

# Answering Questions

**Ms. Mary created a checklist that listed the types of “WH” questions she planned to ask the children after reading stories. She assigned a code to each of the stories that she planned to read that week. Because Ms. Mary needed to focus on reading and asking questions during story time, she asked her teaching assistant to note the types of questions children answered correctly and the book to which the question referred (using the letter assigned to the story from the list below).**

**If a child appropriately answered a question about a particular story, the letter indicating that story would be placed in the column indicating the question type. If they answered incorrectly, the teaching assistant would then put an X over that letter. Because several of the books had some number concepts in them, Ms. Mary also asked her teaching assistant to note the number correctly identified in the “How many?” column. They used the checklist during story time each day.**

Code

Story

- A. *Oso pardo, oso pardo, ¿qué ves ahí?* (*Brown Bear, Brown Bear, What Do You See?*; Martin, Bill; translated by Mlawer, Teresa, 2002)
- B. *Over On The Farm: A Counting Picture Book Rhyme* (Gunson, Christopher, 1995)
- C. *Fall Is Here! I Love It!* (Good, Elaine W., 1990)
- D. *Snow Comes To the Farm* (Tripp, Nathaniel, 2001)
- E. *Spring Thaw* (Schnur, Steven, 2000)
- F. *La oruga muy hambrienta* (*The Very Hungry Caterpillar*; Eric Carle, 1994)
- G. *Two of Everything: A Chinese Folktale* (Hong, Lily Toy, 1993)
- H. *Picture Book of George Washington Carver* (Adler, David A., 1999)

Child	Who	What	When	Where	How	Why	How Many
Anna		F, G, H					4,3,8
Alisha		F, G, B	C, D, E		F, G		5, 7, 9
Ari		C, G, A					2, 3
Jana	F	F, G, H					2, 3
Jose	H	A, B, C, F, G	F		G		<del>8, 10</del> , 2, 3
Manuel		B, G, D					1, 2
Sui		F, G					2
Tommy		A, A, B, D, G					1, 2

The “what” question that everyone answered for *Two of Everything* involved making a connection to their own lives (“What would you put into the hole so that you would get 2 of them?”). Everyone answered something that they would put into the hole. Ms. Mary made a note of their responses on the back of the check sheet so that she would remember them later.



# Reflecting on the Documentation

- **How does this type of record keeping help inform the teacher about children's knowledge as well as about his/her practice?**
- **How does this type of record keeping help the teacher plan for her next lesson?**
- **How could you use this type of documentation in order to look at change over time?**
- **How does the teacher collect this information when he/she is reading the story?**

# Interpreting the Observation

- **Hypothesis Building**
- **Connecting to the Child Outcomes Framework**

# Next Steps

- **Large Group Instruction**
- **Individualized Instruction**
- **Planning for Assessment**