Questions About Your City

**Objectives**

- Understand the reasons for questions and answers
- Recognize that answers have many sources
- Develop background knowledge for reading the story that begins in Concept Lesson 3

**Materials**

- *Student Activity Book*, pages 4–5
- "Questions" web created in Concept Lesson 1
- Chart paper and pens in two colors

**SET THE PURPOSE**

Review the web you created in Concept Lesson 1 to remind students of what they know about questions and answers. Emphasize that we often ask questions to get new information—to learn new things. Ask students,

*Why do you think teachers ask their students questions?*

**Key Point:** Communicate the notion that often teachers ask students questions so they can know how well students understand what they are reading and learning. Tell children the following:

*Teachers ask questions because it is their job to help students learn. In school it is important for all of us to talk and ask questions of one another. By talking together and sharing information, we help each other learn and grow.*

Tell children that today they will be asking and answering some more interesting questions.

*Let’s see whether we have the information in our heads to answer these questions.*
MODEL
Tell students that when you are traveling, people sometimes ask you the question “Where do you live?” They want to know what city (or town or village) you live in. Your answer to the question is _______. Say to the children,

I know the answer because it is in my head.

Divide a piece of chart paper in half and write the question “Where do you live?” on the left side of the chart. Then say,

Sometimes people ask me [give an example of a question about your city that you may not know, for example, “How many people live in ______?”]

Write this question on the right side of the chart paper.

COACH
Tell children to think of some questions that they could ask someone about their town. You may suggest a few questions yourself, such as

- What is the tallest building in ______?
- Where does your family go shopping?
- Which playgrounds do you like?
- How many people own horses in ______?

You may want to ask two or three volunteers to share their questions. Tell students to turn to the person next to them and take turns asking their questions. Ask students,

Can you answer your partner’s question?

After two or three minutes, invite students to share some of their questions with the whole class.

Which ones can we answer?

Record the questions that can be answered on the left side of the chart.

Which ones are we not able to answer?

Write the questions that cannot be answered on the right side of the chart.

Extra Support: As children talk together and share their ideas, identify those for whom the task is difficult. You may want to meet with those children as a small group and provide additional support, or give them extra practice at other times during the school day.
Ask students why you put certain questions together on the left side of the chart. (They were questions that the class could answer.) Label the left side of the chart “In My Head.” Children should conclude that the questions could be answered from information “In My Head.” Those on the right side could not be answered from information “In My Head.” Ask the students,

How might you find the answers to these questions?

Use a pen of a different color to record on the right side of the chart sources the students suggest for answering these questions.

**Key Point:** Children may suggest asking other people for the answers to questions the class (and you) is unable to answer. Confirm that people are a good source for answers. Make sure, too, that children consider text-based sources. If they suggest going to a library, ask what the library has that would give them answers (books, magazines, newspapers). If they suggest a computer, ask how a computer provides information. If they suggest taking a survey—for example, to find out how many people own horses in the town, point out the text nature of a survey.

### BUILD INDEPENDENCE

Show children pages 4 and 5 of the *Student Activity Book.* The students will answer three questions by writing and drawing. Then they will tell where they found their answers. Ask children to work with partners as they complete these pages.

You may want to pair children so that they can support one another through this activity. More able writers can assist struggling writers so that everyone can experience success.

**Key Point:** If spelling is a concern, remind children that the chart from this lesson gives them some of the words they may need to complete their *Student Activity Book* pages. Also, you do not expect them to spell perfectly all the words they may want to use. They should try to include as many sounds as they hear in each word.
QAR and Fiction

Objectives

- Recognize the “In the Book” QAR category
- Contrast “In My Head” and “In the Book” QAR categories

SET THE PURPOSE

Use the chart from Concept Lesson 2 to remind children that sometimes they can answer questions from information in their heads but many times the answers are not in their heads.

In the last lesson you thought of questions about your town. Because you know a lot about your town, you could answer many of the questions from information in your head. When the answers were not in your head, you thought of many other places where you might find the answers. Today we’ll find answers from one of those places.

MODEL

Cover the title of Chicago Winds and discuss the cover illustration. Encourage students to talk about the picture. Then say,

Here is a question: What city do these children live in? Do we know the answer to this question? Why not? (It is not In My Head.)

Where might I find the answer to this question? If I am expected to answer this question correctly, I will need to read the book. The answer to the question “What city do these children live in?” must be in the Book.
Uncover the book's title and read "Chicago Winds." Tell students,

I know that Chicago is the name of a big city. These children must live in that city. Let's read some of the story to be sure.

COACH
Read aloud the title page and first two pages of the story. Ask your students the following questions:

In what city do these children live? (Chicago)

How do you know? (It's in the Book.)

Ask a child to place a self-stick note on the word that answers the question (Chicago).

Reread pages 2 and 3 to the children continuing to the end of the story. Encourage children to join in reading the refrain as you point to the words "And the winds blow here, the winds blow there. The Chicago winds blow everywhere!

Key Point: If you regularly use shared reading, read the rest of the Big Book with the children following the procedures you typically use. It is a good idea to point to the words as you read so that the children can track the print.

After you finish reading, encourage your students' comments about the story. Then say to them,

In the last lesson, you shared what you thought was most special about your town. What do you think the children in this story think is most special about their city, Chicago?

If you think your children will be interested, refer to a map of the United States to locate the city of Chicago. Find the location of your own city or town on the map and discuss where you live in relation to Chicago.
BUILD INDEPENDENCE

Show children pages 6 and 7 of the Student Activity Book. Tell them they are to write and draw about the book they just shared together. On page 6 they will write something they learned about Chicago. Ask two or three children to tell something they learned. On page 7 they will write what they would choose to do if they were in Chicago. Again, ask two or three children to share their responses. (See Assessment.)

REFLECT

Ask children to bring their Student Activity Book to the large group to share some of their answers. After individuals share, ask about the sources for their answers. Help them recognize that the first question asks for information from In the Book. The second question asks them to make a personal choice, so that answer is an In My Head answer.

Invite the children to draw a book at the top of page 6 and a head at the top of page 7 to reinforce their understanding of the sources of their answers.

Assessment: As children work, talk with them about their responses. Ask where they learned the answer to the question on page 6. They should recognize that the answer came from In the Book. Ask about the source of their answer for the question on page 7. This is an In My Head answer.
What did you learn about Chicago in the book Chicago Winds?
Answers will vary.

What would you choose to do in Chicago?
Answers will vary.