Question Word Hunt

Students match question words, then use one to ask a real classroom question.

CCSS.ELA-Literacy.L.K.1d "Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)."

NAME _____ DATE _____

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

1 CIRCLE IT

a	when	why	how
b	who	why	where
c	how	when	what

2 DRAW LINES

who	•	•	place
what	•	•	person
where	•	•	thing

ANSWER KEY

Question Word Hunt

HOW TO RUN THIS PAGE

Read all headings, choices, and prompts aloud. Students listen for which question word fits the idea, then circle or connect the printed word. After matching, invite each child to ask a classroom question using one question word; listen and answer it. Offer a beginning such as Where is ___? if needed, while the child chooses the thing to ask about.

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

PART 1 · CIRCLE IT

SAY "Listen to each question. I will read the words in the row. Which question word fits? Circle it."

ROW	SAY	STUDENTS CIRCLE
a	Which question word asks about time? The choices are when, why, and how. Which one will you circle?	**when**
b	Which question word asks for a reason? The choices are who, why, and where. Which one will you circle?	**why**
c	Which question word asks about the way something happens? The choices are how, when, and what. Which one will you circle?	**how**

PART 2 · DRAW LINES

SAY "I will read the words on the left and right. Which question word asks about a person, a thing, or a place? Draw a line from each question word to what it asks about. Now choose a question word and ask me something about our classroom. You may ask about a person, a thing, or a place. I will listen and answer your question."

- **who** matches **person**
- **what** matches **thing**
- **where** matches **place**

WHAT TO ACCEPT

Circle when, why, and how in order. Match who to person, what to thing, and where to place. For the actual question, accept sensible contextual uses such as Where is my pencil? or Who will read the book? Check that the chosen question word fits what the child asks; offer a frame and help revise if needed. Do not require reading the words independently.