



Good Tidings®

Stories. Brighter Days.
Bigger Readers.

THE ONE MORE STORY EFFECT

Questions lead to bigger discoveries!

Good questions make great readers!

The Wonder Wall

TEACHER GUIDE

Ask. Explore. Discover. Keep reading!

The Wonder Wall invites students to post questions as they read, sort them by type, and track which questions have been answered. A third column for unanswered questions encourages deeper thinking, discussion and rereading. This activity builds curiosity, comprehension, and a habit of asking thoughtful questions while reading.

QUICK FACTS



Grade Range
2–5



Preparation Time
5–10 minutes



Materials

- Sticky notes or question cards
- Student activity sheet
- Pencils or pens

SKILLS & STANDARDS

- ✓ Questioning
- ✓ Comprehension monitoring
- ✓ Citing evidence
- ✓ Collaborative discussion

Common Core ELA (Grades 2–5)

- RL.2.1 • RL.3.1 • RL.4.1 • RL.5.1
- RL.2.3 • RL.3.3 • RL.4.3 • RL.5.3
- SL.2.1 • SL.3.1 • SL.4.1 • SL.5.1

WHY IT WORKS

- ★ Builds curiosity and keeps students engaged
- ★ Encourages close reading and text evidence
- ★ Strengthens comprehension and metacognition
- ★ Promotes thoughtful discussion and rereading
- ★ Works with any fiction or nonfiction text

TEACHING DIRECTIONS

- 1 Introduce the strategy.** Explain that good readers ask questions while they read. Model a few examples of different types of questions.
- 2 Read and add questions.** As you read, students write questions on sticky notes or question cards and add them to the Wonder Wall.
- 3 Sort the questions.** Place each question in the correct column: We're Wondering (still thinking), We Found a Clue (partially answered), or Mystery Solved (answered).
- 4 Continue reading.** Move questions as the story provides answers or clues.
- 5 Discuss and reflect.** Talk about which questions were most interesting, what they learned, and what questions are still open. Encourage students to use text evidence.

DIFFERENTIATION IDEAS

Support (Grades 2–3): Provide sentence starters and picture question cards.

Challenge (Grades 4–5): Encourage higher-level questions and require text evidence for each answer or clue.

Extension: Ask students to choose one unanswered question to research or predict.

Small Groups: Sort questions together and discuss as a group.

Multilingual Learners: Allow drawing or a mix of words and pictures.

QUICK ASSESSMENT

- ☐ Student generates at least one question during reading.
- ☐ Student sorts questions into the correct column.
- ☐ Student uses text evidence to support an answer or clue.
- ☐ Student participates in discussion and reflections.
- ☐ Student demonstrates deeper understanding through their questions and thinking.



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Questions take you deeper!

The Wonder Wall

My Reading Questions

Curious
minds
make
brighter
stories!



Book Title: _____

Author: _____

We're Wondering



Questions we have
while we read.

★

★

★

What do you want to know?
What are you curious about?
What might happen next?

We Found a Clue



Questions that have a clue
but aren't fully answered yet.

★

★

★

What clue did you find in the text?
What do you think it means?
What do you still wonder?

Mystery Solved!



Questions that have
been answered.

★

★

★

What was the answer?
What part of the story helped
you find it? (Use text evidence!)

Question Cards (Optional)

Use these cards to write your questions
on, or cut them apart and use as sticky notes
for your Wonder Wall!

We're
Wondering



We Found
a Clue



Mystery
Solved!

