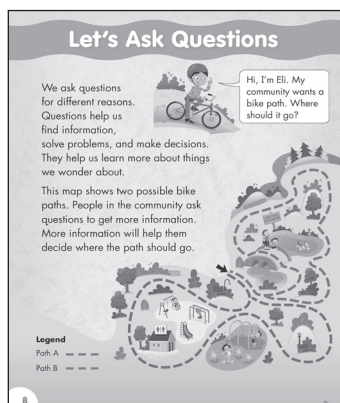


# Let's Ask Questions

Big Book pages 8–9



## Our Community Resources

- Big Book pages 8–9
- Photo Card 3: A Ribbon-Cutting Event
- BLMs 1.1, 1.4
- Online Teaching Centre

## Classroom Resources

- photos of your community showing natural and built features

## Vocabulary

decisions  
information  
paved  
possible  
problems  
protect  
reasons  
research  
solve  
thick questions  
thin questions

## Purpose

This lesson introduces students to the inquiry skill of asking questions, as Eli, a student, wonders where his community should put a bike path.

## Lesson Planning Chart

Social Studies Expectations	
<b>Application</b>	<ul style="list-style-type: none"> <li>• describes how people use natural and built features and human services to meet needs and what might happen if these features/services did not exist</li> </ul>
<b>Inquiry</b>	<ul style="list-style-type: none"> <li>• formulates questions to guide investigations</li> </ul>
<b>Understanding Context</b>	<ul style="list-style-type: none"> <li>• identifies natural and built features in community</li> <li>• demonstrates understanding of elements of maps</li> </ul>
Concepts of Social Studies Thinking	
<ul style="list-style-type: none"> <li>• Cause and Consequence</li> </ul>	<ul style="list-style-type: none"> <li>• Significance</li> </ul>
Cross-Curricular Expectations	
<b>Language</b>	<ul style="list-style-type: none"> <li>• reads different types of texts</li> </ul>
<b>The Arts</b>	<ul style="list-style-type: none"> <li>• Dance: uses dance to express ideas</li> </ul>

## BEFORE

### Building Background Knowledge

To introduce questioning to students, display photos of natural and built features in your community. Ask students to look at the photos and respond to them using the following prompts:

- **I see ... ; I wonder ...**

After students share their responses, discuss:

- **Even though we were all looking at the same photo, why did some of you wonder about different things?** (*different interests, different curiosity, different connections and experiences*)

Have students brainstorm why wondering about or asking questions about what we view, learn, or read is important (e.g., we find out more information, we dig deeper, it helps us understand something better, we find out more about what we are interested in).

## DURING

### Reading and Discussing the Text

Display Big Book pages 8–9: Read the title: Let's Ask Questions. Tell students that they are going to find out more about asking questions and about the different types of questions that people ask. Have them look at the illustrations and talk to their partner about what they see and what they think the lesson will be about.

Read Eli's speech bubble, explaining that Eli's community has a problem it needs to solve. Discuss:

- **What decision does the community need to make?**
- **Do you think a bike path might be an important thing for a community? Why, or why not?**

Read students the first paragraph on Big Book page 8. Discuss the connections students can make to a time they asked questions.

Read the second paragraph. Have students examine the map, including its legend. Point out that Eli and his community will ask questions to find out information that will help them decide which bike path to build.

Focus students' attention on the map. Have students use the legend to help them examine the two choices that the community has for the path. Invite a student to trace Path A through the park. As the student traces the path, discuss:

- **Where does the path start?**
- **What natural and built features will the path pass by?**

Repeat for Path B. Then, discuss:

- **What do you think might help the community make a decision?**
- **How do you think asking questions might help them make decisions?**
- **What questions would you ask that might help you decide which bike path to choose?**

Point to the speech bubbles on Big Book page 9. Read each of the questions as you connect it to the speaker. Then, reread each question and discuss:

- **Is this an easy question to answer? Why do you think that?**
- **Would the answer to this question give us a lot of information or a little bit of information about the bike path?**
- **Which questions do you think are the most important ones for the community to ask? Why do you think that?**

Read the last paragraph on Big Book page 9. Discuss the differences between thick and thin questions. To help students understand the differences, ask for volunteers to ask you questions about your school or community. Record the questions students ask. As you answer their questions, highlight for students how some of your answers are very short, just one or two words, while some answers are much longer. Help students recognize that the answers to thin questions are usually short and do not provide very much information. The answers to thick questions are usually longer and provide much more information.

### Arts Connection

Encourage students to create a dance or other type of movement that reflects the differences in each bike path. For example, how would bikers' movements change as they passed the duck pond on the red path? How could students use dance to show a biker crossing a bridge? Encourage students to use their entire body, different parts of their body, levels, directions, tempo, rhythm, and energy.

### Photo Card Connection

Provide students with Photo Card 3: A Ribbon-Cutting Event. Included on the card are suggestions for student talk and related activities..

## Anchor Chart

Thick questions

- are on topic
- do not have short answers
- make you think
- make you wonder
- might need research to answer
- often start with words such as *Why* or *How*

## Thinking about Cause and Consequence

Discuss Path A and Path B and the natural and built features on those paths. Create a simple graphic organizer to show consequences of building the bike path near specific features. Include If–Then statements such as the following: *“If the bike path is near the duck pond, then ...”*; *“If the bikes have to cross a narrow bridge, then ...”* Encourage students to consider what might happen to people walking, other bikers, birds, and so on.

Ask students to identify the questions on Big Book page 9 that are thin questions. Then, have students identify the thick questions. Reread the third sentence. Discuss what the word *research* means, making sure students understand that when they look for information to answer a question, they are doing research. Discuss:

- **When have you had to do research? Why?**
- **Which questions that the people in Eli’s community asked do you think would have to be researched?**

With students, create an anchor chart, such as the one in the margin. Discuss how students can use the anchor chart to help them come up with questions that will help them find useful information about a topic they are investigating. Post the anchor chart on the Our Community bulletin board.

## AFTER

### Try It

**What are some thin and some thick questions you would ask about the bike path?** FORMULATE QUESTIONS

Read students this question and discuss it. Revisit the map showing the two choices for the bike path. Ask students to review the natural and built features that the paths will pass by.

Record student questions as they are posed. Then, discuss:

- **Is this a thin or thick question? How do you know?**

Encourage students to add their questions to their portfolio.

## Assessment for Learning

Assessment opportunities may be used with individual students, small groups, or the whole group, as appropriate for the expectation and the student.

Assessment Opportunities		
Task	Look Fors	Assessment Tools
<b>Assessment for Learning</b> <b>Asking Questions</b> <ul style="list-style-type: none"><li>• Students complete the Try It task.</li></ul> <b>Assessment as Learning</b> <ul style="list-style-type: none"><li>• Students complete BLM 1.4: Self-Assessment: Asking Questions.</li></ul>	<ul style="list-style-type: none"><li>• formulates questions (using criteria from anchor chart) about features of a community</li></ul>	<ul style="list-style-type: none"><li>• BLM 1.1: Gathering Evidence of Learning</li><li>• BLM 1.4: Self-Assessment: Asking Questions</li></ul>