



## START HERE

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### INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

### WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Handout - Before, During, After graphic organizer
- Handout - Metacognition Reflection questions
- Handout - Rubric
- Bulletin Board Poster
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

### WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)

Want to download  
or edit a specific file?

Click the links on  
the next page!

Instructions

What's in this  
PDF

What's NOT  
in this PDF



# Print this PDF

(it has all of the handouts)

# File Table of Contents

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Video of slideshow	Asking Questions	YouTube	<a href="#">link</a>
Handouts	Before, During, After (Graphic organizer you can use with any text)	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
	Metacognition (Reflection questions)	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
	Rubric	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
Bulletin Board	Poster (8.5 x 11 page with reading strategy pro tips)	PDF	<a href="#">one-click copy</a>
		Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Online version	<ul style="list-style-type: none"><li>• TpT currently only allows one Easel by TpT document to be attached to a product.</li><li>• All of the handouts are in this single file.</li><li>• <b>Delete the pages you don't need before</b> assigning your file to students.</li><li>• Use the one-click copy link (on the right) multiple times to create different versions.</li></ul>	Easel by TpT	<a href="#">one-click copy</a>

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).

If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

Asking Questions - START HERE - Page 2 of 6

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Google Slides

Powerpoint

Video

Google Docs

Word

Easel by TpT



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# ASKING QUESTIONS


**Asking Questions** is a comprehension strategy we use before reading, during reading, and after reading. This strategy forces us to think as we read and helps us figure out new ideas about the meaning of the text.

It's important to make educated guesses to the questions you ask. Your guess does not have to be right, but your guess does have to make sense based on the information and understanding you had at the time.

Title of today's text: \_\_\_\_\_

Works with  
any text

**ASKING QUESTIONS**



1. Don't ask a question you already know the answer to.
2. Try to answer your own question
  - use evidence from the text.
3. Ask lots of questions
  - include higher-order thinking questions (why or how / would or might)
4. Stop after every heading or paragraph and ask a question.

**R<sub>1</sub>** Reading for **MEANING**  
comprehension strategy

page 1



# Graphic Organizer



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Before Reading**

Before you read the article, look at the title and any illustrations. Let's do some thinking to turn our minds-on and to activate any prior knowledge before we read.

1. Write down the title of the article
2. Ask a question based on the title
3. Guess an answer to your question based on what you have read so far.
4. Find evidence from the text you have read so far to support your guess above. Explain how this evidence proves your guess is a good guess.

**STOP and CHECK!**

- ☐ I asked a question that I didn't know the answer to
- ☐ I guessed an answer to my own question

☐ I used evidence from the text to support my guess
- ☐ I asked questions using the words "why" or "how" and the verbs "would" or "might"
- ☐ I stopped after every heading or paragraph to ask a question..

Before  
Reading

page 2



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### During Reading

Use the **Asking Questions** strategy as you read. Create an ah-ha moment where you figure out something new about the text by asking questions, and then fill out the questions below:

5. Write down a phrase or sentence of the article that you spent time thinking about.

\_\_\_\_\_

6. Ask a question based on the phrase or sentence.

\_\_\_\_\_

\_\_\_\_\_

7. Guess an answer to your question based on what you have read so far.

\_\_\_\_\_

\_\_\_\_\_

8. Find evidence from the text you have read so far to support your guess above. Explain how this evidence proves your guess is a good guess.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### STOP and CHECK!

- ☐ I asked a question that I didn't know the answer to
- ☐ I guessed an answer to my own question
  - ☐ I used evidence from the text to support my guess
- ☐ I asked questions using the words "why" or "how" and the verbs "would" or "might"
- ☐ I stopped after every heading or paragraph to ask a question.

# During Reading

page 3



# Graphic Organizer

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**After Reading**

Now that you have read the entire article, let's do some thinking about what you just read.

9. Write down a phrase or sentence of the article that you spent time thinking about.

\_\_\_\_\_

10. Ask a question based on the phrase or sentence.

\_\_\_\_\_

\_\_\_\_\_

11. Guess an answer to your question based on the entire article.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Find evidence from anywhere in the article to support your guess above. Explain how this evidence proves your guess is a good guess.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STOP and CHECK!**

- ☐ I asked a question that I didn't know the answer to
- ☐ I guessed an answer to my own question
  - ☐ I used evidence from the text to support my guess
- ☐ I asked questions using the words "why" or "how" and the verbs "would" or "might"
- ☐ I stopped after every heading or paragraph to ask a question.

# After Reading

page 4



# Graphic Organizer

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# METACOGNITION


Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:


- ☐ Noticing what we think about as we read.
- ☐ Using specific strategies to help us think as we read.
- ☐ Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

**ASKING QUESTIONS**



1. Don't ask a question you already know the answer to.
2. Try to answer your own question
  - use evidence from the text.
3. Ask lots of questions
  - include higher-order thinking questions (why or how / would or might)
4. Stop after every heading or paragraph and ask a question.

 **Reading for MEANING**  
comprehension strategy

1. Describe something you figured out about the meaning of the article by using the strategy **ASKING QUESTIONS**. (Share an ah-ha moment)

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2. Explain how **ASKING QUESTIONS** helped you to figure out this ah-ha moment.

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3. How could you modify this **ASKING QUESTIONS** strategy to work better for you? What rule / tip would you change, modify, delete, or add?

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Self Reflection

Asking Questions - Handout - Metacognition

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# Metacognition



Rubric - Asking Questions

Your guess does not have to be right, but the guess does have to make sense based on the information and understanding you had at the time.

	Level 4	Level 3	Level 2	Level 1
R1. Reading for Meaning	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	You very clearly explain your guess with strong support. It's a very insightful guess that shows you really get the article.	Your guess makes sense and you have good support.	How you came up with your guess is a little bit confusing because there's not enough support or there are irrelevant details.	There really isn't a guess.  There's not enough support or there are too many irrelevant details.

	Level 4	Level 3	Level 2	Level 1
R4. REFLECTING on reading skills and strategies	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	You very clearly explain how you used this strategy with strong support.	You explained how you used this strategy and you have good support.	How you used this strategy is a little bit confusing because there's not enough support or there are irrelevant details.	It doesn't seem like you used this strategy based on what is given here.  There's not enough support or there are too many irrelevant details.





# ASKING QUESTIONS



Use as  
reference

1. **Don't ask a question you already know the answer to.**
2. **Try to answer your own question.**
  - Use evidence from the text.
3. **Ask lots of questions.**
  - **Include higher-order thinking questions.**  
(why or how / would or might)
4. **Stop after every heading or paragraph and ask a question.**



Reading for **MEANING**  
comprehension strategy

Asking Questions - Poster

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# Bulletin Board Poster



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Reading Strategy

# ASKING QUESTIONS

## LESSON PLAN (70 - 110 min)

### Lesson on ASKING QUESTIONS - 30 min

- Introduction to Active Reading and Comprehension Strategy (slides 1-5) - 3 min
- 4 TIPS to using ASKING QUESTIONS (slides 6-9) - 7 min
- Practice - Whole Class (slides 10-17) - 15 minutes
- Big Picture: Reading for Meaning / 21st Century Learning (slide 18-24) - 5 min

30

### Independent Practice (slide 17) - 40 - 80 min

- Review Independent Reading Handout package - 5 min
- Hand out article and clarify instructions - 5 min
- Students read article and complete Asking Questions Handout package - 30 min
- (Optional) Students answer discussion questions (if any) included in the article - 20 min
- (Optional) Metacognition - 20 min

40

40

### MATERIALS

- Slideshow (file 3)
- Asking Questions handout (file 4a)
- Metacognition handout (file 4b)
- Rubric (file 4c)
- Article to read while using this strategy - NOT PROVIDED
  - Use a novel / textbook that you are studying in class.
  - Use an Educircles 21st Century Learning Article

page 1

Materials  
you need

Asking Questions - Lesson Plan - Page 1 of 10

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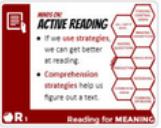
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# Lesson Plan

Introduction to Active Reading and Comprehension Strategy (slides 1-5) - 3 min

<div><div>1</div><div></div></div>	<p>As part of our Reading for Meaning series, we're going to look at a comprehension strategy called Asking Questions.</p> <p>Now, before we start the mini-lesson, let's turn our minds on and think about active reading.</p> <p>Active reading means we think about the text as we read. Your brain should be getting a workout.</p> <ul style="list-style-type: none"><li>• It doesn't matter if you're great at reading, or if you struggle at reading. At some point in life, we all will read something we don't quite get right away.</li><li>• If we use strategies, we can get better at reading.</li><li>• Comprehension strategies help us figure out what is going on in a text</li></ul>
<div><div>2</div><div></div></div> <div><div>3</div><div></div></div>	<p>There are lots of different comprehension strategies and today we're going to use a strategy called Asking Questions. Asking Questions is a reading strategy we use</p> <ul style="list-style-type: none"><li>• before we read,</li><li>• during reading, and</li><li>• after reading.</li></ul>

4 TIPS to using ASKING QUESTIONS (slides 6-9) - 7 minutes


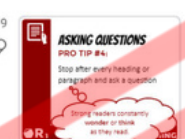
<div><div>6</div><div></div></div>	<p><b>Asking Questions Pro Tips</b></p> <p>Here are a few tips to help you use this comprehension strategy:</p> <p><b>Pro tip #1.</b> Don't ask questions you already know the answer to</p> <ul style="list-style-type: none"><li>• Otherwise, it's too easy and we want your brain to work.</li></ul>
<div><div>7</div><div></div></div>	<p><b>Pro tip #2.</b> Try to answer your own question using evidence from the text.</p> <ul style="list-style-type: none"><li>• Look for clues in the text and then just make a guess to answer your question.</li><li>• We don't have to be right at this point.</li><li>• We just have to think about ideas as we read.</li></ul>

Detailed  
Script



page 2





	<p><b>Pro tip #3.</b> Ask lots of questions as you read and make sure to include higher order thinking questions.</p> <p>Higher-order thinking involves things like analyzing or evaluating or creating new ideas. One way to ask higher order thinking questions would be to start your question with why or how, and to use verbs like would or might.</p> <ul style="list-style-type: none"> <li>• So, if you ask, “how would this help the villagers?” it might help you analyse and break down an idea into multiple parts and reasons.</li> <li>• Or, if you ask the question, “why would this even matter,” your answer might help you evaluate and come up with an opinion to judge the situation – you can decide whether you agree or disagree with the text.</li> <li>• Or you might ask a question like, “how might the hero defeat the villain?” Then, you’re trying to create a new idea using what you already know about the situation.</li> </ul>
	<p><b>Pro tip #4.</b> Stop after every heading / paragraph to ask a question.</p> <ul style="list-style-type: none"> <li>• If you don't get what you're reading, then you might want to stop after every sentence.</li> <li>• If you are not struggling, then maybe don't stop as often, but you need to know that strong readers are constantly wondering or thinking about things as they read.</li> </ul>

### Practice - Whole Class (slides 10-17) - 15 minutes

	<p>Here's a screenshot of the beginning of an article. Let's use the strategy “asking questions” before we read the entire article.</p> <ul style="list-style-type: none"> <li>• Ask students what to do next.</li> </ul>
	<p>We're going to stop after every heading or paragraph to ask a question to force us to think as we read.</p> <p>Look at the title of the article: “Axe Body Spray stops a Florida school bus due to a hazardous materials incident.”</p> <ul style="list-style-type: none"> <li>• Ask students what to do next / possible questions</li> <li>• Identify the tip to makes something a higher-order thinking question (ask why or how and use the verbs would or might)</li> </ul>

### Asking Questions - Lesson Plan - Page 3 of 10

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12		<p>Let's try to ask some higher-order thinking questions.</p> <ul style="list-style-type: none"> <li>For example, "why would you have to stop if someone used body spray on a bus?"</li> <li>This is a higher-order thinking question because it uses the word "why" and it has the verb "would".</li> <li>We have to infer an answer because it's not given to us directly in the part that we read.</li> <li>Ask students what to do next / discuss possible answers</li> </ul>
13		<p>Remember to try to answer your own question.</p> <ul style="list-style-type: none"> <li>So, "Why would you have to stop if someone used body spray on a bus?"</li> <li>Well, maybe the driver stopped because someone was hurt.</li> <li>Ask students what to do next / discuss possible evidence to support the guess that someone got hurt.</li> </ul>
14		<p>Make sure to use evidence from the text to support your answers.</p> <ul style="list-style-type: none"> <li>Well, it does say right here that there are hazardous materials, so maybe that hazardous material caused some damage.</li> <li>Ask students what kind of questions are too simple / get students to give examples and explain why they're too simple.</li> </ul>
15		<p>Remember, don't ask a question you already know the answer to.</p> <ul style="list-style-type: none"> <li>For example, what was the spray?</li> <li>Well, we know it's Axe Body Spray from the title.</li> <li>Ask students what else might be too simple a question to ask, but not based on the highlighted text (title)</li> </ul>
16		<p>Another thing to know is if you've already read the text, don't ask a question where you know the answer is given later on.</p> <ul style="list-style-type: none"> <li>So, in this case, asking, "how old were the students on the school bus?"</li> <li>Well, if you already know that in the next sentence, it says that they were "middle school students" that's probably not a great question to ask because you already know the answer.</li> </ul>

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ASKING QUESTIONS

Start with a question you already know the answer to.

2. Try to answer your own question using evidence from the text.

3. Ask lots of questions and make sure to include higher-order thinking questions.

4. Stop after every heading or paragraph and ask a question.

R1

Reading for MEANING


So, to recap using the comprehension strategy called Asking Questions.

1. Ask questions you don't already know the answer to.
2. No matter what question you ask, you have to guess at the answer based on something it says in the text.
3. Ask lots of questions as you read, and try to include higher-order thinking questions using words like "why" or "how"
4. Today, try to stop after every heading or paragraph or section and ask a question. This forces us to think as we read and that's what active reading is all about.

**Big Picture: Reading for Meaning / 21st Century Learning (slide 18-24) - 5 min**

Explaining context and the big picture helps some students to puzzle together how their learning fits together. Ultimately, the goal is to give students strategies to become stronger readers, and transferable life skills to help them become successful at school, and at life.

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R1

Reading for MEANING

R2

Understanding FORM and STYLE

R3

Reading with FLUENCY

R4


REFLECTING on reading skills and strategies

READING

Reading for meaning is just part of the many strategies and skills that we need when we read.


- R1: Reading for Meaning (Comprehension strategies)
- R2: Understanding FORM and STYLE
- R3: Reading with Fluency (Decoding strategies)
- R4: Reflecting on reading skills and strategies (Metacognition)

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SURVIVE AND THRIVE

in today's 21st century world




READING

And, of course, reading is an important thing to be able to do to survive and thrive in today's 21st-century world.


It takes character to have grit and perseverance and to keep going when things get tough.

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SURVIVE AND THRIVE


in today's 21st century world



READING


And one way to work on our character is to try to have a growth mindset which means that we recognize that if we use specific strategies, these strategies can help us to persevere and to keep on going.

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SURVIVE AND THRIVE

in today's 21st century world



Try to keep a GROWTH MINDSET

READING

- Sometimes we struggle when we read. In that case, using some of these comprehension strategies will help.
- Sometimes, we find reading easy. If reading the article today is easy, can we agree that at some point in life, you're going to come across an article which is harder to read? At that point, if you have solid strategies, you'll be able to persevere and figure out that tough article. Work on the strategy today to practice for tomorrow.

Asking Questions - Lesson Plan - Page 5 of 10

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# Lesson Plan

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**SURVIVE AND THRIVE**  
in today's 21st century world

23

**TRANSFERABLE SKILLS**  
help us at school and in life

24

**TRY TO USE A GROWTH MINDSET**  
Strategies help us persevere

Asking questions is more than just a reading strategy. It's a thinking strategy which means it's a life strategy. It's something we can use across the 21st-century competencies.

- We ask questions to figure out ways to overcome the challenges that build character.
- We ask questions when we try to figure how to participate in the communities we belong to.
- We ask questions when we work in groups to decide how to accomplish our goals.
- We ask questions when we communicate and trying to figure out how to get our message across clearly.
- We ask questions when we try to innovate and create new ideas.
- And, finally, we ask questions when we make decisions or think critically and fairly about a situation.



page 6



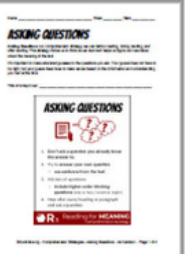
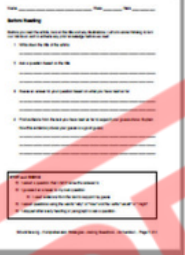
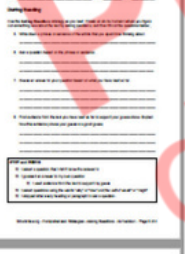
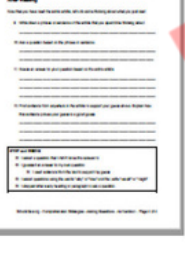


Independent Practice (slide 17) - 5 min  
Review Independent Reading Handout package - 5 min

17

**ASKING QUESTIONS**  
Don't ask a question you already know the answer to.  
Try to answer your own questions using evidence from the text.  
Ask lots of questions and make sure to include higher order thinking questions.  
Stop after every heading or paragraph and ask a question.  
 **Reading for MEANING**

We suggest leaving slide 17 up so that students have a visual reminder of the strategy.

Hand out the Asking Questions package before handing out the article

- Discuss how the asking questions package breaks down the strategy into separate questions
- Notice how there is a page for BEFORE READING questions, a page for DURING READING questions, and a page for AFTER READING questions.
- Notice how there is a checklist on each page to make sure students are doing the strategy and thinking as they read.

page 7





Hand out article and clarify instructions - 5 min

	<p>Handout the article for today's reading.</p> <ul style="list-style-type: none"><li>• You can use the sample text provided in the package or</li><li>• you can use a text that students are reading in class.</li></ul> <p>If your students are reading a textbook, there may be discussion questions at the end of the section.</p> <p>(If your students are reading one of our 21st-century learning articles, there are discussion questions at the end of the article.)</p> <ul style="list-style-type: none"><li>• Point out to students that although there may be questions that go along with the text that students are reading, right now the focus of the lesson is on reading strategies.</li><li>• In other words, do the asking questions handout first, and then answer the discussion questions from the text.</li><li>• Let's see if asking questions before you read the article, as we read the article, and after we read the article helps us to gain a better understanding of the topic.</li><li>• If you use this comprehension strategy well, you will probably have an easier time answering the questions at the end of today's article.</li></ul>
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Name \_\_\_\_\_
Date \_\_\_\_\_

## ASKING QUESTIONS

Asking Questions is a fundamental skill that is used in many ways, from asking for information to asking for clarification. It is a skill that is used in many different contexts, from the classroom to the workplace. In this section, you will learn how to ask questions in a clear and concise way, and how to use questions to gather information and solve problems.

There are many different types of questions, and each type is used in a different way. In this section, you will learn how to ask questions in a clear and concise way, and how to use questions to gather information and solve problems.

### ASKING QUESTIONS

1. Ask questions to gather information and solve problems.
2. Ask questions to clarify your understanding.
3. Ask questions to challenge your assumptions.
4. Ask questions to explore new ideas.
5. Ask questions to test your understanding.
6. Ask questions to gather feedback.
7. Ask questions to learn from others.
8. Ask questions to improve your skills.
9. Ask questions to build relationships.
10. Ask questions to solve problems.

**OR** **Open-Ended Questions**

Thinking: Understanding: Remembering: Applying: Analyzing: Evaluating: Page 101

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Name \_\_\_\_\_
Date \_\_\_\_\_

### ASKING QUESTIONS

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**ASKING QUESTIONS**

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Thinking: Understanding: Remembering: Applying: Analyzing: Evaluating: Page 101

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Name \_\_\_\_\_
Date \_\_\_\_\_

### ASKING QUESTIONS

Asking questions is a fundamental skill that is used in many ways, from asking for information to asking for clarification. It is a skill that is used in many different contexts, from the classroom to the workplace. In this section, you will learn how to ask questions in a clear and concise way, and how to use questions to gather information and solve problems.

1. Ask questions to gather information and solve problems.
2. Ask questions to clarify your understanding.
3. Ask questions to challenge your assumptions.
4. Ask questions to explore new ideas.
5. Ask questions to test your understanding.
6. Ask questions to gather feedback.
7. Ask questions to learn from others.
8. Ask questions to improve your skills.
9. Ask questions to build relationships.
10. Ask questions to solve problems.

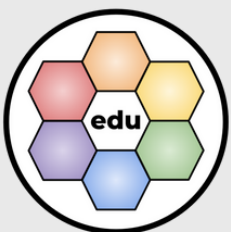
**ASKING QUESTIONS**

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Thinking: Understanding: Remembering: Applying: Analyzing: Evaluating: Page 101

- Students can work independently
- You could construct guided reading groups.
  - FYI: The 21st century learning articles have the same information written at three different reading levels. The body paragraphs are numbered to match information between the reading levels.
- Students could work together in partners or small groups to complete the handout.
  - It's important that whatever question a student asks the group, they must answer their own question before the rest of the group chimes in.
  - Students should also prove their guesses by pointing out evidence in the text before group members add their contributions.
  - This is a great opportunity for teachers to collect anecdotal observation notes to help out with assessment and evaluation.
- Finally, if you use this strategy many times in class, you could have students work independently and use this handout for assessment and evaluation purposes.
  - Rubric included at end.

Hopefully, using this strategy to and encourage active thinking as they read the text will help them to answer the discussion questions in the text that they read.



(Optional) Metacognition - 20 min

**METACOGNITION**

Metacognition is an awareness and understanding of one's own thought processes. It is the ability to think about one's thinking.

**ASKING QUESTIONS**

1. Noticing what we think about as we read.

2. Using specific strategies to help us think as we read.

3. Looking back at our thought process to decide how to make the strategies work even better for us.

4. Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

5. Describe something you figured out about the meaning of the article by using the strategy ASKING QUESTIONS. (Share an ah-ha moment)

6. Explain how ASKING QUESTIONS helped you to figure out this ah-ha moment.

7. How could you modify this ASKING QUESTIONS strategies to work better for you? What rule / tip would you change, modify, delete, or add?

After students have finished both the Asking Questions handout and the discussion questions from today's text, have students do some metacognition

This gives students an opportunity to reflect on how this reading strategy/thinking process work for them

Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:

- Noticing what we think about as we read.
- Using specific strategies to help us think as we read.

Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

**Pro teaching Tip:**

- This could be done as a whole class conversation.
- You could also have students do this on the handout for them to keep in the student portfolio or for you to use as assessment data.

**Metacognition Discussion questions:**

- Describe something you figured out about the meaning of the article by using the strategy ASKING QUESTIONS. (Share an ah-ha moment)
- Explain how ASKING QUESTIONS helped you to figure out this ah-ha moment.
- How could you modify this ASKING QUESTIONS strategies to work better for you? What rule / tip would you change, modify, delete, or add?

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# About Educircles.org



educircles.org

- I want to help make the world a better place.
- I try to help people achieve goals and stand up for themselves and others.
- Oh, I also make resources for teachers.
- [Read more](#)

## About SEOT Mindset

- Strategies, Effort, Optimize, Tinker
- From Mental Health Crisis to Teacher-preneur
- [Read my origin story](#)



MINDSET

If you liked this resource, you would probably like

- [Growth Mindset \(6 Cs\) Social and Emotional Learning bundle](#)
- [Asking Questions Reading Bundle](#)
- [Reading for Meaning Comprehension Strategies](#)



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Asking Questions - START HERE - Page 3 of 6

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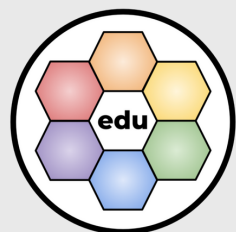
- All sources included in the list above.

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## Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [Asking Questions](#)
- How to update (or know if you need to update): [HELP \(Asking Questions\)](#).

### SINGLE PDF FILE housekeeping update 2022-07-05

Small update to bring this early single PDF format in line with the more recent reading products.

- **NO CHANGES to the content** of slideshow, lesson plan, or handouts.
- **Updated Easel by TpT digital tool**
  - The moveable checkmarks now snap to boxes in the STOP and CHECK list
  - Added moveable checkmarks to the Metacognition page.
- Other changes
  - Changed product from a zipped download to a single PDF to download
  - Updated formatting of files (i.e. footer) to match other Single PDF files in the reading bundle.

### SINGLE PDF FILE update 2022-04-21

1. This product has been relaunched as a TpT digital download PDF product.  
<https://links.educircles.org/tpt/Asking-Questions>
2. The original product was a TpT Google Drive product and will be archived.  
<https://www.teacherspayteachers.com/Product/Asking-Questions-5182493>
3. If you purchased the original Google Drive product, please email [Mike@educircles.org](mailto:Mike@educircles.org)

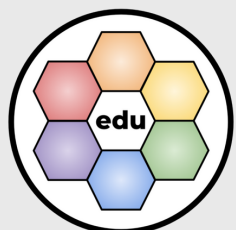
This product now has a zip folder with a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **NO MAJOR CHANGES made to content** (slideshow, lesson plan or handouts.)
  - Fixed sentence in Asking Questions v1.6 - 4b Metacognition
- Other changes
  - Simplified file names using descriptive words (handout, slideshow).
  - Minor changes to formatting / layout
  - Combined all handouts into a single PDF to print

Asking Questions - START HERE - Page 5 of 6

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# Changelog

#### Version 1.6 (Aug 13, 2021)

- **NO MAJOR CHANGES made to content** (slideshow, lesson plan or handouts.)
  - Fixed sentence in Asking Questions v1.6 - 4b Metacognition
- Other changes
  - Read Me File now includes updated copyright / credits page (v2021-08-13); simplified section on what you get.
  - Added © copyright symbol to Educircles footer as a reminder
  - Removed Educircles from file names to make them shorter

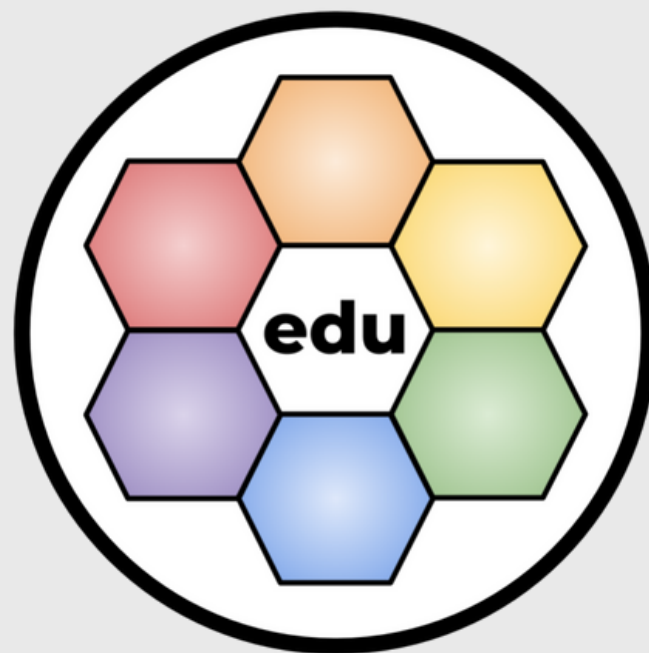
#### Version 1.5 (Jan 21, 2020)

- Updated this product to get ready for Distance Learning and Google Classroom
- Updated the read me first PDF
- This product is now available as a bundle with 5 reading comprehension articles (each written at 3 different reading levels.)
- **NO CHANGES have been made to the slideshow, lesson plan or handouts.**

#### Version 1.0: Initial release of Asking Questions lesson

- Trying something new and releasing this as a Google Drive product only using TpT's system. Apparently this should make it easy for buyers to create their own individual copies of the slideshow and documents!





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