

**HOW**



**and**

**WHY**



**QUESTION CONTRAST  
CARDS**



**Trial Set**

# How and Why Question Contrast Cards

“**How**” and “**Why**” questions are question forms that require a higher level of thinking and language skills to formulate responses. The students need the ability to problem solve or take on another perspective when answering them. Our students with language delays, autism, and 2<sup>nd</sup> language learners often have trouble with these skills.

I have several students who are answering a **how** question with a **why** response. I developed these cards for them specifically to practice responding to **how** and **why** question from a given text. In the process they learn what type of information is required and compare the answers from the different forms.

Students may require some direct teaching on the differences between **how** and **why** questions. **How** question have a few variations. They may require a student to tell how something is done in steps, how something is done descriptively, the amount of something, or state of being such as with “How are you feeling?”. The answer may contain an adjective or adverb.









Answering **why** questions often involves finding the antecedent or cause of an event. The answer recalls facts that happened before an event. For example the question “Why did the dog dig a hole?” He dug a hole because he smelled a bone under the ground. Compare this to the how question. “How did he get the bone?” He dug a hole with his paws and grabbed it with his mouth. **Why** questions often have because or so in the answer.

Answers to **how** question often relate an action and possible steps. These response can seem to be quite similar to a student. For instance, look at these questions and answers. “Why did the lights go out in the storm?” or “How did the electrical wires get knocked down in the storm?” The answers, “The electrical wire was knocked down in the storm because a branch hit it.” and “A strong wind blew a branch off the tree and it hit the electrical wire which was torn down.” They seem interchangeable except for the because which is used in response to the why question. The how elicits a series of events.

This packet has 30, 3 inch by 3 inch cards with 2 to 3 questions on each card. There are 17 cards that contain questions on vocabulary and what a word means within the story context. This gives students the opportunity to derive word meanings from the text and verbalize it. 4 cards deal with how many questions and amounts. 26 cards deal with the variations of how and why listed above.

Printing the cards on cardstock make them the most durable. To assemble the cards, cut the horizontal lines and leave the vertical lines intact. The cards are set up for a front and a back. The left column consists of the passage and questions. The right column contains the answers. The right side is meant to be folded under the left side to make a double sided card. It can be laminated or glued shut. After students read the passage and think of answers it can be flipped to see the answers. This makes them usable for small independent group activities where students can self correct their responses. There is an arrow shape and star shape to designate the left and right sides and make it easier to sort them.

# How and Why Question Contrast Cards

<p>↓</p> <p>1. Paul saw a bee hive hanging from the top of a tree. He got a ladder and set it up against the tree. He climbed the ladder and looked at the hive. When he looked at the hive the bees swarmed and stung him .</p> <p>a. How did he get to the top of the tree?</p> <p>b. Why did the bees sting him?</p> <p>c. What does <b>swarm</b> mean? </p>	<p>★</p> <p>1.   </p> <p>a. He got a ladder, put it up against the tree, and climbed up.</p> <p>b. They were protecting their hive.</p> <p>c. A large group of insects, people, or things that move together .</p>
<p>↓</p> <p>2. Last night there was a <b>gale</b> that blew branches off the tree. One of the branches hit an electrical wire and knocked it down. Our lights went out .</p> <p>a. Why did the lights go out? </p> <p>b. How did the electrical wire get knocked down?</p> <p>c. What does <b>gale</b> mean in the sentence?</p>	<p>★</p> <p>2. </p> <p>a. The electrical wire was knocked down in the storm because a branch hit it.</p> <p>b. A strong wind blew a branch off the tree and it hit the electrical wire.</p> <p>c. A strong wind that comes with a storm.</p>
<p>↓</p> <p>3. Sarah was too short to reach the cookies on the shelf. She pushed a chair across the floor, climbed on top, and reached for them. She took four cookies from the jar.</p> <p>a. How did the Sarah reach the cookies?</p> <p>b. Why did the girl need the chair?</p> <p>c. How many cookies did she take? </p>	<p>★</p> <p>3. </p> <p>a. She pushed a chair over to the shelf and climbed on top.</p> <p>b. She needed the chair because she was too short to reach them on the shelf.</p> <p>c. She took four.</p>

# How and Why Question Contrast Cards



4.

The birthday present had a beautiful ribbon. It had a knot in the ribbon and was difficult to untie. Marie got a scissors and cut it.



- a. Why couldn't the girl open the present?
- b. How did the girl get the present opened?



4.



- a. She couldn't untie the ribbon because it had a knot.
- b. She found a scissors and cut the ribbon.



5.

The dog smelled a bone buried underground. He dug a hole and **unearthed** it.

- a. Why did the dog dig a hole in the ground?
- b. How did the dog know where the bone was?
- c. What does **unearthed** mean?



5.

- a. He dug a hole so he could find the bone.
- b. The dog could smell it with his nose.
- c. To dig something out of the earth.



6.

The baby was crying until the mother gave him a bottle. Then he was **pacified**.

- a. Why was the baby crying?
- b. How did the mother get the baby to stop crying?
- c. What does **pacified** mean?



6

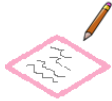
- a. The baby was crying because he was hungry.
- b. The mother gave him a bottle.
- c. To make calm or quiet.



# How and Why Question Contrast Cards



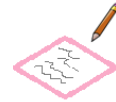
7. The student couldn't write because his pencil lead broke. He took it to the pencil sharpener to sharpen it.



- Why did the student stop writing?
- How did the student fix it?



- 7.
- He couldn't write because his pencil lead broke.
  - He took it to the pencil sharper and sharpened it.



8. Shawn ran over a nail with his bike and it **punctured** the tire. The tire went flat. His dad put a patch on it and pumped air back in it.



- Why was the tire on the bike flat?
- How was the tire fixed?
- What does **puncture** mean?

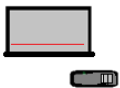


- 8.
- The air went out because a nail made a hole in the tire.
  - The man put a patch on the hole and blew the tire up.
  - To make a small hole in something.



9. Jake pushed the buttons on the remote but it didn't turn on. He opened the back and took the batteries out. He put new batteries in. He pushed the buttons and the TV turned on.

- Why didn't the remote work?
- How did the man fix it?



- 9.
- The remote didn't work because the batteries were dead.
  - Jake opened the back of the remote and put new batteries in.

