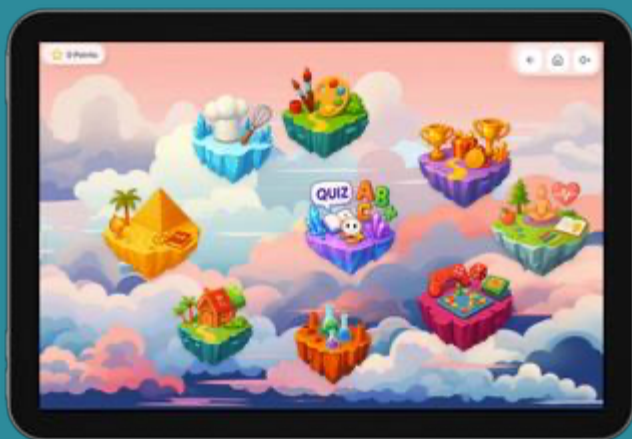




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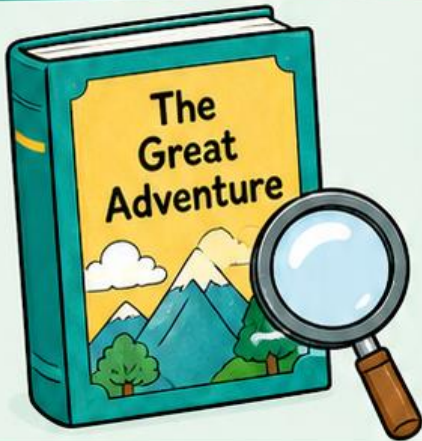


Asking Questions Comprehension - Year 2

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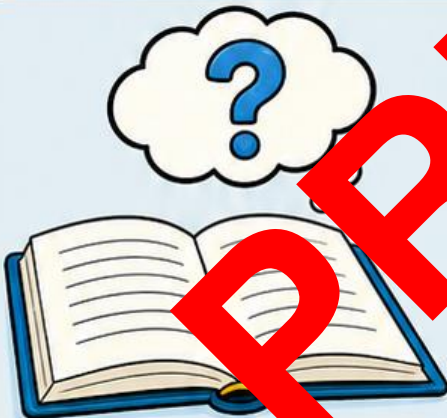


ASK QUESTIONS BEFORE, DURING & AFTER READING



BEFORE

Look at the title and pictures.
What might this text be about?
What am I wondering?



DURING

Pause and think.
What is happening? Why?
What might happen next?
Was my question answered?



AFTER

Look back and explain.
What is the main idea?
How did a character change?
What am I still wondering?

★ Good readers ask, check and answer questions. ★

QUESTION DETECTIVE BOOKMARKS

QUESTION DETECTIVE

BEFORE

Notice clues.
Ask and predict.

DURING

Pause.
Ask why, how
and what next.

AFTER

Answer with
evidence.
Share a new
wonder.

Question • Check • Explain

QUESTION DETECTIVE

BEFORE

Notice clues.
Ask and predict.

DURING

Pause.
Ask why, how
and what next.

AFTER

Answer with
evidence.
Share a new
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Question • Check • Explain

QUESTION DETECTIVE

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Pause.
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Answer with
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wonder.

Question • Check • Explain

QUESTION DETECTIVE

BEFORE

Notice clues.
Ask and predict.

DURING

Pause.
Ask why, how
and what next.

AFTER

Answer with
evidence.
Share a new
wonder.

Question • Check • Explain

ROLL & RESPOND

Roll a die. Answer the matching prompt about your text. Explain your thinking to a partner.



1

Ask a before-reading question.

2

Ask what might happen next.

3

Ask why a character acted that way.

4

Ask about the main idea.

5

Ask how a character changed.

6

Ask a question you still have.



Bonus: Use a clue from the text in your response.

QUESTION DETECTIVE CARDS

1

BEFORE

What clues can you find in the title and picture?



2

BEFORE

What do you predict? Explain your clue.



3

DURING

What is one question in your mind right now?



4

DURING

What might happen next? Why?



5

AFTER

Which question did the text answer?



6

AFTER

What is the main idea? Use evidence.



QUESTION DETECTIVE CARDS

7 THIN



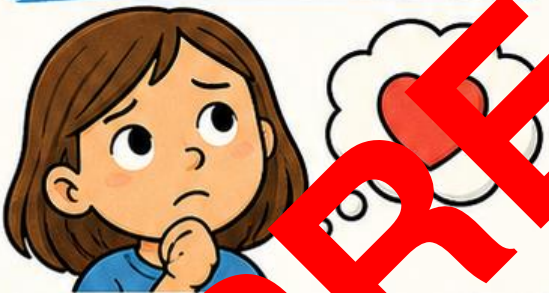
Ask a who, what, when or where question.

8 THICK



Ask a why or how question.

9 CHARACTER



How did a character feel?
What is your clue?

10 WORDS



Which word needs more thinking? What might it mean?

11 CONNECTION



What does this text remind you of?

12 WONDER



What are you still wondering after reading?



CLUE COLLECTOR

Name: _____

Date: _____

On Monday morning, Eli found a tiny muddy boot beside the classroom window. A trail of silver drops led towards the garden.



1 NOTICE THE CLUES

Write two clues from the story starter.



- 1 _____
- 2 _____

2 ASK BEFORE READING ON

Write two questions the clues make you wonder.



- 1 _____
- 2 _____

3 PREDICT

I predict _____
because the clue _____
makes me think _____.



Use the title, words and details as clues.





CLUE COLLECTOR

ANSWERS

Date: _____

On Monday morning, Eli found a tiny muddy boot beside the classroom window. A trail of silver drops led towards the garden.



1 NOTICE THE CLUES

Write two clues from the story starter.



- 1 a tiny muddy boot
- 2 silver drops lead to the garden

2 ASK BEFORE READING ON

Write two questions the clues make you wonder.



- 1 Who left the boot?
- 2 What made the silver drops?

3 PREDICT

I predict Eli will follow the trail
because the clue silver drops lead towards the garden
makes me think he will find something unusual.



Use the title, words and details as clues.



MY QUESTION LOG — BEFORE & DURING

Name: _____

Date: _____

Text: _____



BEFORE READING

My question	My clue	My prediction



DURING READING

My new question	What changed?	Answered or still open?



Pause when a clue changes your thinking.

MY QUESTION LOG — AFTER

Name: _____

Date: _____

Text: _____

1. ANSWER WITH EVIDENCE



My question:

My answer:

Text clue:

2. LOOK BACK

How did one question change what you read?



3. NEW WONDER

What are you still wondering?



SELF-CHECK

☐ I asked

☐ I checked

☐ I used evidence

☐ I explained



THIN OR THICK?



Name: _____

Date: _____

Directions: Write **THIN** if the question has a short factual answer.
Write **THICK** if it needs ideas, evidence and explanation.

- _____ 1. Where did the children meet?
- _____ 2. Why did the character hide the note?
- _____ 3. What colour was the cat?
- _____ 4. How might the ending change if the key were lost?
- _____ 5. Who carried the basket?
- _____ 6. Which clues show that the garden is unusual?
- _____ 7. When did the storm begin?
- _____ 8. Why do you think the character returned?



Turn one thin question into a thick question.



THIN OR THICK?



ANSWERS _____

Date: _____

Directions: Write **THIN** if the question has a short factual answer.
Write **THICK** if it needs ideas, evidence and explanation.

THIN

1. Where did the children meet?

THICK

2. Why did the character hide the note?

THIN

3. What colour was the cat?

THICK

4. How might the ending change if the key were lost?

THIN

5. Who carried the basket?

THICK

6. Which clues show that the garden is unusual?

THIN

7. When did the storm begin?

THICK

8. Why do you think the character returned?



Turn one thin question into a thick question.

Why do you think the children met there?

QUESTION & EVIDENCE – THE GARDEN BELL

Name: _____

Date: _____



THE GARDEN BELL

Mina heard a soft ding from the school garden. No one was near the old brass bell. She stepped closer and noticed a blue ribbon tied around its handle. The ribbon matched the one on Leo's missing kite. Mina followed a string of blue fibres to the tall sunflowers. Behind them, the kite was caught on a snow branch. Leo smiled when Mina carried it back. "The wind rang the bell for us," he said.



1. Who heard the bell?



2. What clue helped Mina find the kite?



3. Why did the bell ring?





QUESTION & EVIDENCE — THINK DEEPLY



Name: _____

Date: _____

Use the passage *The Garden Bell*.

4.

How do you think Mina felt when she found the kite? Use one clue.



5.

Which two details show how Mina solved the mystery?



6.

Write one thin question about the passage.



7.

Write one thick question about the passage.



8.

What is one question you still have?





Answer

+



evidence

+



explanation.

QUESTION & EVIDENCE – THE GARDEN BELL

ANSWERS _____

Date: _____



THE GARDEN BELL

Mina heard a soft ding from the school garden. No one was near the old brass bell. She stepped closer and noticed a blue ribbon tied around its handle. The ribbon matched the one on Leo's missing kite. Mina followed a string of blue fibres to the tall sunflowers. Behind them, the kite was caught on a snow branch. Leo smiled when Mina carried it back. "The wind rang the bell for us," he said.



1. Who heard the bell?

Mina.



2. What clue helped Mina find the kite?

The blue ribbon and blue fibres.



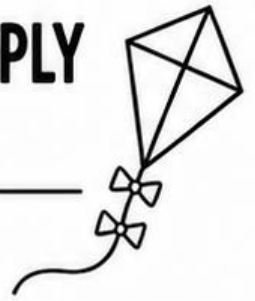
3. Why did the bell ring?

The wind moved the kite or ribbon and rang the bell.





QUESTION & EVIDENCE — THINK DEEPLY



ANSWERS _____

Date: _____

Use the passage *The Garden Bell*.

- 4.** How do you think Mina felt when she found the kite? Use one clue. 

Mina may have felt pleased because she solved the mystery and helped Leo.

- 5.** Which two details show how Mina solved the mystery? 

She noticed the matching blue ribbon, then followed the blue fibres.

- 6.** Write one thin question about the passage. 

Example: Where was the kite?

- 7.** Write one thick question about the passage. 

Example: Why was Mina able to solve the mystery?

- 8.** What is one question you still have? 

Answers will vary.



Answer

+



evidence

+



explanation.

ASKING & ANSWERING QUESTIONS

Name: _____ Date: _____ Text: _____

BEFORE

My question: _____

My clue: _____

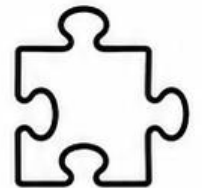


DURING

My question: _____

Answered? YES or NOT YET

New clue: _____



AFTER

My question: _____

My answer with evidence: _____

A new wonder: _____



A question can be answered, changed or left open.

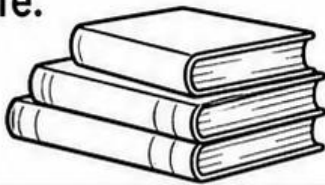
QUESTION DETECTIVE ASSESSMENT — PART 1

Name: _____

Date: _____

THE NIGHT-LIGHT NEST

Arlo was packing his library books when he saw a pale green glow outside. In the fork of the old gum tree sat a small nest. Three smooth eggs shimmered like tiny lamps. Arlo wanted to call everyone, but he noticed a parent bird watching from a higher branch. He stepped back and whispered to his teacher. Together they placed a quiet-zone sign near the tree. The next morning, the glow had faded, but the nest was safe.



1. Before reading on, what question could the title make you ask?

2. What did Arlo see in the gum tree?

3. Why did Arlo step back instead of calling everyone?

4. Which detail shows that Arlo was careful?

QUESTION DETECTIVE ASSESSMENT – PART 2

Name: _____

Date: _____

Use *The Night-Light Nest*.



Write one thin question and answer it.



Write one thick question and answer it with evidence.



How did Arlo's actions help the nest?



What is the main idea of the passage?



What is one question you still have after reading?

SELF-CHECK

☐

I asked a useful question

☐

I answered with evidence

☐

I explained my thinking

QUESTION DETECTIVE ASSESSMENT — PART 1

ANSWERS _____

Date: _____

THE NIGHT-LIGHT NEST

Arlo was packing his library books when he saw a pale green glow outside. In the fork of the old gum tree sat a small nest. Three smooth eggs shimmered like tiny lamps. Arlo wanted to call everyone, but he noticed a parent bird watching from a higher branch. He stepped back and whispered to his teacher. Together they placed a quiet-zone sign near the tree. The next morning, the glow had faded, but the nest was safe.



1. Before reading on, what question could the title make you ask?

Example: Why does the nest have a night-light?

2. What did Arlo see in the gum tree?

A small nest with three glowing eggs.

3. Why did Arlo step back instead of calling everyone?

He noticed the parent bird and did not want to disturb it.

4. Which detail shows that Arlo was careful?

He stepped back, whispered and helped make a quiet zone.

QUESTION DETECTIVE ASSESSMENT – PART 2

ANSWERS _____

Date: _____

Use *The Night-Light Nest*.



Write one thin question and answer it.

Where was the nest? In the old gum tree. _____



Write one thick question and answer it with evidence.

Why was a quiet zone important? It kept people away so the birds were not disturbed. _____



How did Arlo's actions help the nest?

They kept the area calm and protected the nest. _____



What is the main idea of the passage?

Useful choices can protect wildlife. _____



What is one question you still have after reading?

Answers will vary. _____

SELF-CHECK

☐

I asked a useful question

☐

I answered with evidence

☐

I explained my thinking



ASKING QUESTIONS COMPREHENSION RUBRIC



Student: _____

Date: _____

Text: _____

CRITERIA	BEGINNING	DEVELOPING	SECURE	EXTENDING
Questions before reading	Needs support or gives an unclear response.	Gives a relevant question or answer with some support.	Independently asks useful questions and uses relevant evidence.	Asks purposeful, varied questions and explains precise evidence thoughtfully.
Questions during reading	Needs support or gives an unclear response.	Gives a relevant question or answer with some support.	Independently asks useful questions and uses relevant evidence.	Asks purposeful, varied questions and explains precise evidence thoughtfully.
Questions after reading	Needs support or gives an unclear response.	Gives a relevant question or answer with some support.	Independently asks useful questions and uses relevant evidence.	Asks purposeful, varied questions and explains precise evidence thoughtfully.
Answers with text evidence	Needs support or gives an unclear response.	Gives a relevant question or answer with some support.	Independently asks useful questions and uses relevant evidence.	Asks purposeful, varied questions and explains precise evidence thoughtfully.
Explains thinking	Needs support or gives an unclear response.	Gives a relevant question or answer with some support.	Independently asks useful questions and uses relevant evidence.	Asks purposeful, varied questions and explains precise evidence thoughtfully.

Teacher feedback:

Next step:

Asking Questions Comprehension Year 2



Asking Questions Quiz Year 2

