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Year 3 English Unit: Questioning

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Questioning Toolkit



Good readers ask questions before, during and after reading.

BEFORE READING



What might this text be about?



What do I already know?



What am I wondering?

DURING READING



What is happening now?



Does this make sense?



What might happen next?

AFTER READING



What did I learn?



Which questions were answered?



What do I still wonder?

QUESTION WORDS

who

what

where

when

why

how

Question Quest

Ask helpful questions before, during and after reading.

How to Play

- 1 Roll a dice and move along the path.
- 2 Read the space you land on.
- 3 Ask a question that matches the prompt.
- 4 If your question helps you understand the text, stay on the space.





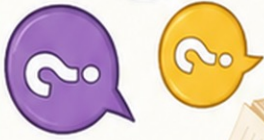
Strong Question Sort

Sort each card into the best column.



Strong / Helpful Questions

Not Helpful Yet



Why did the character hide the note?



How did the clue change the story?



What might happen next?



Who is the main character?



What page are we on?



What colour was the chair?



Where is the title?



Does this question help me understand?



Why did the author include this detail?



What do I still wonder?



Name: _____

Date: _____

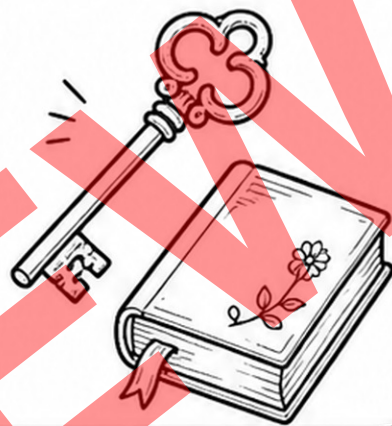
Before Reading Question Builder

Good readers ask questions before they read.

Look at the title and blurb. Write questions you have before reading.

Text Title: The Hidden Garden Gate

Blurb: Ava finds an old key in her grandmother's shed. At the back of the garden, a rusty gate is covered with vines. Ava wonders what is waiting on the other side.



Question Word Bank

who

what

where

when

why

how

My Before-Reading Questions

1. _____
2. _____
3. _____
4. _____
5. _____



Challenge

Circle your strongest question. Explain why it would help you understand the text.

Name: **ANSWERS**

Date: _____

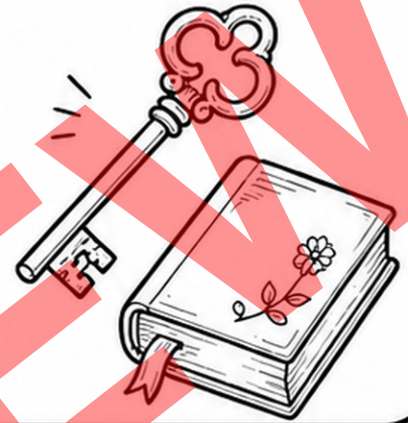
Before Reading Question Builder

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Text Title: The Hidden Garden Gate

Blurb: Ava finds an old key in her grandmother's shed. At the back of the garden, a rusty gate is covered with vines. Ava wonders what is waiting on the other side.



Question Word Bank

who

what

where

when

why

how

My Before-Reading Questions

1. Who is Ava?
2. What might be behind the gate?
3. Where does the garden gate lead?
4. Why was the key in the shed?
5. How will Ava feel when she opens the gate?



★ Challenge

Circle your strongest question. Explain why it would help you understand the text.

Strongest question: What might be behind the gate? It helps me
predict the mystery and read to find clues.

Name: _____

Date: _____

Who, What, Where, When Questions

Literal questions ask about information we can find in the text.

Read each sentence. Write a question that begins with the question word.



1. Sentence: Nina carried her blue lunchbox to the library before school.

WHO question: _____



2. Sentence: The class planted bean seeds in small pots on Monday.

WHAT question: _____



3. Sentence: Hugo found a silver button under the art table.

WHERE question: _____



4. Sentence: The concert started at two o'clock in the hall.

WHEN question: _____

Your Turn

Write two more literal questions about one of the sentences.

5. _____

6. _____

Name: **ANSWERS**

Date: _____

Who, What, Where, When Questions

Literal questions ask about information we can find in the text.

Read each sentence. Write a question that begins with the question word.



1. Sentence: Nina carried her blue lunchbox to the library before school.

WHO question: Who carried her blue lunchbox to the library before school?



2. Sentence: The class planted bean seeds in small pots on Monday.

WHAT question: What did the class plant in small pots on Monday?



3. Sentence: Hugo found a silver button under the art table.

WHERE question: Where did Hugo find the silver button?



4. Sentence: The concert started at two o'clock in the hall.

WHEN question: When did the concert start?

Your Turn

Write two more literal questions about one of the sentences.

5. Where did Nina carry her lunchbox?

6. What did Hugo find under the art table?

Name: _____

Date: _____

Why and How Thinking Questions

Why and how questions help us think more deeply.

Read the story. Write questions that need clues and thinking.

Story

Samira stood at the edge of the oval with her skipping rope in her hand. She watched three classmates laughing as they practised a new trick. Samira took a deep breath, walked over and asked, "Can I try too?"



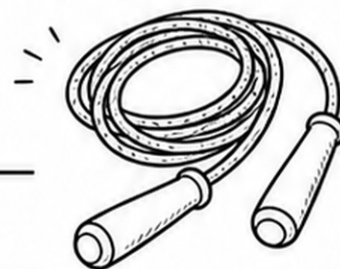
Write why and how questions about the story.

1. Why _____ ?
2. Why _____ ?
3. How _____ ?
4. How _____ ?

Choose one question. What clue from the story could help you answer it?

Question number: _____

Clue: _____



Name: **ANSWERS**

Date: _____

Why and How Thinking Questions

Why and how questions help us think more deeply.
Read the story. Write questions that need clues and thinking.

Story

Samira stood at the edge of the oval with her skipping rope in her hand. She watched three classmates laughing as they practised a new trick. Samira took a deep breath, walked over and asked, "Can I try too?"



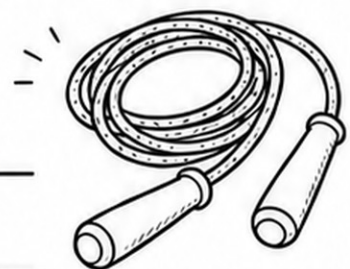
Write why and how questions about the story.

1. Why **did Samira take a deep breath?** _____ ?
2. Why **might Samira feel nervous?** _____ ?
3. How **did Samira ask to join in?** _____ ?
4. How **could the classmates respond?** _____ ?

Choose one question. What clue from the story could help you answer it?

Question number: **2**

Clue: **She stood at the edge and watched before asking,**
which suggests she might feel unsure.



Name: _____

Date: _____

During Reading Question Stops

Stop while you read. Ask a question that helps you understand.

Story Stop 1

Jai opened the classroom door and saw a trail of wet footprints across the floor.

My question: _____

Story Stop 2

The footprints led to the reading corner. A dripping raincoat hung on the chair.

My question: _____

Story Stop 3

Under the chair, Jai found a library book wrapped in a plastic bag.

My question: _____

Best Question Check

Choose your best question. Tick one reason.

- ☐ It helps me understand a clue.
- ☐ It helps me predict what might happen.
- ☐ It helps me clear up confusion.

My best question is number: _____

Why is it helpful? _____



Name: ANSWERS

Date: _____

During Reading Question Stops

Stop while you read. Ask a question that helps you understand.

Story Stop 1

Jai opened the classroom door and saw a trail of wet footprints across the floor.

My question: Who left the wet footprints?



Story Stop 2

The footprints led to the reading corner. A dripping raincoat hung on the chair.

My question: Why is the raincoat dripping on the chair?



Story Stop 3

Under the chair, Jai found a library book wrapped in a plastic bag.

My question: How did the library book get under the chair?



Best Question Check

Choose your best question. Tick one reason.

- ☒ It helps me understand a clue.
- ☐ It helps me predict what might happen.
- ☐ It helps me clear up confusion.

My best question is number: 3

Why is it helpful? It helps me connect the wet footprints, raincoat and book to work out what happened.



Name: _____

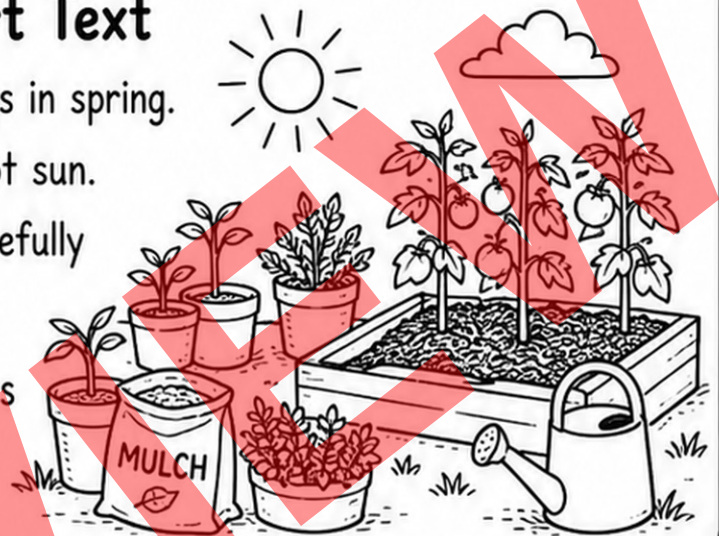
Date: _____

After Reading Reflection Questions

After reading, good readers ask questions to check and deepen their understanding.

Short Text

The school garden club planted seedlings in spring.
At first, many leaves drooped in the hot sun.
The students added mulch, watered carefully
and moved some pots into shade.
By the end of term, tomatoes and herbs
were ready to pick.



Write three after-reading questions.

1. _____
2. _____
3. _____

Answer one of your questions.

Question number: _____

My answer: _____

Still Wondering

Write one question that the text does not fully answer.

Name: **ANSWERS**

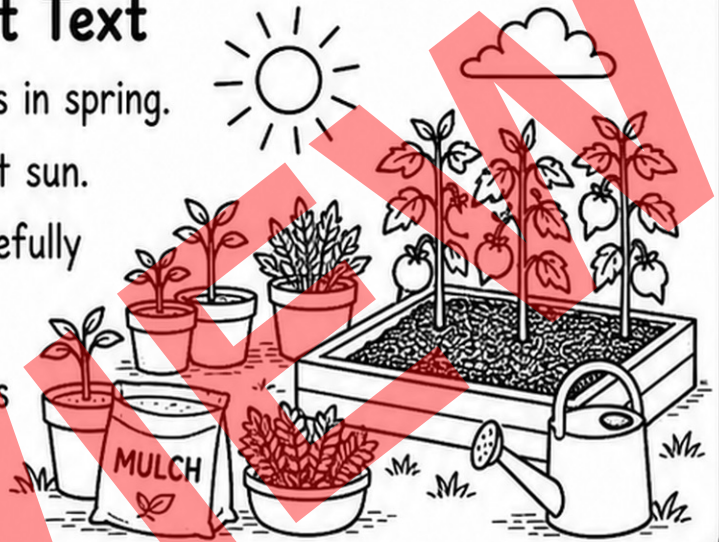
Date: _____

After Reading Reflection Questions

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Short Text

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At first, many leaves drooped in the hot sun.
The students added mulch, watered carefully
and moved some pots into shade.
By the end of term, tomatoes and herbs
were ready to pick.



Write three after-reading questions.

1. What helped the seedlings grow by the end of term?
2. Why did the students move some pots into shade?
3. What did the garden club grow?

Answer one of your questions.

Question number: 1

My answer: The students added mulch, watered carefully
and moved some pots into shade.

Still Wondering

Write one question that the text does not fully answer.

Who picked the tomatoes and herbs?

Name: _____

Date: _____

Strong or Not Helpful?

A strong question helps you understand the text.

A not helpful question does not add much meaning.

Read the mini text. Tick the best column for each question.

Mini Text

Leo heard thunder as he packed his soccer boots. He looked at the grey sky and sighed. Mum put an umbrella near the door.



Question	Strong	Not Helpful
1. Why might Leo sigh?	☐	☐
2. What is Leo's favourite song?	☐	☐
3. What clue tells us rain may come?	☐	☐
4. What colour is the umbrella?	☐	☐
5. How might the weather change Leo's plans?	☐	☐
6. Where did Mum put the umbrella?	☐	☐

Fix It

Choose one not helpful question. Rewrite it as a stronger question.

Old question number: _____

New stronger question: _____

Name: **ANSWERS**

Date: _____

Strong or Not Helpful?

A strong question helps you understand the text.

A not helpful question does not add much meaning.

Read the mini text. Tick the best column for each question.

Mini Text

Leo heard thunder as he packed his soccer boots. He looked at the grey sky and sighed. Mum put an umbrella near the door.



Question	Strong	Not Helpful
1. Why might Leo sigh?	☒	☐
2. What is Leo's favourite song?	☐	☒
3. What clue tells us rain may come?	☒	☐
4. What colour is the umbrella?	☐	☒
5. How might the weather change Leo's plans?	☒	☐
6. Where did Mum put the umbrella?	☒	☐

Fix It

Choose one not helpful question. Rewrite it as a stronger question.

Old question number: 2

New stronger question: Why might Leo's soccer plans change?

Name: _____

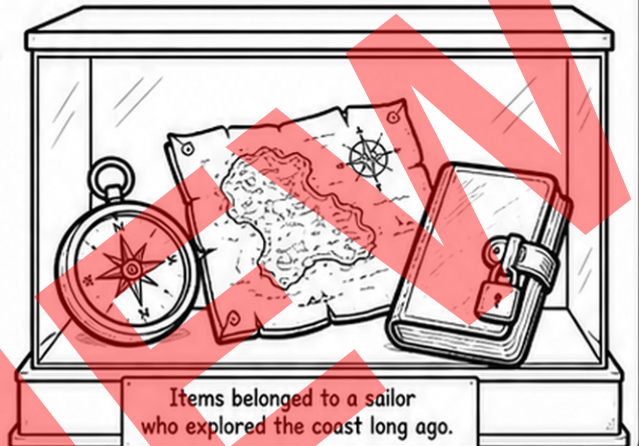
Date: _____

Questioning in Action

Read the text. Show how you use questions to understand what you read.

Assessment Text

Mila's class visited the local museum. In one room, Mila noticed a glass case with an old compass, a faded map and a small notebook. The label said the items belonged to a sailor who explored the coast long ago. Mila leaned closer and wondered why the notebook was locked.



Part A: Ask Questions

Write one question for each time.

Before reading: _____

During reading: _____

After reading: _____

Part B: Question Type

Write L for literal or T for thinking.

1. Who visited the museum? _____
2. Why might the notebook be locked? _____
3. What objects were in the glass case? _____
4. How could the notebook help the reader learn more? _____

Part C: Explain

Choose your strongest question. Explain why it helps your understanding.

Name: **ANSWERS**

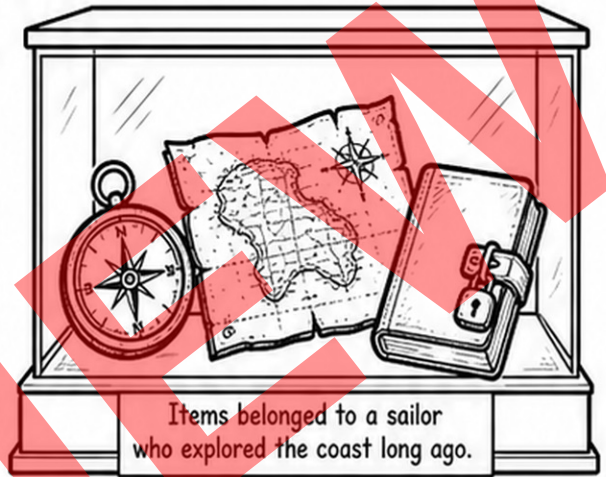
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Questioning in Action

Read the text. Show how you use questions to understand what you read.

Assessment Text

Mila's class visited the local museum. In one room, Mila noticed a glass case with an old compass, a faded map and a small notebook. The label said the items belonged to a sailor who explored the coast long ago. Mila leaned closer and wondered why the notebook was locked.



Part A: Ask Questions

Write one question for each time.

Before reading: **What might the museum visit be about?**

During reading: **Why was the notebook locked?**

After reading: **What did the sailor use the compass and map for?**

Part B: Question Type

Write L for literal or T for thinking.

1. Who visited the museum? **L**
2. Why might the notebook be locked? **T**
3. What objects were in the glass case? **L**
4. How could the notebook help the reader learn more? **T**

Part C: Explain

Choose your strongest question. Explain why it helps your understanding.

Why was the notebook locked? It helps me wonder about the sailor and look for clues about the notebook's importance.



Year 3_English Unit_Questioning Rubric

Reading Strategy: Questioning

Student Name: _____

Date: _____

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
1. Asks questions before, during and after reading	Asks few questions or needs support.	Asks simple questions at one or two points.	Asks relevant questions before, during and after reading.	Asks purposeful questions that support understanding.	Asks thoughtful questions that deepen and extend meaning.
2. Uses question words and question types	Uses question words inconsistently.	Uses some who, what, where or when questions.	Uses literal and thinking questions appropriately.	Chooses why and how questions to explore ideas.	Selects precise question types for different reading purposes.
3. Connects questions to text clues	Gives answers without clear text links.	Finds a clue with prompting.	Uses text clues to support questions and answers.	Explains how clues helped the question.	Combines several clues to justify deeper thinking.
4. Explains how questions help comprehension	Explanation is unclear or incomplete.	Gives a simple reason for a question.	Explains how a question helps understanding.	Explains why a question is strong or helpful.	Reflects on unanswered questions and next thinking.

Overall Comments: _____

Year 3 English Unit: Questioning





What Is Questioning?

Questioning means asking yourself questions as you read.

Questions help you understand, predict and wonder.





Why Readers Ask Questions

Good questions help us notice important details.
They also help us fix confusing parts and stay interested.





Before Reading

Before reading, ask questions from the title, pictures and blurb.

What might this text be about?





During Reading

During reading, stop and ask questions when new clues appear.

What is happening now? What might happen next?





After Reading

After reading, ask questions to reflect.
What did I learn? What do I still wonder?





Question Words

Useful question words are who, what, where, when, why and how.
Each word asks for a different kind of information.





Literal Questions

Literal questions ask about facts in the text.
The answer can be found directly in the words or pictures.





Thinking Questions

Why and how questions often need clues plus your thinking.
They can help you understand deeper ideas.





Strong Questions

A strong question helps you understand the text.
A not helpful question does not add much meaning.





Model Text

Leo heard thunder as he packed his soccer boots.

He looked at the grey sky and sighed.

Mum put an umbrella near the door.





Model Questions

Literal: Where did Mum put the umbrella?

Thinking: How might the weather change Leo's plans?





Explain Your Thinking

Use a sentence frame:

My question is helpful because it helps me understand _____.





Questioning Reader

Ask before, during and after reading.

Choose strong questions.

Use clues to explain your thinking.





Well Done!



Year 3 English Unit: Questioning Quiz





Question 1

What does questioning mean?

- A. asking questions as you read
- B. skipping hard words
- C. copying the title
- D. reading as fast as possible





Answer 1

A. asking questions as you read





Question 2

True or false?

Good readers can ask questions before reading.





Answer 2

True.

Before-reading questions help you predict and wonder.





Question 3

Name **one** question word readers can use.





Answer 3

Sample answers:

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





Question 4

Which question is literal?

- A. Why did the character smile?
- B. How might the story end?
- C. Where did the class go?
- D. Why was the notebook locked?





Answer 4

C. Where did the class go?





Question 5

True or false?

Thinking questions often need clues and your own thinking.





Answer 5

True.

Why and how questions often need clues plus thinking.





Question 6

When can readers ask questions?

- A. only before reading
- B. only after reading
- C. before, during and after reading
- D. only when the teacher asks





Answer 6

C. before, during and after reading





Question 7

Write one during-reading question for a confusing part.





Answer 7

Sample answer:
Why did that happen?





Question 8

Which question is strongest?

- A. What page is this?
- B. Why might Leo sigh?
- C. What colour is the chair?
- D. How many letters are in the title?





Answer 8

B. Why might Leo sigh?



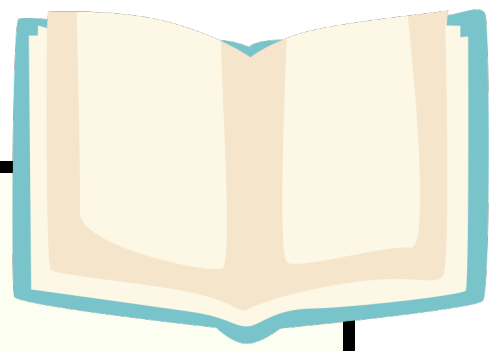


Question 9

True or false?

A helpful question can clear up confusion.





Answer q

True.

Helpful questions support understanding.





Question 10

Why should readers explain their questions with clues?





Answer 10

Sample answer:

Clues show why the question is helpful and connect it to the text.





Well Done!

