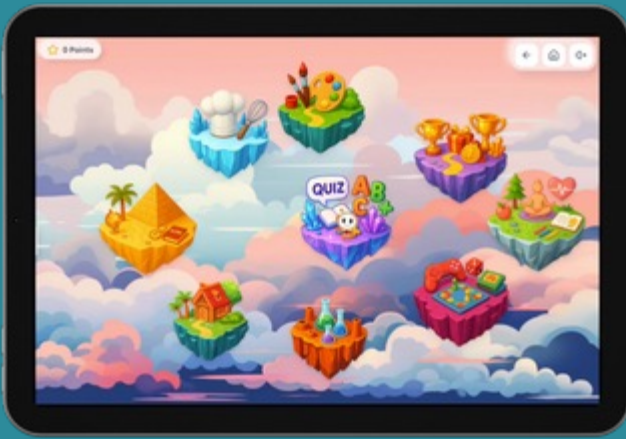


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Comprehension - Questioning - Year 2

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QUESTION DETECTIVES



BEFORE READING

Notice the title, cover and pictures.

.....
Ask: What might this be about?



DURING READING

Pause, wonder and check.

.....
Ask: What is happening?
Why did that happen?



AFTER READING

Answer, reflect and ask again.

.....
Ask: What did I learn?
What question is still open?

WHO • WHAT • WHERE • WHEN • WHY • HOW

SIX POWERFUL QUESTION WORDS

WHO?



Ask about a person or character.

WHAT?



Ask about an object, an idea or a detail.

WHERE?



Ask about a place.

WHEN?



Ask about a time or order.

WHY?



Ask for a reason.

HOW?



Ask about the way something happened.

ASK BEFORE, DURING AND AFTER

BEFORE



I notice...



I predict...



I wonder...



DURING



I am confused about...



I think...



Why did...?



AFTER



I learned...



The answer was...



I still wonder...



QUESTION WORDS



WHO?

WHAT?

WHERE?

WHEN?

WHY?

HOW?



GUESS MY PICTURE



YOU NEED



One picture card
per player



One headband or peg



Question-word cards



HOW TO PLAY

1. Choose a picture card without looking. Attach it above your forehead.
2. Take turns asking one question. The answer must be yes, no or sometimes.
3. Use who, what, where, when, why and how to gather clues.
4. Make a guess when you are ready.
5. The first player to identify their picture wins.

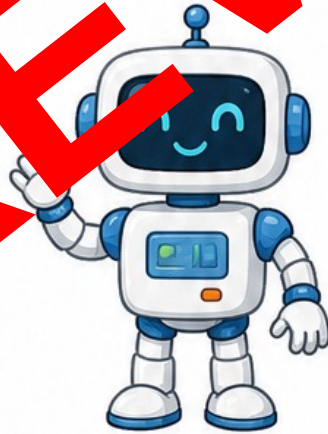
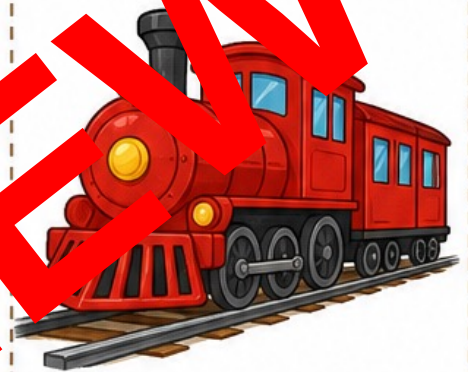
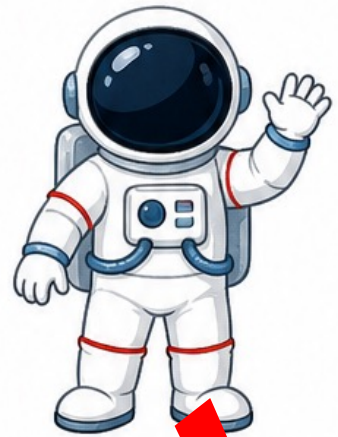


CHALLENGE

Ask three questions before making a guess.



GUESS MY PICTURE CARDS



QUESTION QUEST

Roll. Move. Ask. Answer.



QUESTION QUEST CARDS



1. Who is the main character?



2. What is the problem?



3. Where does the story happen?



4. When does the story begin?



5. Why did the character act that way?



6. How was the problem solved?



7. What happened first?



8. What happened next?



9. What happened at the end?



10. Which detail surprised you?



11. What is the main idea?



12. Which clue helped you?



13. What do you predict?



14. What do you still wonder?



15. What was your favourite part?



16. How did the character feel?



17. Which fact did you learn?



18. Ask your own question.



QUESTIONING EXIT TICKETS



Name: _____



MY BEST QUESTION



Today I asked... _____

This question helped me...

☐

understand

☐

check

☐

wonder more



MY BEST QUESTION



Today I asked... _____

This question helped me...

☐

understand

☐

check

☐

wonder more



MY BEST QUESTION



Today I asked... _____

This question helped me...

☐

understand

☐

check

☐

wonder more



MY BEST QUESTION



Today I asked... _____

This question helped me...

☐

understand

☐

check

☐

wonder more

QUESTION TRACKER - SUPPORT

Name: _____



Use the prompts to ask a question at each stage. Write where you might find the answer.



BEFORE READING

What do you notice? _____

What do you predict? _____

My question: _____

Where I might find the answer: _____



DURING READING

What has happened? _____

What are you wondering? _____

My question: _____

Where I might find the answer: _____



AFTER READING

What did you learn? _____

What is still unanswered? _____

My question: _____

Where I might find the answer: _____



MY QUESTION TRACKER



Name: _____

Book title: _____

?

BEFORE READING

My question:

What I found:

?

DURING READING

My question:

What I found:

?

AFTER READING

My question:

What I found:

PREVIEW

THIN OR THICK QUESTIONS?

Name: _____

THIN

The answer is right there.



THICK

Use text clues and your thinking.



Circle **THIN** or **THICK**. Underline the question word.

1. <u>Where</u> did the story take place?	☐ THIN	☐ THICK
2. <u>Why</u> do you think the fox hid?	☐ THIN	☐ THICK
3. <u>What</u> colour was the boat?	☐ THIN	☐ THICK
4. <u>How</u> might the ending change if the storm continued?	☐ THIN	☐ THICK
5. <u>Who</u> carried the basket?	☐ THIN	☐ THICK
6. <u>Why</u> was the character proud?	☐ THIN	☐ THICK
7. <u>When</u> did they arrive?	☐ THIN	☐ THICK
8. <u>What</u> lesson can we learn?	☐ THIN	☐ THICK

One thick question I could ask:

THIN OR THICK QUESTIONS?

Name: ANSWERS

THIN

The answer is right there.



THICK

Use text clues and your thinking.



Circle **THIN** or **THICK**. Underline the question word.

1. <u>Where</u> did the story take place?	☒ THIN	☐ THICK
2. <u>Why</u> do you think the fox hid?	☒ THIN	☐ THICK
3. <u>What</u> colour was the boat?	☒ THIN	☐ THICK
4. <u>How</u> might the ending change if the storm continued?	☐ THIN	☒ THICK
5. <u>Who</u> carried the basket?	☒ THIN	☐ THICK
6. <u>Why</u> was the character proud?	☐ THIN	☒ THICK
7. <u>When</u> did they arrive?	☒ THIN	☐ THICK
8. <u>What</u> lesson can we learn?	☐ THIN	☒ THICK

One thick question I could ask:

Why did the character choose to help?

FICTION: THE MISSING MAP

Name: _____

Before reading, what do you wonder?

Mia found a folded map inside a library book. A red X marked the old fig tree behind the school. At lunch, she showed it to her friend Leo.

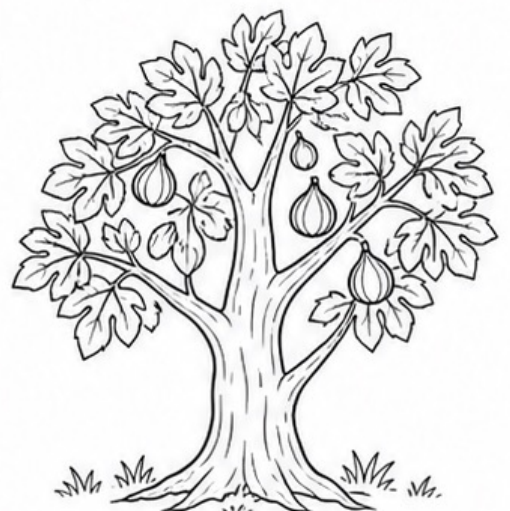
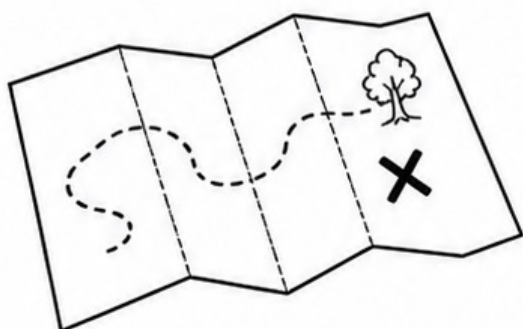
"It could lead to treasure," Leo whispered.

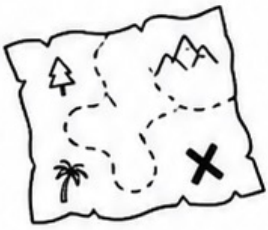
They followed the path, counting ten steps from the gate and turning beside the garden shed. The ground under the fig tree was soft. Mia dug carefully with a small trowel. She uncovered a tin box, but it held no gold. Inside were photographs of the school from long ago and a note: Plant a tree as a memory for the next finder.

Mia and Leo smiled. They drew a picture of their class planting herbs and placed it in the box. Then they returned the box to its hiding place.

"This is better than treasure," Mia said.

"It is a story that keeps growing."





THE MISSING MAP - QUESTIONS



Name: _____

Answer in complete sentences. Underline a clue in the passage when needed.

1. Where did Mia find the map?

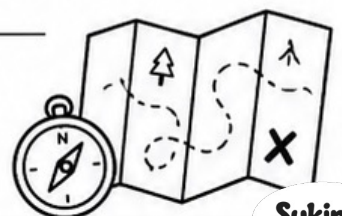
2. What did the red X mark?

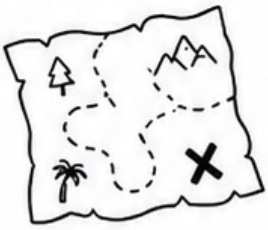
3. Who went with Mia?

4. What was inside the tin box?

5. Why did Mia say it was better than treasure? Use a clue and your thinking.

6. Write one thick question about the story.





THE MISSING MAP - QUESTIONS



Name: ANSWERS

Answer in complete sentences. Underline a clue in the passage when needed.

1. Where did Mia find the map?

1. Mia found the map inside a library book.

2. What did the red X mark?

2. The red X marked the old fig tree behind the school.

3. Who went with Mia?

3. Leo went with Mia.

4. What was inside the tin box?

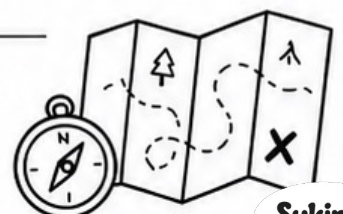
4. The box held old school photographs and a note.

5. Why did Mia say it was better than treasure? Use a clue and your thinking.

5. It held shared memories and invited future children to add their own.

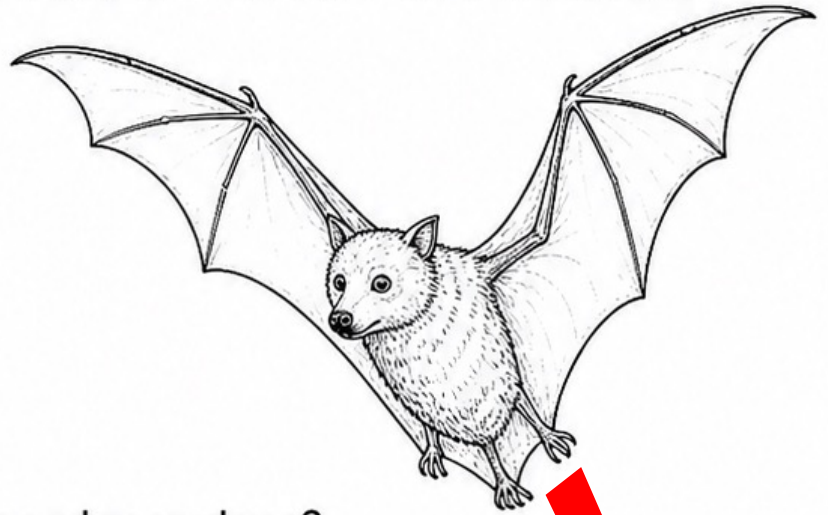
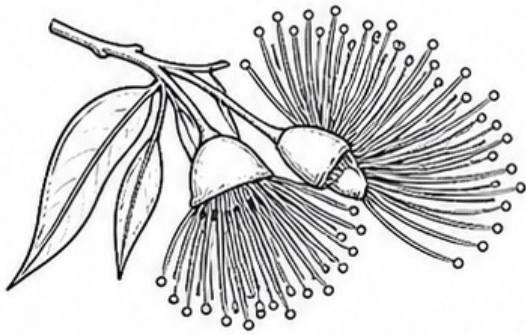
6. Write one thick question about the story.

6. Sample: Why did Mia and Leo put the box back?



NON-FICTION: FLYING FOXES - NIGHT GARDENERS

Name: _____



What do you predict a night gardener does?

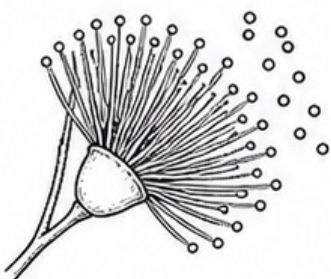
Flying foxes are large bats that live in many parts of Australia. They rest in trees during the day and fly out to feed at night.

Most flying foxes eat nectar, pollen and some fruit. When they visit a flower, pollen sticks to their fur. As they move to another flower, they carry the pollen with them. This helps plants make seeds.

Flying foxes also swallow fruit and later drop the seeds in new places. Some seeds land far from the parent tree, where they have more space and light to grow.

Because they move pollen and seeds, flying foxes help forests stay healthy. They are sometimes called night gardeners. Loud sounds, extreme heat and loss of habitat can make life difficult for them. Protecting flowering trees gives flying foxes food and safe places to rest.

POLLEN



SEEDS

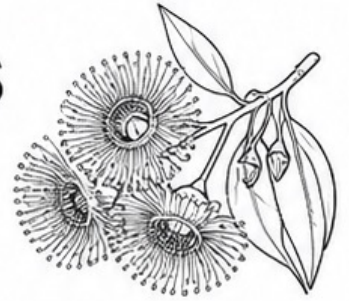


NEW PLANTS





FLYING FOXES - QUESTIONS



Name: _____

Answer in complete sentences. Underline a clue in the passage when needed.



1. When do flying foxes feed?



2. What foods do flying foxes eat?



3. How does pollen move from flower to flower?



4. Why can a seed grow away from its parent tree?

5. Why are flying foxes called night gardeners? Use clues from the text.

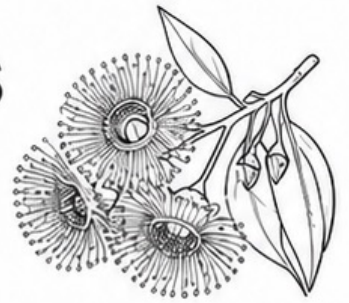




6. Write one question you still have about flying foxes.



FLYING FOXES - QUESTIONS



Name: ANSWERS

Answer in complete sentences. Underline a clue in the passage when needed.



1. When do flying foxes feed?

1. Flying foxes feed at night.



2. What foods do flying foxes eat?

2. They eat nectar, pollen and soft fruit.



3. How does pollen move from flower to flower?

3. Pollen sticks to their mouth and is carried to another flower.



4. Why can a seed grow well away from its parent tree?

4. It can have more space and light to grow.



5. Why are flying foxes called night gardeners? Use clues from the text.

5. They move pollen and seeds, helping forests grow.



6. Write one question you still have about flying foxes.

6. Sample: Where do flying foxes sleep during the day?



Name: _____

CLUE CATCHERS

Read each clue. Tick the answer type. Then answer the question.

1. The bus arrived at eight o'clock. Jai climbed aboard.

When did the bus arrive?

RIGHT THERE ☐

THINK AND SEARCH ☐

Answer: _____



2. Lina zipped her coat and pulled up her hood. Drops tapped the window.

What was the weather likely to be?

RIGHT THERE ☐

THINK AND SEARCH ☐

Answer: _____



3. The puppy sat beside its empty bowl and whined.

Why did the puppy whine?

RIGHT THERE ☐

THINK AND SEARCH ☐

Answer: _____



4. Ava put the ice block in the sun. Soon a puddle formed.

What happened to the ice block?

RIGHT THERE ☐

THINK AND SEARCH ☐

Answer: _____



5. Noah checked the sky, packed a torch and rolled out a sleeping bag.

What might Noah be preparing for?

RIGHT THERE ☐

THINK AND SEARCH ☐

Answer: _____



Name: ANSWERS

CLUE CATCHERS

Read each clue. Tick the answer type. Then answer the question.

1. The bus arrived at eight o'clock. Jai climbed aboard.

When did the bus arrive?

RIGHT THERE ☒

THINK AND SEARCH ☐

Answer: The bus arrived at eight o'clock.



2. Lina zipped her coat and pulled up her hood. Drops tapped the window.

What was the weather likely to be?

RIGHT THERE ☐

THINK AND SEARCH ☒

Answer: It was likely raining.



3. The puppy sat beside its empty bowl and whined.

Why did the puppy whine?

RIGHT THERE ☐

THINK AND SEARCH ☒

Answer: The puppy was hungry.



4. Ava put the ice block in the sun. Soon a puddle formed.

What happened to the ice block?

RIGHT THERE ☐

THINK AND SEARCH ☒

Answer: The ice block melted.



5. Noah checked the sky, packed a torch and rolled out a sleeping bag.

What might Noah be preparing for?

RIGHT THERE ☐

THINK AND SEARCH ☒

Answer: Noah might be preparing to camp.



ASSESSMENT: THE SURPRISE GARDEN

Name: _____

Read the story carefully. Answer the questions on the next page.

On Monday, Ms Tran's class found a tray of tiny pots outside the classroom. A note said: Plant us and watch closely.

The children filled each pot with soil. Arlo planted the round seeds; Sienna planted the flat ones. They placed the tray near the sunny window and watered it lightly.

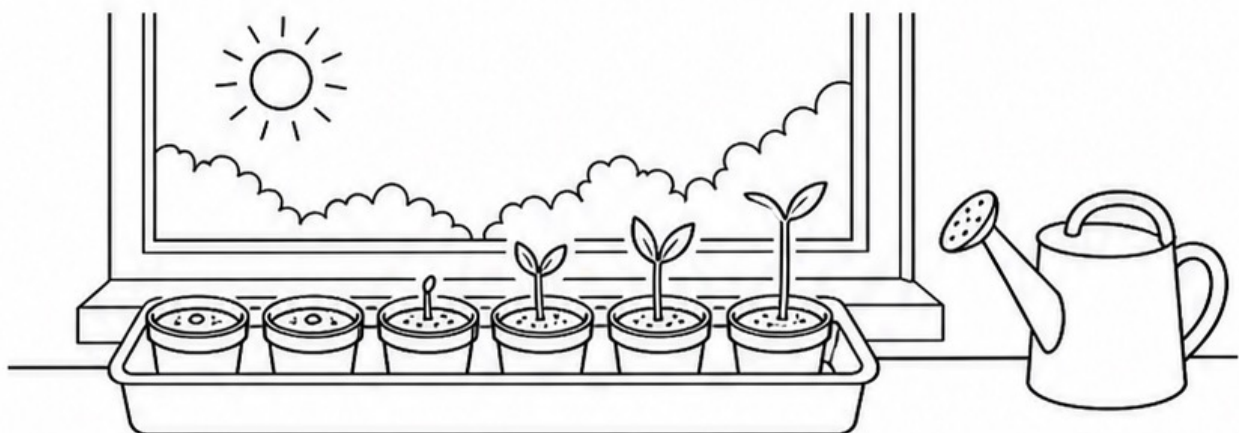
By Wednesday, only Sienna's pots had green shoots. Arlo frowned. "Mine must be broken," he said.

Sienna touched the soil. "Your feet are dry. Maybe the water missed this side."

Arlo watered his pots and moved them closer to the light. Two days later, pale shoots pushed through the soil.

The class measured the plants each morning. Some grew tall and thin. Others stayed short with wide leaves. At the end of the week, Ms Tran revealed the surprise: the seeds would become herbs for the school garden.

Arlo wrote one final question in his journal: Which herb will smell strongest?



ASSESSMENT: THE SURPRISE GARDEN - QUESTIONS



Name: _____



Answer in complete sentences. Use text clues when needed.

1. On what day did the class find the pots?

2. What type of seeds did Arlo plant?

3. Why did Arlo think his seeds were broken?

4. Which clue helped Sienna work out what might be wrong?

5. What two changes did Arlo make?

6. What would the seeds become?

7. Is Arlo's final question thin or thick? Explain.

8. Write a new question that could help the class learn more.

PREVIEW

ASSESSMENT: THE SURPRISE GARDEN - QUESTIONS



Name: ANSWERS



Answer in complete sentences. Use text clues when needed.

1. On what day did the class find the pots?

1. The class found the pots on Monday.

2. What type of seeds did Arlo plant?

2. Arlo planted the round seeds.

3. Why did Arlo think his seeds were broken?

3. His pots had no green shoots, but Sienna's did.

4. Which clue helped Sienna work out what might be wrong?

4. The soil in Arlo's pots felt dry.

5. What two changes did Arlo make?

5. He watered the pots and moved them closer to the light.

6. What would the seeds become?

6. The seeds would become herbs for the school garden.

7. Is Arlo's final question thin or thick? Explain.

7. It is thick because the answer is not stated; the class must observe or research.

8. Write a new question that could help the class learn more.

8. Sample: How much water helps each herb grow best?



Comprehension - Questioning Year 2 Unit Rubric



Name: _____

Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
 Questions across reading	Asks a question with help.	Asks at one stage.	Asks before, during and after.	Chooses useful questions independently.	Adapts questions to deepen meaning.
 Question words	Uses one prompt with help.	Uses some question words.	Uses who, what, where, when, why and how.	Varies question words to suit the text.	Crafts precise thin and thick questions.
 Stated answers	Needs help to find an answer.	Finds a simple stated detail.	States relevant stated answers.	Selects and explains strong text clues.	Compares details to justify an answer.
 Inferred answers	Makes a guess without a clue.	Names a clue with help.	Combines a text clue with own thinking.	Explains a sensible inference clearly.	Uses several clues to support an inference.
 Written responses	Gives a word or fragment.	Gives a partly complete response.	Answers in a clear sentence.	Answers and refers to a clue.	Explains, justifies and reflects.

Comprehension: Questioning

PREVIEW





Be a Question Detective

Good readers ask questions.

They wonder before, during and after reading.

Questions help us notice clues and understand ideas.



PREVIEW



Questions Make Reading Stronger

They help us:

- connect ideas
- check what makes sense
- find important information
- think beyond the words





Six Powerful Question Words

WHO • WHAT • WHEN

WHERE • WHY • HOW

Start with one of these words to build a clear question.



PREVIEW



Before Reading

Look at the title, pictures and headings.

Ask: What might this be about?

Ask: What do I already know?

Ask: What do I want to find out?



PREVIEW



Try It Before Reading

Title: The Tiny Seed's Journey

Picture: a seed beside a sprout

What could happen next?

Which question word will you use?



PREVIEW



During Reading

Pause when something changes.

Ask: What is happening now?

Ask: Why did the character do that?

Ask: Does this part make sense?



PREVIEW



Try It During Reading

Mia heard a rustle behind the shed.

She held her breath and looked around.

What question are you asking now?

Which word or clue made you wonder?





After Reading

Think about the whole text.

Ask: What was the main idea?

Ask: How did the problem change?

Ask: What do I still wonder?



PREVIEW



Try It After Reading

The tiny seed survived wind and rain.

At last, it opened into a yellow flower.

What did the seed need to grow?

How did your thinking change?





Thin Questions

The answer is stated in the text.

They often begin with who, what, when or where.

Example: Where did the koala sleep?



PREVIEW



Thick Questions

The answer needs thinking and clues.

They often begin with why or how.

Example: Why did the koala choose that tree?



PREVIEW



Thin or Thick?

THIN: What did the boy pack?

THICK: Why was the map important?

Both are useful.

Strong readers choose the type that matches their purpose.





Find It • Think It • Say It

1. FIND a clue in the words or picture.
2. THINK about what the clue means.
3. SAY your answer in a full sentence.



PREVIEW



When the Text Does Not Say

Text: Ava put on boots and opened her umbrella.

Question: What was the weather like?

Clues: boots + umbrella

Answer: It was probably raining.





Fiction Practice: The Lost Kite

The kite slipped from Omar's hand.

It sailed over the fence and caught in a gum tree.

Ask one thin question.

Ask one thick question.





Non-fiction Practice: Busy Bees

Bees carry pollen from flower to flower.

This helps many plants make fruit and seeds.

Ask one question the text answers.

Ask one question that needs more research.





Make This Question Stronger

Weak: Is the story good?

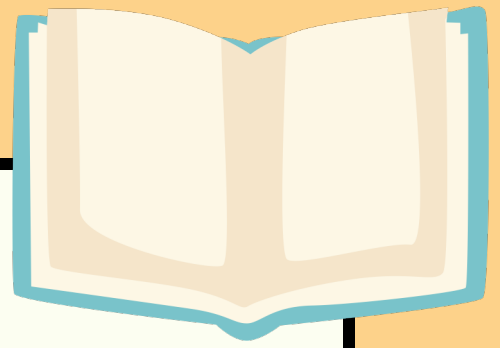
Stronger: Why did the ending surprise you?

Choose a question word.

Ask about an important idea.

Make sure another reader can answer it.





My Questioning Checklist

I ask before, during and after.

I use who, what, when, where, why or how.

I use clues when the answer is not stated.

I explain my thinking clearly.



PREVIEW



Well Done!



PREVIEW

Comprehension: Questioning Quiz

PREVIEW





Question 1

Which question word asks about a person?

- A. Why
- B. Who
- C. When
- D. How



PREVIEW



Answer 1

B. Who

Who asks about a person or people.



PREVIEW



Question 2

True or false?

Good readers only ask questions after reading.



PREVIEW



Answer 2

False.

Good readers ask questions before, during, and after reading.



PREVIEW



Question 3

A book is titled A Night at the Reef.

Write one question you could ask before reading.



PREVIEW



Answer 3

Example: What animals might be active at the time of night?

Other clear before-reading questions are also correct.



PREVIEW



Question 4

Luca packed a hat and a water bottle.
Which is a thin question?

- A. Why was Luca excited?
- B. What did Luca pack?
- C. How would you feel?
- D. What might happen next?





Answer 4

B. What did Luca pack?

The answer is stated directly in the sentence.



PREVIEW



Question 5

True or false?

Thick questions need clues and thinking.



PREVIEW



Answer 5

True.

A thick question asks the reader to connect ideas and explain an idea.



PREVIEW



Question 6

The path was muddy and Sara's shoes were wet.

What was the weather probably like?

Explain which clue helped you.





Answer 6

It had probably rained.

The muddy path and wet shoes are clues that rain had fallen.



PREVIEW



Question 7

Which question is best asked after reading?

- A. What might happen?
- B. What is happening now?
- C. What was the main idea?
- D. Who is in the story?





Answer 7

C. What was the main idea?

After reading, we think about the whole text.



PREVIEW



Question 8

True or false?

If an answer is not stated, readers should guess without using clues.



PREVIEW



Answer 8

False.

Readers use clues from the text and picture and what they already know.



PREVIEW



Question 9

Make this question stronger.

Was the story good?



PREVIEW



Answer 9

Example: Why did the ending surprise you?

A strong question uses a clear question word and asks about an important idea.



PREVIEW



Question 10

Which order helps us answer using clues

- A. Think • Find • Say
- B. Find • Think • Say
- C. Say • Think • Find
- D. Say • Find • Think





Answer 10

B. Find • Think • Say

Find a clue, think about its meaning, then say the answer clearly.



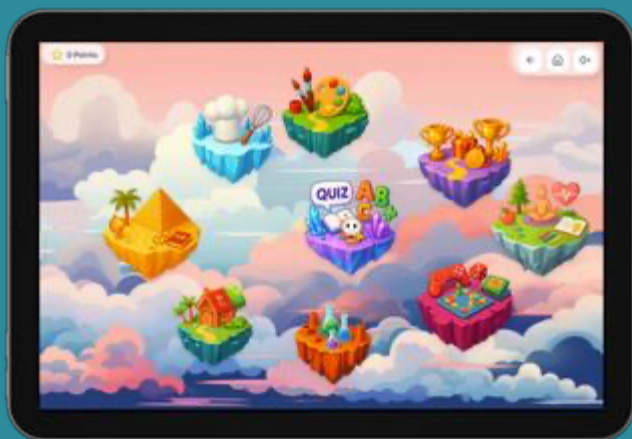
PREVIEW



Well Done!



PREVIEW



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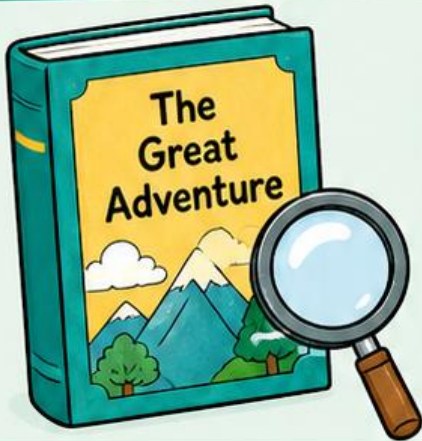


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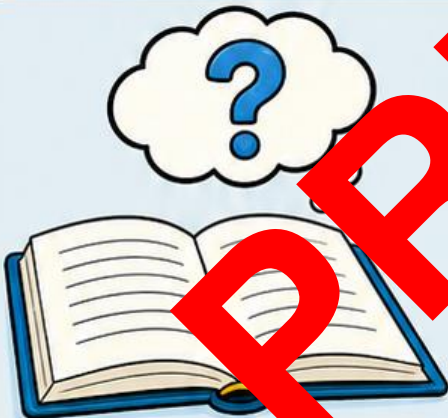


ASK QUESTIONS BEFORE, DURING & AFTER READING



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
wonder.

Question • Check • Explain

QUESTION DETECTIVE

BEFORE

Notice clues.
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Pause.
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QUESTION DETECTIVE

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Pause.
Ask why, how
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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



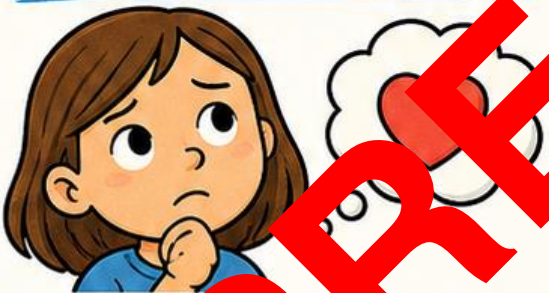
Ask a who, what, when or where question.

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.



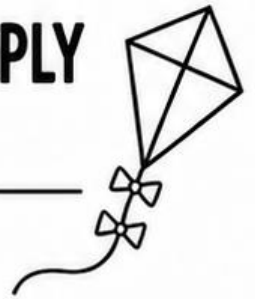
3. Why did the bell ring?

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: _____

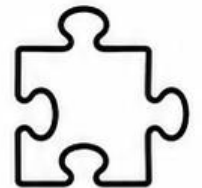


DURING

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.

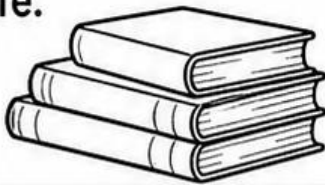
QUESTION DETECTIVE ASSESSMENT — PART 1

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

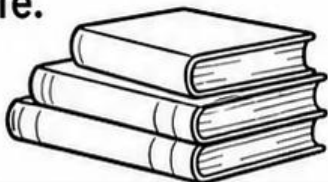
QUESTION DETECTIVE ASSESSMENT — PART 1

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

