

## Generating Open-Ended Questions Sample Lesson Plan

What do you want your students to know, do and understand as a result of this lesson?  
Essential Questions and TEKS:

Essential Question:  
What steps should I take to research a topic?

TEKS

(4.23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic

**Unit of Study:** Things That Make You Go Hmmm... Research

**Lesson Title:** *Generating Open-Ended Questions*

**Learning objective:** Students will be able to identify and generate open-ended questions about research topics.

**Evidence:** Students will generate their own open-ended questions for their research.

**Pre-assessment:**

Ask students to give you examples of open-ended questions. Record these examples on chart paper to revisit at the end of the learning.

**Procedure:**

1. Sort students into groups of 3-4; give each group a set of note cards/sentence strips with examples of open-ended questions and closed questions.
2. Students sort the questions. After a determined amount of time (5-10 minutes), come back together and discuss how the students sorted the questions and what they noticed about the questions. The sort can be done multiple times until students have discovered that open-ended questions extend the discussion and closed questions have yes/no or short definitive answers. It is essential in research to formulate open-ended questions.

| Closed Questions                                     | Open-ended questions  |
|--|---|
| How do hurricanes form?<br>How are hurricanes named? | What affect do hurricanes have on the communities where they land?    |
| What is Stephen F. Austin's nickname?                | How did Stephen F. Austin influence the settlement of Texas?          |
| How long was Sam Houston governor of Texas?          | How did Sam Houston change Texas?                                     |
| Do animals need to adapt to live?                    | What are some ways animals adapt to their environment?                |
| Which explorers discovered Texas?                    | What impact did European Explorers have on Native Americans in Texas? |

3. Still in groups, students create their own examples of open-ended questions (you may assign a topic or allow the students to choose their own topic). Share the student examples and add them to the pre-assessment chart and discuss. Are the original questions open-ended? Discuss.

**Considerations for differentiation:**

Color code, italicize, or otherwise differentiate questions based on question type.

Teacher grouping of students

**Materials (technology, manipulatives, etc.):**

Note cards/sentence strips with examples of open-ended and closed questions.

Chart paper

Markers

**Reflection:**