

GRADE 2 • LESSON 4: INQUIRING & COMPOSING QUESTIONS**GRADE 2 • MODULE 4 • QUESTION INQUIRY****◆ TEXTBOOK INQUIRIES • ASK AND WRITE QUESTIONS**

"Ask a question about: some fruit, some flower, the clouds, the weather. Write a question about: a cat, a dog, ice, water, rain, snow, sky, lesson."

• PART 1: QUESTIONS ABOUT NATURE AND WEATHER

Write a question about each nature topic below:

1. Write a question about some fruit or a flower.

.....

2. Write a question about the clouds or the weather.

.....

3. Write a question about rain or snow.

.....

• PART 2: QUESTIONS ABOUT ANIMALS, WONDERS, AND LESSONS

Write a question about each subject below:

4. Write a question about a cat.

.....

5. Write a question about a dog.

.....

6. Write a question about ice or water.

.....

7. Write a question about your lesson today.

.....

SELF-CHECK:☐

Capital letter at start

☐

Interrogation point (?) at end

☐

Genuinely asks a question

☐

Clear handwriting

GRADE 2 • LESSON 4: COMPOSING QUESTIONS — ANSWER KEY

GRADE 2 • MODULE 4 • QUESTION INQUIRY

CLASSICAL PEDAGOGY & SOCRATIC CURIOSITY

Pedagogical Objective: Active inquiry training. Children transition from passive answerers to active questioners. The ability to formulate a clear question requires identifying unknown information, choosing an interrogative starter (*Is, Can, Does, Will, What, Where*), and mastering the syntax of inverted word order.

Socratic Classroom Sequence: Bring an apple or a flower to class. Hold it up and tell pupils: 'Do not tell me what it is. Ask me three different questions about it.' (e.g. 'Is it sweet?' 'Where did it grow?' 'May I eat it?'). Praise varied interrogative sentence starters.

EXEMPLARY MODEL INQUIRIES & SENTENCE STRUCTURES

Item 1: Fruit / Flower

Model: Is the red apple sweet and ripe? / Do roses smell fragrant in June?

Teaching Guidance: Direct questions about sensory qualities.

Item 2: Clouds / Weather

Model: Will the dark clouds bring a rain shower this afternoon?

Teaching Guidance: Inquiring about future occurrences using 'Will'.

Item 3: Rain / Snow

Model: Does the soft snow cover the brown grass like a blanket?

Teaching Guidance: Poetic observation framed as an interrogative.

Item 4: Cat

Model: Why does the little cat like to watch the rain from the window?

Teaching Guidance: Causal inquiry using 'Why'.

Item 5: Dog

Model: Can our dog learn to fetch a wooden ball from the yard?

Teaching Guidance: Ability inquiry using 'Can'.

Item 6: Ice / Water

Model: Does the cold ice melt when you hold it in your warm hand?

Teaching Guidance: Cause-and-effect inquiry.

Item 7: Lesson

Model: Have we learned how to write every question correctly today?

Teaching Guidance: Self-reflective metacognitive question.

Common Errors to Address: Check that children do not accidentally write statements ('The cat is sleeping.'). Remind them: 'It must ask something so that someone can give you an answer!'