Ask to Know

Students ask questions to get missing information and check directions.

1.LF.3 "Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 FIND OUT

a	**friend**	**partner**	**teacher**
b	**morning**	**lunch**	**afternoon**

2 CHECK FIRST

a	**top**	**middle**	**bottom**
b	**math**	**stories**	**poems**

ANSWER KEY

Ask to Know

HOW TO RUN THIS PAGE

Read each message aloud and give students time to ask their own questions. After a relevant question, reply with the keyed word without pointing to it. Listen for each student's spoken question and answer, and record any support separately from accuracy.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · FIND OUT

SAY "Listen to each message. Ask me a question out loud to learn what is missing. After I answer, say my answer out loud and circle its word."

ROW	SAY	STUDENTS CIRCLE
a	Your paper tore, and someone can help you fix it. What could you ask to find out who can help?	**teacher**
b	We will read a story today, but I have not said when. What could you ask to find out when?	**morning**

PART 2 · CHECK FIRST

SAY "Listen to each direction. Ask me a question out loud to make sure you understand it. After I answer, tell me what you learned and circle its word."

ROW	SAY	STUDENTS CIRCLE
a	Put your folder on a shelf. What could you ask to make sure you choose the right shelf?	**middle**
b	Bring me the book we will use. What could you ask to make sure you bring the right book?	**poems**

WHAT TO ACCEPT

Reply with the keyed words in row order: teacher, morning, middle, poems. Accept a relevant spoken question, a spoken answer that matches the reply, and the matching circled word; record any question or answer supplied through teacher prompting separately.