Give a command or use a bossy voice	.	Give me the red ball.

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Writing | Types of Sentences
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- Think aloud as you write a question.
Write the *Who*, *What*, *Where*, *When*, *Why*, and *How* question words vertically on chart paper. Display a picture and say, "I want to learn more about this picture, so I'll ask a question. I'll start with a question word, write my sentence, and end with a question mark."
- Write and say, "What kind of vegetables grow on the farm?"
- Review and discuss the question.
Reread the sentence you wrote. Say, "Let's check my work. Does it begin with a question word? Which question word did I use? (What) Does it start with an uppercase letter? (Yes) Does it end with a question mark? (Yes) Does my question make sense? (Yes)"



WE DO

- Engage students in guided practice through oral language.
Display a new picture. Say, "Let's think of questions together. Choose one of these question words and help me write a question about the picture."
- Discuss student responses.
Invite your students to share their question sentences as you write them on the board. Ask them to help you verify that each one starts with an uppercase letter, has a question word, and ends with a question mark.
- Optional: Here's a way to keep your students actively engaged. As students say their sentences, draw a line on the board representing each word in the sentence. Then, have another student repeat the sentence by saying each word as you point to each line.



YOU DO

- Students independently practice.
Display another picture, think of a question related to the picture, tell it to your students, and write it on the board. Then say, "Now write your own question about this picture. Read it back to yourself and check for a question word, uppercase letter to start, and a question mark."
- Share and reflect.
Once students have written their questions, say, "Read your question to a partner and then they'll answer it with a statement. It's okay if you use your imagination when you make your statement. For example, if a question was "Who won the game?", you might say, "The Wildcats won the game."



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Name _____ Date _____

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Name _____ Date _____

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid red line, middle dashed yellow line, bottom solid green line).





