

## Directions: Who? What? Where?

### Individual/Small Group ●/●●

Read one or two of the riddles from Who? What? Where? Riddles on page 14 to the class. Point out the kinds of clues found in the riddles: "The clues about the eye describe what an eye does—sees and blinks—and how the word is spelled. The question, 'What am I?' tells us it is a thing."

Draw four lines on the board. Think aloud, "I am going to write a riddle about a tropical rain forest. What is special about a rain forest? The trees make oxygen for us to breathe." On the first line write, "This place is a breath of fresh air!" Think aloud, "What does it look like? I know rain forests have layers. One layer is the canopy, so I'll write 'Its canopy helps cool its floor' on the next line." Record the clue. Think aloud, "What is unusual about a rain forest? It is almost always raining." Write on the third line, "Don't forget your umbrella when you visit here!" On the last line, write "Where am I?" as you think aloud, "I know this is a place, so I will start my question with the word, 'Where.'" Repeat the process with another person, place, or thing. Have students suggest the clues.

Reproduce the Make Your Own Riddle worksheet on page 15 for each student. Have students work independently to write three new riddles. Have students write the answers to their riddles on the back of the

worksheet. Collect and review the papers. Check to make sure the clues are focused and the answer can be inferred. Pass the papers back, and have students trade with a partner. Have partners write their guesses on the space provided. Then, have them check each other's work.

### Small Group ●●●

Reproduce Who? What? Where? Riddles on page 14 for each student. Read the first riddle to the class. Ask what clues help them figure out the answer. Ask if anything they already knew helped them figure out the answer. Divide the class into pairs. Have student pairs work together to answer the riddles.

Collect and review the papers. Review the inference process with students who are having difficulty solving the riddles.

### Whole Class ●●●●

Divide the class into two teams. Use the students' original riddles from the Individual exercise, or provide a set of riddles for a game of Who? What? Where? Have one student read a riddle to the class. The first person to answer correctly earns a point for his or her team. Continue until each student has had an opportunity to read a riddle aloud. Have students explain how they determined their answers.

### Answer Key

#### Who? What? Where? Riddles (Page 14)

- |                    |                            |
|--------------------|----------------------------|
| 1. eye             | 6. United States           |
| 2. Abraham Lincoln | 7. merry-go-round/carousel |
| 3. cornfield       | 8. Martin Luther King Jr.  |
| 4. pencil          | 9. school                  |
| 5. Mother Goose    | 10. your age               |