

## Lesson 9 Question marks

**Focus** recognising questions; using question marks to demarcate questions

**Key terms** sentence, **question**, **question mark**, full stop

**Focus text** Where have you been?  
What did you see?  
Who did you meet?

### TEACH

Display the focus text. Read each sentence aloud using appropriate intonation. Discuss what is special about the sentences and how they are different from other sentences [e.g. they do not end with a full stop; they ask something; their purpose is to *get* information rather than *give* information].

Read the questions together using appropriate intonation. In colour, write over each question mark as you reach it. Ask the children to write a question mark in the air as you do this.

Explain that these sentences are questions. Questions are sentences that ask something rather than tell something. Questions end with a question mark rather than a full stop. The question mark is important because it tells the reader to read the question with a 'question voice'.

Ask the children to read each question from the focus text using a 'question voice'. In the role of a character from a story [e.g. Jack and the Beanstalk], answer the questions using a complete sentence [e.g. I have been to the top of the beanstalk.]. Discuss the differences between the questions and the answers [e.g. 'asking' sentences and 'telling' sentences].

**ACTIVITY** Read aloud sentences from the photocopy master on the opposite page. Ask the children to shout 'question mark' and write a question mark in the air whenever they hear a question. Discuss how they know [e.g. the inflection in the voice; the 'question words' such as what, when, how].

**EXTEND** Discuss different types of question starter [e.g. Did you ...? Can you ...? Have you ...?]. Discuss how these use the same intonation and are still asking something.

### PRACTISE

Pupil book pages 24–25

### APPLY

- Together, use questions like those in the focus text to question another story character [e.g. Little Red Riding Hood].
- Look for questions in stories and read them aloud appropriately. Ask the children to write speech bubbles for story characters containing the questions [e.g. Who's been sleeping in my bed?].
- The children read or make lift-the-flap books using repeated questions [e.g. Is Spot in the ...? Where is my hat? Who is in the shed? What can you see?].
- Use a question hand [a cut-out hand shape with the words 'where', 'when', 'what', 'why', 'who' on each finger and 'how' on the palm] to prompt the children to ask questions in a range of subjects.
- Write questions to go on a display [e.g. How many coins?]. Write the question marks in colour.
- The children question a partner about an event. They take turns, with the questioner holding up a question mark.

### ASSESS

**Dictation:** I can see you. Can you see me?

**Check:** Both sentences start with capital letters and end with the correct punctuation mark.

Cut out the sentences. Which of the sentences need a question mark?  
Sort the sentences into 'Questions' and 'Not questions'.

I went to the lake

How did you get home

When did you get here

I was late

Why did you come

I found a box

What will you do now

I met the king

Did you see someone