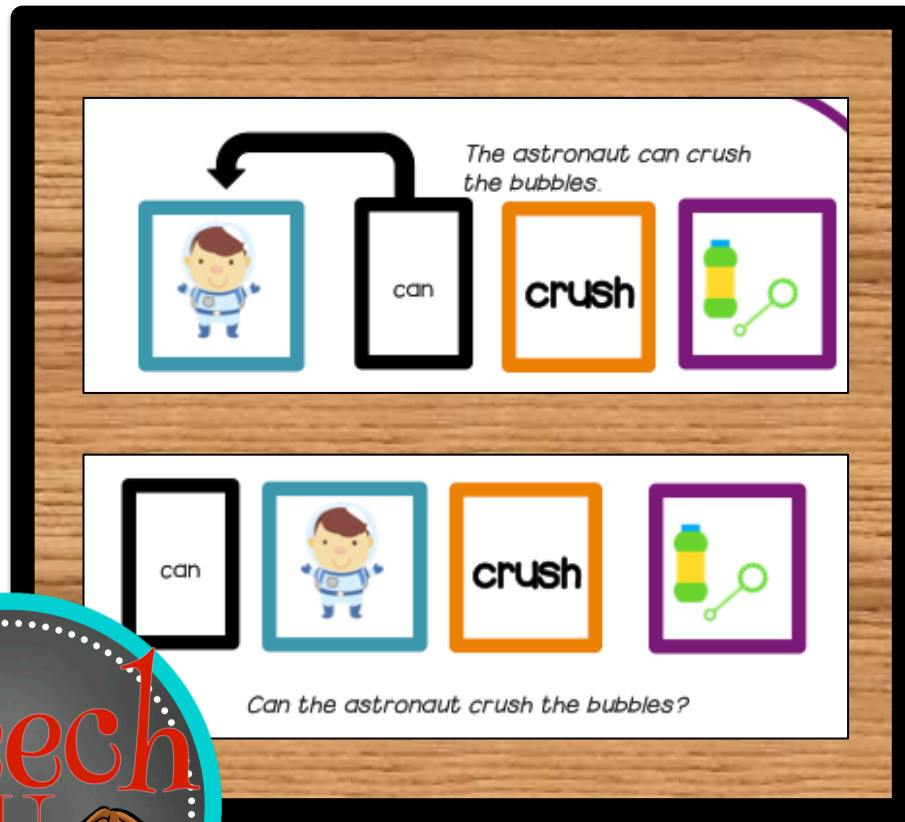


# INTERACTIVE FLASHCARDS

## Question Reversals

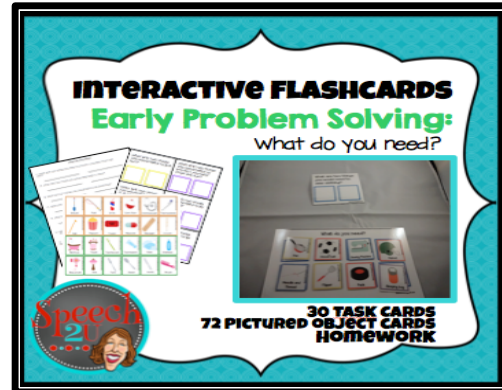
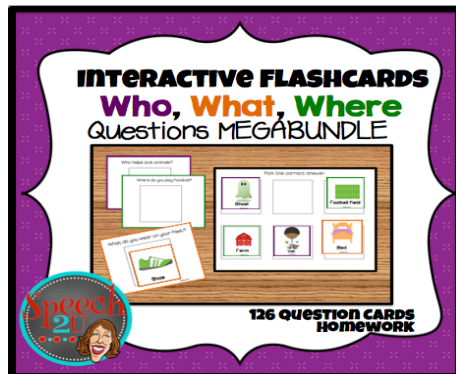


**84 CARDS**  
**TEACHING PAGES**  
**54 SORTING CARDS**  
**36 WHAT CARDS**  
**HOMEWORK**  
**GRAPHIC ORGANIZERS**



# Thank you!

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# CONTENTS

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Pages 29-37	Question/Statement Anchor charts
Pages 38-41	Homework sheets

## SET UP

Graphic Organizers:

1. Print, laminate or place graphic organizers in sheet protectors. 2 organizers are provided for each activity-one with color coding to make the task easier-and one without.
2. Print laminate and cut out subject, verb and object and work out cards cards.
3. Blank cards on page 20. Print on cardstock. Add pictures, laminate and cut out. Customize these for your student's special interests. You can take pictures of the student, cut out and glue onto the pictures. HINT: Use stickers of favorite TV or game characters whenever possible.
4. Print out, cut out individual teaching sheets on pages Laminate or place in Sheet protector

# Activities

This activity is designed to help children who struggle with producing questions. Activities are designed to teach students to identify questions vs. statements and to teach them how to produce question forms.

## Make in Physical

Pair different parts of the sentence with different gross motor actions. For example:

Subject: hop

Auxiliary: clap hands

Verb: One big step forward

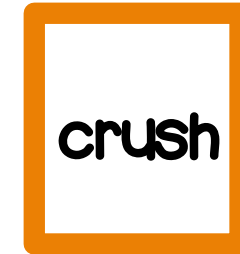
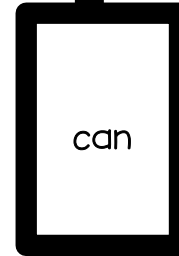
Object/location: Hop with feet together.

## Word Cloud

Hang the word cloud picture on page 23 in your speech room to remind students of different question words that they can use.

Have them go to a word cloud generating site like [taxedo.com](http://taxedo.com) to make their own word cloud and have them print it out.

# Question Reversal Interactive Flashcards

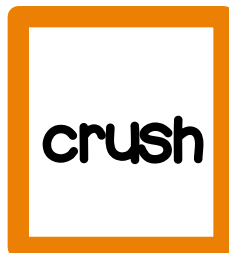


*The astronaut can crush  
the bubbles.*

1. Start by introducing idea of statements vs. questions and reading teaching pages.
2. Students place pictures onto statement graphic organizers. Create statement. (You may need to add some words (ex. Articles) to help it make sense.)
3. Demonstrate how you can create a question by moving the smaller word (ex. do/ does etc.) to the beginning of the sentence.

## Fading Cues:

- Once students are exhibiting consistent success with the colored graphic organizer, switch to black graphic organizer.
- When they are able to complete that consistently, switch to the graphic organizers without the arrow.
- Finally practice without visuals. Check for generalization of skill using the generalization questions on homework sheets.



*Can the astronaut crush the bubbles?*

Statement:

Question:

Change it to a question by moving the question word:



Subject

Question word

Verb

Object/location

TaDa!

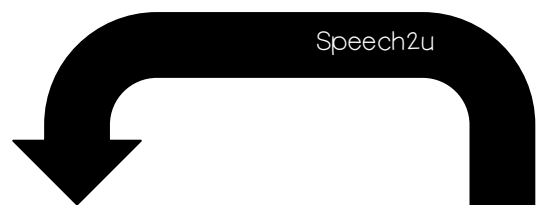
Question word

Subject

Verb

Object/location

Change it to a question by moving the question word:



Subject

Question word

Verb

Object/location

TaDa!

Question word

Subject

Verb

Object/location

Statement:

Subject

Question word

Verb

Object/location

Question:

Question word

Subject

Verb

Object/location





astronaut

Speech2U



hair stylist

Speech2U



cashier

Speech2U



pilot

Speech2U



rock star

Speech2U



Sherlock Holmes

Speech2U



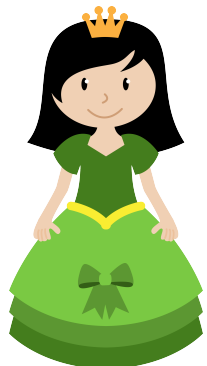
fire fighter

Speech2U



chef

Speech2U



princess

Speech2U



track star

Speech2U



super hero

Speech2U



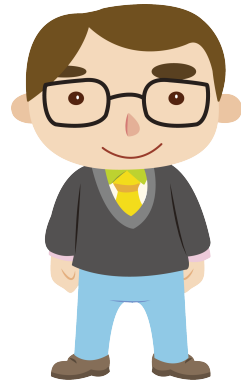
ninja

Speech2U



mom

Speech2U



dad

Speech2U



mermaid

Speech2U



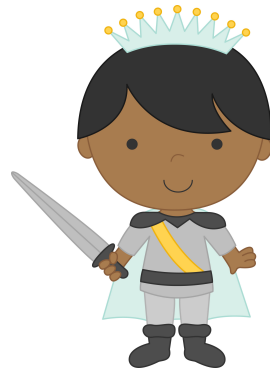
doctor

Speech2U



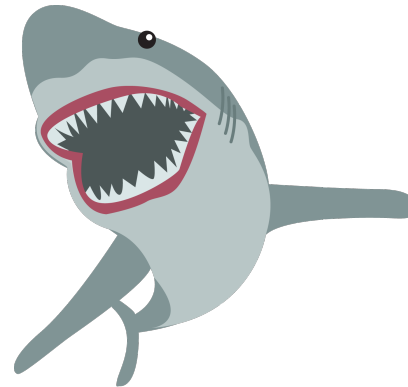
monster

Speech2U



prince

Speech2U



shark

Speech2U



pirate

Speech2U

I

Speech2U

you

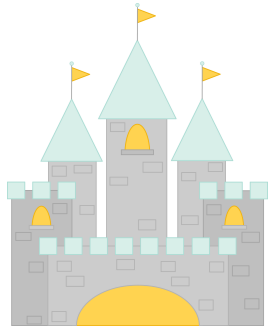
Speech2U

he

Speech2U

she

Speech2U



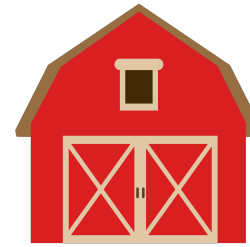
castle

Speech2U



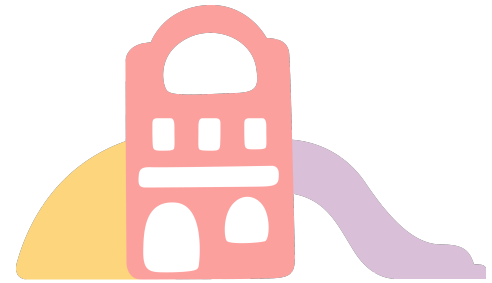
roller coaster

Speech2U



farm

Speech2U



playground

Speech2U



school

Speech2U



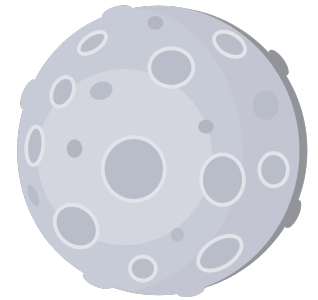
farmer's market

Speech2U



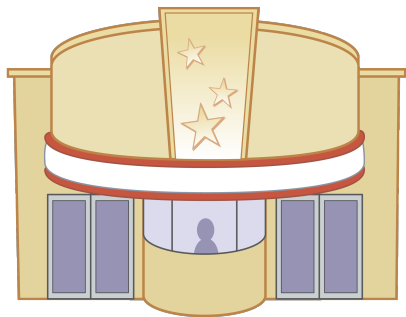
volcano

Speech2U



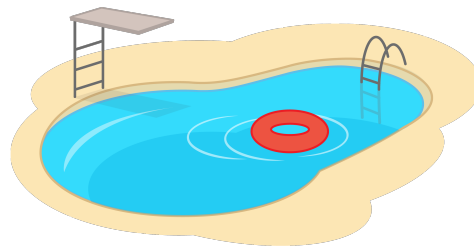
moon

Speech2U



theater

Speech2U



pool

Speech2U



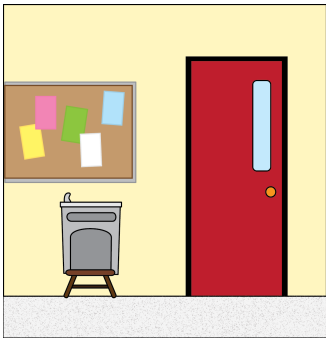
park

Speech2U



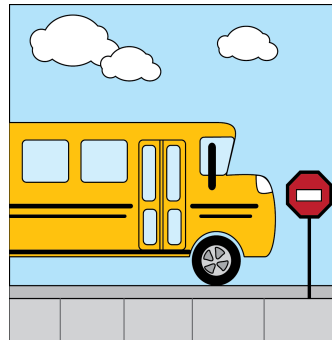
police station

Speech2U



hallway

Speech2U



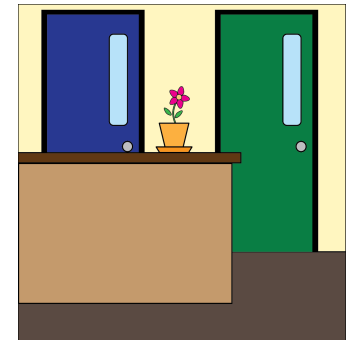
bus stop

Speech2U



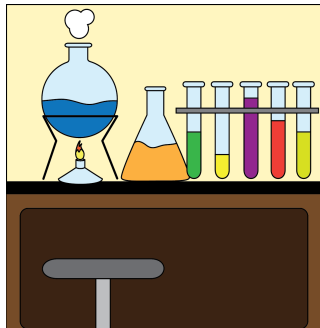
gym

Speech2U



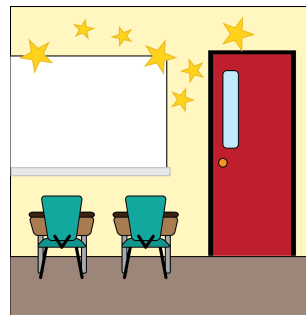
office

Speech2U



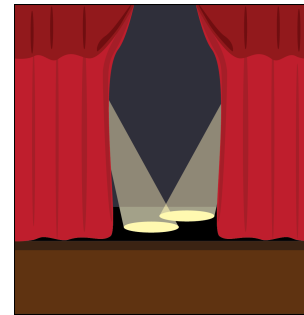
lab

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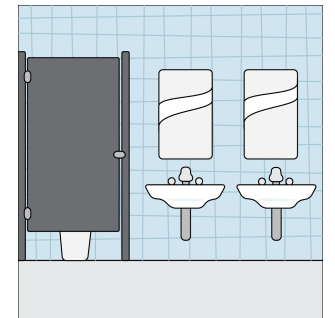
classroom

Speech2U



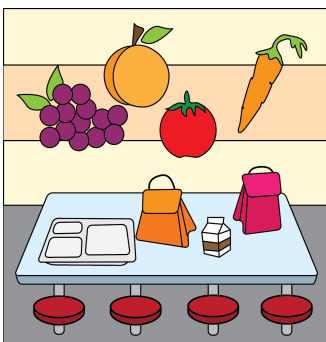
stage

Speech2U



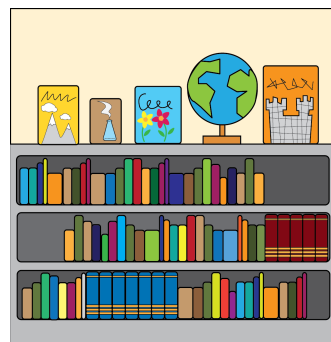
bathroom

Speech2U



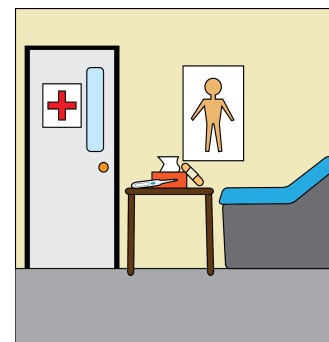
cafeteria

Speech2U



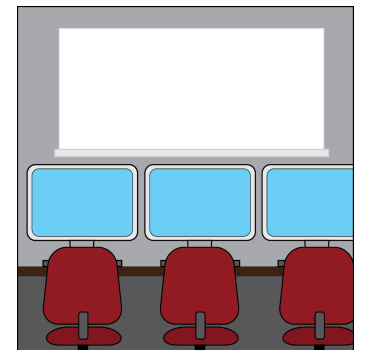
library

Speech2U



nurse's office

Speech2U



computer lab

Speech2U



flip flops

Speech2U



sunglasses

Speech2U



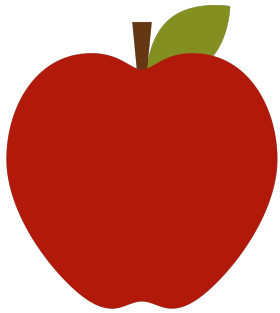
bucket

Speech2U



umbrella

Speech2U



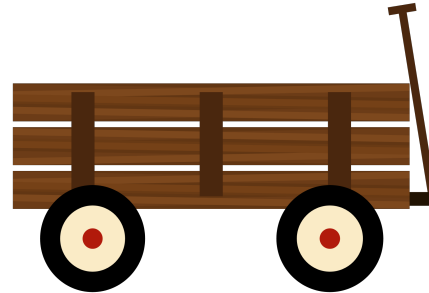
apple

Speech2U



pie

Speech2U



wagon

Speech2U



car

Speech2U



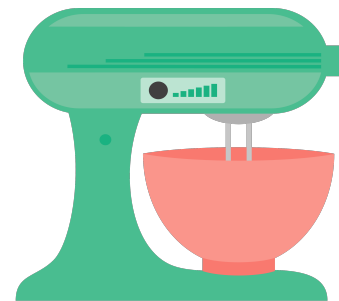
doughnut

Speech2U



popsicle

Speech2U



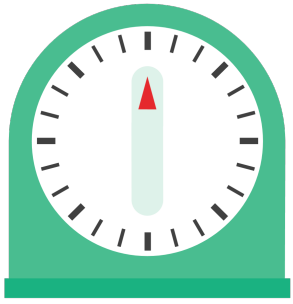
mixer

Speech2U



spoon

Speech2U



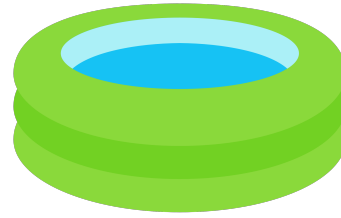
timer

Speech2U



cookie

Speech2U



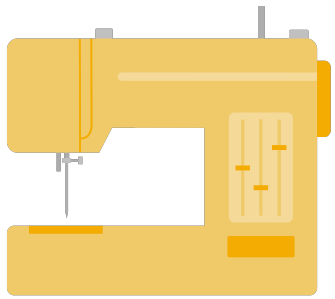
pool

Speech2U



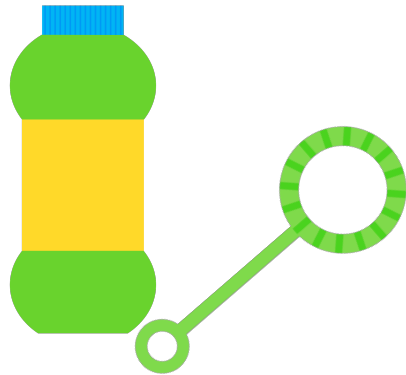
paints

Speech2U



sewing machine

Speech2U



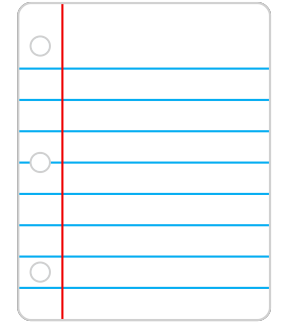
bubbles

Speech2U



glue

Speech2U



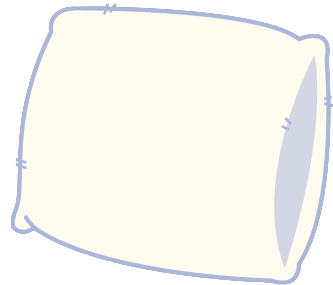
paper

Speech2U



bed

Speech2U



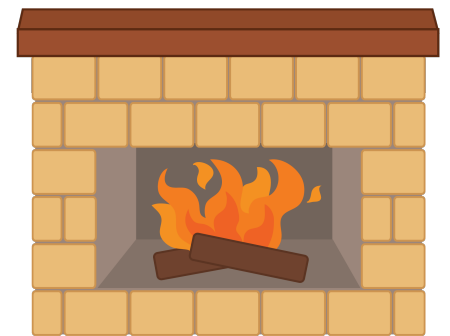
pillow

Speech2U



toilet

Speech2U



fireplace

Speech2U

have

Speech2U

want

Speech2U

walk

Speech2U

jump

Speech2U

run

Speech2U

crush

Speech2U

scare

Speech2U

surprise

Speech2U

go

Speech2U

fly

Speech2U

crawl

Speech2U

think

Speech2U

cry

Speech2U

help

Speech2U

stand

Speech2U

get

Speech2U

crash

Speech2U

find

Speech2U

give

Speech2U

jiggle

Speech2U

fall

Speech2U

skip

Speech2U

laugh

Speech2U

wipe

Speech2U



can

Speech2U

can

Speech2U

is

Speech2U

is

Speech2U

does

Speech2U

does

Speech2U

did

Speech2U

did

Speech2U

do

Speech2U

do

Speech2U

are

Speech2U

are

Speech2U

will

Speech2U

will

Speech2U

were

Speech2U

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Speech2U

was

Speech2U

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Speech2U

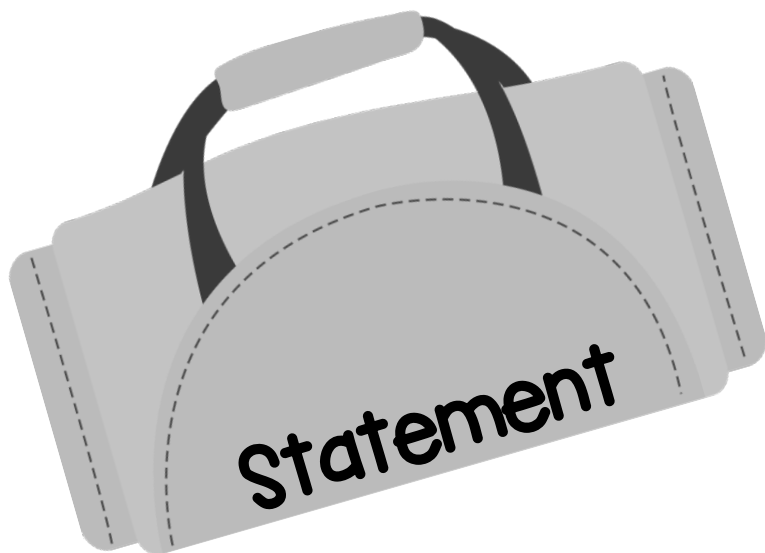
Speech2U

Speech2U

Speech2U

# Statement or Question Workout

1. Introduce Activity by reading the statement and teaching pages.
2. Place the workout cards facedown on the table.
3. Tell students you will be packing the workout bags.
4. Students sort cards based on whether they are questions or statements.
5. Provide feedback as students sort through the questions.
6. Ask leading questions to help them master the concepts.



## Examples of Feedback/Leading Questions

- We know that is a statement because it ended in a period.
- How do you know that is not a statement/question?
- What clues did you use to figure out your answer?
- That must be a question because it starts with a question word.





can I have a cookie

Speech2U



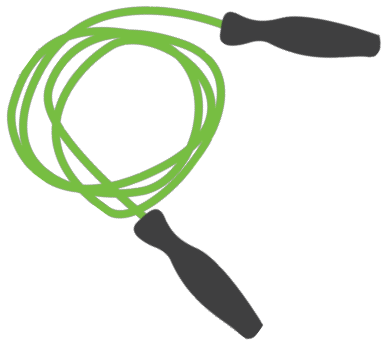
can you get me a new car

Speech2U



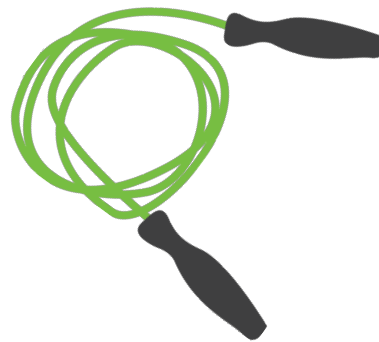
can I help you

Speech2U



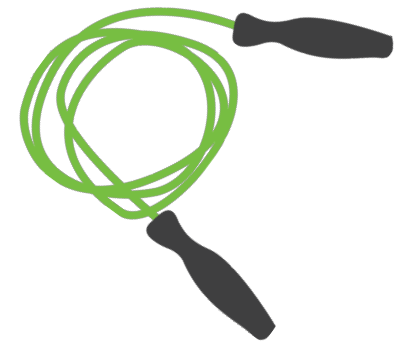
do you have a cookie

Speech2U



do you want a new car

Speech2U



do you need help

Speech2U



will you eat the cookie

Speech2U



will you want a new car

Speech2U



will you need some help

Speech2U



I can have a cookie

Speech2U



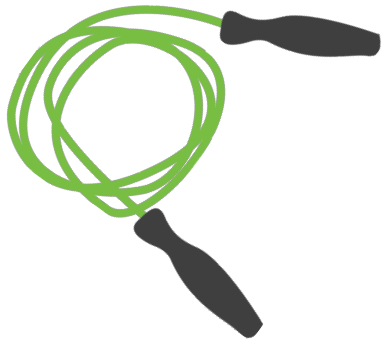
you can get me a new car

Speech2U



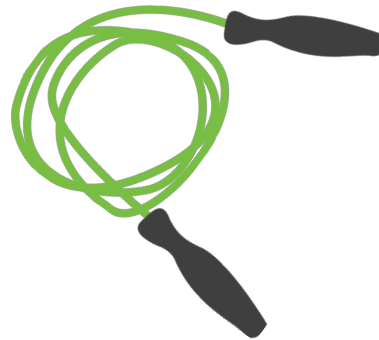
I can help you

Speech2U



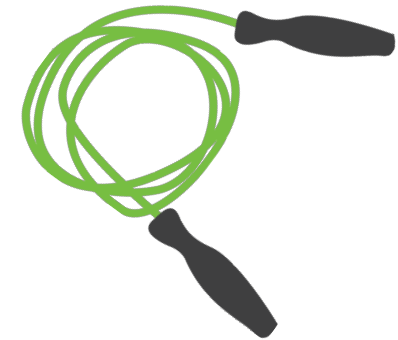
you do have some cookies

Speech2U



you do want a new car

Speech2U



you do need my help

Speech2U



you will eat this cookie

Speech2U



you will want a new car

Speech2U



you will need some help

Speech2U



Is that a cookie

Speech2U



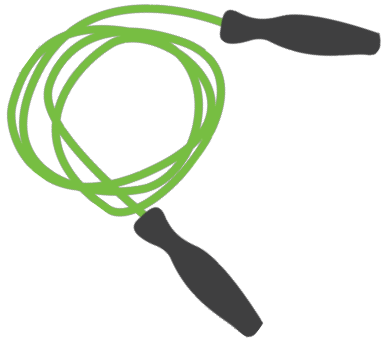
is your new car fast

Speech2U



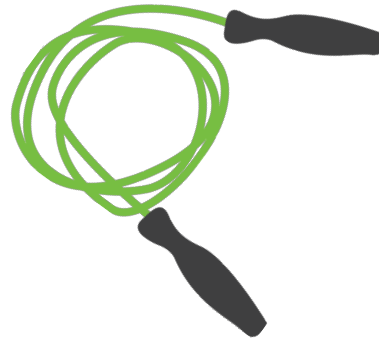
Is that enough help

Speech2U



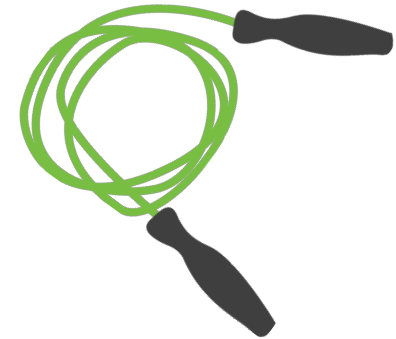
are they eating cookies

Speech2U



are you enjoying your new car

Speech2U



are they asking for more help

Speech2U



was that cookie delicious

Speech2U



was your car new when you bought it

Speech2U



was that boy helpful

Speech2U



that is a cookie

Speech2U



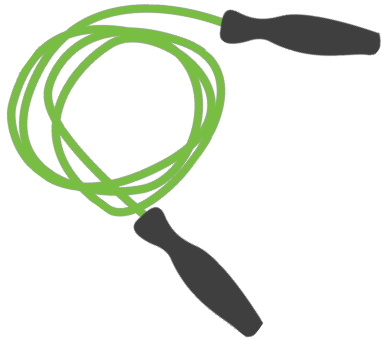
your new car is fast

Speech2U



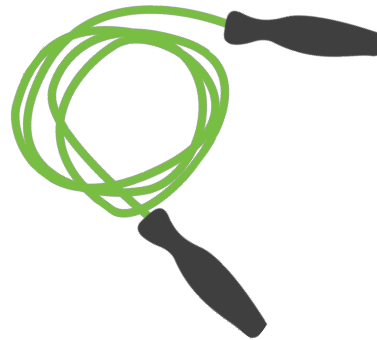
that is enough help

Speech2U



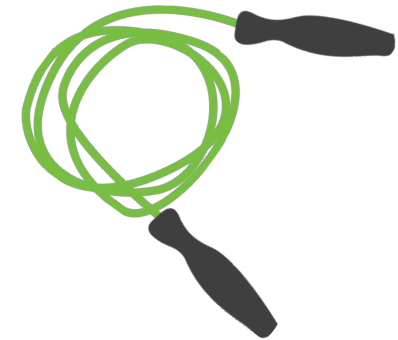
they are eating cookies

Speech2U



you are liking your new car

Speech2U



they are asking for more help

Speech2U



that cookie was delicious

Speech2U



that car was new when you bought it

Speech2U



you will need some help

Speech2U





were the cookies delicious

Speech2U



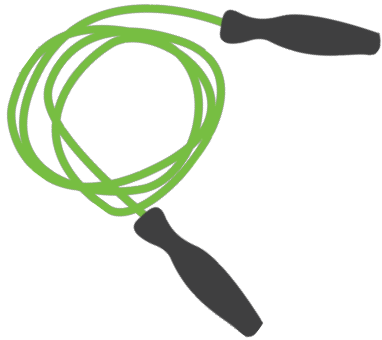
were your parents buying a  
new car

Speech2U



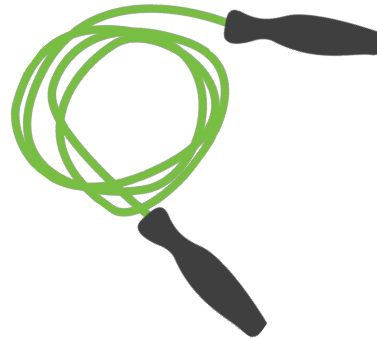
were the teachers helping kids  
to skate

Speech2U



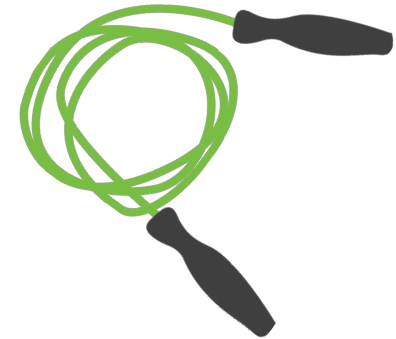
did he eat the cookie

Speech2U



did you buy a new car

Speech2U



did I help him

Speech2U



does that cookie taste funny

Speech2U



does your new car have  
airbags

Speech2U



does the boy help you cut the  
grass

Speech2U



the cookies were delicious

Speech2U



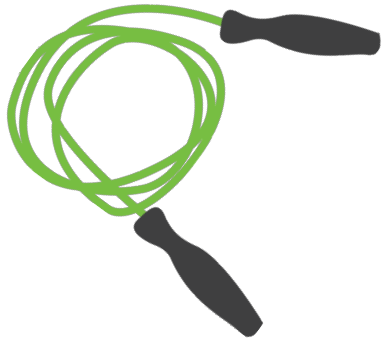
your parents were buying a  
new car

Speech2U



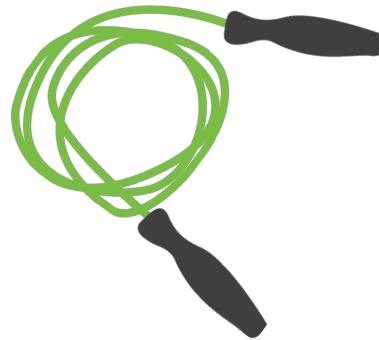
the teachers were helping the  
kids skate

Speech2U



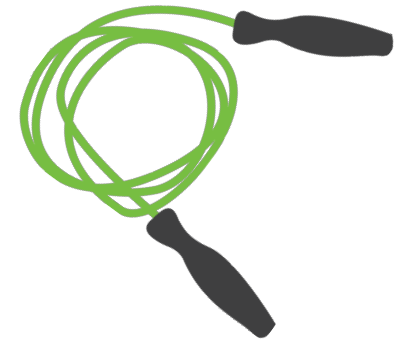
he did eat the cookie

Speech2U



you did buy a new car

Speech2U



I did help him

Speech2U



that cookie does taste funny

Speech2U



my new car does have airbags

Speech2U



The boy does help me cut the  
grass.

Speech2U



# A STATEMENT

tells the reader or listener some information.

I like fruit

*Tells you that I like fruit  
(statement)*

He is walking

*Tells you a man or boy is walking.  
(statement)*

My favorite movie is Avengers Age of Ultron.

*Tells you about my favorite movie  
(statement)*

Can I go to the movie?

*Asks permission.  
(NOT a statement)*

# A STATEMENT

doesn't require an answer.

I like hamburgers.

*Tells you that I like hamburgers.  
(statement)*

He is running fast.

*Tells you a man or boy is running  
quickly.  
(statement)*

I love Harry Potter.

*Tells you my opinion.  
(statement)*

Do you like spaghetti?

*Asks your opinion.  
(NOT a statement)*

# A STATEMENT

has a subject, verb and contains a complete thought.

Subject  
The prince slays the dragon.

Verb  
Contains a complete thought. You know what happened (who did what).

Subject  
When I leave.

Verb  
When I leave what? Not a complete thought.

# A STATEMENT

starts with a capital letter and ends with a period.

She likes to watch football.



*capital letter*



*period*

Mom went to buy groceries.



*capital letter*



*period*

# A QUESTION

asks the reader or listener something.

What time do we need to go?

*Asks for information about travel.*

*(question)*

Can I go to the movie tomorrow?

*Asks for permission.*

*(question)*

Do you like to eat chicken?

*Asks you about your preferences.*

*(question)*

I am walking to the store.

*Tells you where I am going.*

*(NOT a question.)*



# A QUESTION

needs to be answered.

Do you like corn?

*You need to answer yes or no.  
(question)*

What time does school start?

*You need to tell me a time word.  
(question)*

Will you be going on the field trip  
next week?

*You need to answer yes or no.  
(question)*

My favorite color is red.

*You don't need to say anything.  
(NOT a question.)*

# A QUESTION

starts with a question word.

question word  
Can you buy it for me?

question word  
What are we eating for dinner?

More question words

who, what, where, when, why, how, do,  
did, does, can, may, is, are, was, were,  
will

# A QUESTION

starts with a capital letter and ends with a question mark.

Are you going to the game?



*capital letter*



*question mark*

Did you mow the lawn?



*capital letter*



*question mark*

# STATEMENT:

A statement is a sentence that tells you something.

- In writing, it starts with a capital letter and ends with a period.
- It tells the reader or listener something.
- A statement sentence has to have a subject, verb and tell a complete thought.

# QUESTION:

A question asks you something.

- In writing, it starts with a capital letter and ends with a question mark.
- It asks the reader or listener something.
- You can answer a question.
- A question starts with a question word.
- Question words include: 5 w's (who, what, where, when, why), how, can, may, is, are, was, were, will, do, did, and does)

# Changing statements to Questions

## Using Can/Do/Does

Read the sentences.

Rewrite each statement as a question.



### Example

He can blow up the balloon.

*Move the question word to the beginning of the sentence*

Can he blow up the balloon?

1. I can have a cookie

---

2. You can buy me a new car.

---

3. I can help you

---

4. You do need my help.

---

5. Your mom does want a new sweatshirt

---

6. You can finish your homework before dinner.

---

7. You do want to see the new movie.

---

# Changing statements to Questions

## Using Is/Are

Read the sentences.

Rewrite each statement as a question.



### Example

The girl is sneezing.

Move the question word to the beginning of the sentence

Is the girl sneezing?

1. That is a cookie.

---

2. Your new car is fast.

---

3. They are going to the store.

---

4. She is eating a taco.

---

5. You are buying a lot of school supplies.

---

6. That is the best sandwich I've ever eaten.

---

7. You are one of my best friends.

---

# Changing statements to Questions

## Using Was/Were

Read the sentences.

Rewrite each statement as a question.



### Example

That pumpkin was the biggest.

Move the question word to the beginning of the sentence

Was that pumpkin the biggest?

1. That cookie was delicious.

---

2. The car was clean when you borrowed it.

---

3. The monkey was climbing the tree

---

4. The students were taking the test in the library.

---

5. They were watching the football game.

---

6. Mrs. Jackson was my kindergarten teacher.

---

7. The Avengers were tired of fighting bad guys.

---

# Changing statements to Questions

## Using Did/Will

Read the sentences.  
Rewrite each statement as a question.



### Example

She will drink her juice.

Move the question word to the beginning of the sentence

Will she drink her juice?

1. He did eat the cookie.

---

2. You will buy a new car next year.

---

3. The Bloomington soccer team did win the championship.

---

4. The students will take the tests next week.

---

5. Mom and Dad did buy me a new X-box game.

---

6. My teacher will find a new test to give.

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7. The mermaid did swim to Atlantis.

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