
Questioning Carousel Directions – Version 2.0

A structured learning experience to help students use their questions about academic text to build motivation and engagement as they deepen their comprehension and build expertise in disciplinary ways of reading.

Part 1:

1. Individually read the text. Talk to the Text with a focus on the questions you are asking as you read.
2. In a small group (4-6 students), notice what kind of questions you were asking and talk about what you would have to do to answer your questions.
3. Determine which questions really help deepen your understanding of the text. Choose four questions that are particularly important and write those questions on a poster and hang your poster on the wall.

Part 2:

4. With your text and marker in hand, your group will move to the first poster to the right of your poster.
5. Read the questions, consult the text and decide what you would need to do to answer that question, where in the text you might find evidence to support your answer and type of QAR question it is.
6. In the margin next to each question, use your marker to write the type of QAR question your group assigned it and be prepared to defend your designation.
7. When you have finished, move in clock-wise direction to the next poster on the wall and repeat the process.

Part 3:

8. Return to your group's poster and read the notes in the margins. Notice how your peers would classify the questions. Discuss if you agree or disagree with their interpretation, Is there another way to answer that question?
9. Return to you seats for a whole group discussion of the questions posed by the class.

Question Creation Chart (Q-Chart)

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
How						
Why						

Directions: Create questions by using one word from the left hand column and one word from the top row. The farther down and to the right you go, the more complex and high-level the questions.

Name: _____ Date _____

1. In your own words, write a short summary of this reading. Use two or three sentences to cover the most important points.
2. How well do you think you understand the reading?
3. What kinds of things were happening in your mind as you read the text?
4. What part or parts of the reading were confusing or difficult for you, and why?
5. What did you do to help yourself understand the confusing and difficult parts?