Question Word Detectives

Choose useful question words, then ask for a missing detail.

1SL1.c "Ask questions to clear up any confusion about topics and texts under discussion."

NAME _____ DATE _____

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

1 FIND THE WORD

a	**Where**	**Who**	**When**
b	**When**	**What**	**Where**
c	**When**	**Who**	**Where**

2 MATCH QUESTIONS

Who	•	•	**time**
Where	•	•	**person**
When	•	•	**place**

ANSWER KEY

Question Word Detectives

HOW TO RUN THIS PAGE

Explain that when someone leaves out an important detail, a listener can ask a question to learn more. Model with a different example, such as, "My uncle made something," and ask students which question word could help them learn about the thing. Read every choice aloud and invite students to explain their thinking aloud after marking. After matching, hold a short conversation with each learner using one of the printed situations as a pretend role. Say the situation, wait for the learner's actual question, then give the missing detail: friend Ari, the park, or after lunch. These are fictional role answers. Hear what the learner now understands; offer question starters and supported communication as needed.

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 THE WORD

SAY "Listen for the detail that is missing in each sentence. I will read the question words in the boxes, then you will circle the question word that could help clear up the confusion."

ROW	SAY	STUDENTS CIRCLE
a	A classmate says, "I played with someone new at recess." You want to know which person played with your classmate. Which question word could you use? Read the choices: Where, Who, When. Circle the question word you choose.	**Who**
b	A partner says, "My family went somewhere fun." You want to know the place they went. Which question word could you use? Read the choices: When, What, Where. Circle the question word you choose.	**Where**
c	A friend says, "We will begin our game soon." You want to know the time the game will begin. Which question word could you use? Read the choices: When, Who, Where. Circle the question word you choose.	**When**

PART 2 · MATCH QUESTIONS

SAY "Look at the question words on the left and the topic words on the right. Which topic does each question word help you learn about? Draw a line from each question word to its topic. Now I will pretend to be the person in one earlier situation. Listen to what I say. Ask me a full question about the missing detail. Listen to my answer, then tell what you learned. You may start "Who did you…?", "Where did you…?" or "When will we…?""

- **Who** matches **person**
- **Where** matches **place**
- **When** matches **time**

WHAT TO ACCEPT

Part 1 answers are row 1, Who; row 2, Where; row 3, When. Part 2 matches are Who to person, Where to place, and When to time. Accept a student pointing to or saying the correct question word if fine-motor marking is difficult. For the conversation, observe the learner asking a relevant question, receiving an answer and conveying the clarified detail. For example: "Who did you play with?" Teacher answers "My new friend Ari." Child tells who played. A selected question word alone is preparation; accept supported questions in the exchange.