



HOT Questions

Creating Meaningful Questions

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Grade Level	6th – 9th Grade	Time Frame	1-2 class period(s)
Subject	English/Language Arts	Duration	90 minutes

Essential Question

How can higher-order thinking questions expand our understanding of and connection to a text?

Summary

In this lesson, students make connections between the type of questions one asks about a text and the understanding of that text. Though lower-order questions play a major role in comprehending a text, as students become more comfortable with higher-order questioning, they will use the information they read for self-explanation. By making this personal connection, students recognize (1) what they may not completely understand yet about the text and (2) the impact a text can have on something in the "real world." Good readers have questions! While this lesson is currently aligned only to 8th grade standards, it would be appropriate to teach in grades 6th through 9th, adjusting standards as needed.

Snapshot

Engage

Students quickly write about the differences and similarities they see in a list of questions on the board. The students then, with Appointment Clock partners, categorize a set of sample questions into three rows using Card Sort.

Explore

The students complete a Gallery Walk to observe how other students categorized the questions, notating their observations with sticky notes.

Explain

Students participate in a whole-group discussion about observations and receive an overview of Costa's Level of Questions. Discussion focuses on the impact different types of questions have on a person's understanding of a text. After discussions, partners review their original Card Sort and make changes as needed.

Extend

Students independently read an informational article and create a set of leveled questions (LOT/HOT) for it.

Evaluate

Students exchange leveled questions. Partners answer the questions and then discuss impact of level 1, 2, and 3 questions.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 8)

8.1.R.3: Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

8.2.R.1: Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.

8.2.R.3: Students will generalize main ideas with supporting details in a text.

Attachments

- [Appointment Clock Template - Spanish.docx](#)
- [Appointment Clock Template - Spanish.pdf](#)
- [Appointment Clock Template .docx](#)
- [Appointment Clock Template .pdf](#)
- [Costa's Levels of Questioning - Spanish.docx](#)
- [Costa's Levels of Questioning - Spanish.pdf](#)
- [Costa's Levels of Questioning.docx](#)
- [Costa's Levels of Questioning.pdf](#)
- [HOT Questions Card Sort - Spanish.docx](#)
- [HOT Questions Card Sort - Spanish.pdf](#)
- [HOT Questions Card Sort.docx](#)
- [HOT Questions Card Sort.pdf](#)
- [HOT Questions.pptx](#)

Materials

- Appointment Clock Template (see Attachments)
- Writing materials: pen, pencils, paper, etc.
- Sample questions for quick write (found in Engage and in the PowerPoint attachment)
- Sample questions for Card Sort (see "HOT Questions Card Sort" under Attachments)
- Sticky notes
- Costa's Level of Questions and Question-Answer Relationship (QAR) Concept (see Attachments)
- Informational Article #1: Issue Overview: E-Cigarettes
- Informational Article #2: Issue Overview: Are Social Networking Sites Good for Our Society?
- A timer

Engage

Write six questions on the board (two of each leveled question).

1. How does the "importance of the individual" theme in "The Giver" apply to our modern-day world?
2. What is the first line of the U.S. Constitution?
3. In "A Christmas Carol," how do the ghosts of Christmas past and Christmas present differ in their approaches to helping Scrooge?
4. What can a modern-day teen learn from reading a book about the Holocaust?
5. Which character in the sci-fi movie "The Martian" was stranded on Mars?
6. What do the book burnings in "Fahrenheit 451" symbolize?

Teacher's Note

Alternatively, download and display slide three in the attached document "HOT Questions."

Ask students to quick write (approximately 3-4 minutes) about the differences and similarities they notice about the questions (see "Quick Write - HOT Questions" PowerPoint, located under Attachments). Give students time to share their thoughts, but at this time, do not provide specifics about lower-order and higher-order questions. Some students may need reassurance that they don't need to know the answers and that they do not need to have read these particular texts. The focus should be on noticing differences/similarities in the content, types of questions, etc.

Ask students to use their handout to meet with a partner (the "Appointment Clock Template" is located under Attachments). These Appointment Clocks will be also be used later on to pair with another partner.

Appointment Clocks

Using Appointment Clocks Year-Round

The Appointment Clock strategy is an effective, efficient way to pair students quickly throughout the year. Consider having students "set up" new clocks each quarter or semester to use with a variety of lessons/discussions.

Give each pair a set of questions to categorize using the [Card Sort](#) strategy (two sets of card sort cards can be found in the "HOT Questions Card Sort" handout, located under Attachments, along with two blank sets that you can create for yourself). This gives students a chance to use prior knowledge and their argumentative skills to organize their thoughts regarding types of questions. Give only these instructions: "I've given you a set of questions. In the next 5 minutes, put them in three different groups based on what you notice about them." Then, set the timer for 5 minutes.

Using The Card Sort Attachment

There are two sets of six questions each (two Level 1, two Level 2, and two Level 3) included in the attachment as well as two sets of blank cards to use, if you'd like to make your own. While it's optimal to have different sorts for each pair of students, each set can be duplicated so some pairs will have the same questions. Later, when they do the Gallery Walk, they will be able to see how other pairs categorized their questions.

Explore

After they complete the Card Sort activity, tell students they will be participating in a [Gallery Walk](#), looking at each set of Card Sorts around the room and providing feedback.

Instruct them to take about 5-10 minutes to walk to each card sort and use the sticky notes at each area to write down things they notice about how they are categorized. You might need to provide a few examples of types of feedback, such as: "How are these two questions alike?" "This is an interesting way to see it," or "I'm not sure I understand why these are in the same category."

To help jump start the Gallery Walk process, remind the students about the class discussion regarding the six questions that were on the board at the beginning of the class. This Gallery Walk is a silent one — students should be working independently by observing and leaving notes and questions on the sticky notes at each group. Set the timer for 5 minutes to help students manage time at each area.

Explain

When Gallery Walk time is up, have students return to their partners and join with another pair of students to share their observations for 2 minutes. By combining two pairs into one group, students will have more opportunities to communicate and interact with different perspectives.

Following this, ask students to share at least one observation or question they have (per group) with the class. While students share, scribe their input on the board to be referred to throughout the lesson.

Provide an overview of Costa's Level of Questions using the "Costa's Levels of Questioning" attachment (see also "HOT Questions" PowerPoint for an overview of question/answer relationships and Costa's Level of Questions). Reduced-size copies of this can be given to each student to glue into their note journal or binder. For optimal use, post this in the classroom for students to be able to see and use throughout the year.

Instruct students to go back to their original card sorts to make any changes as needed based on what they learned during Explore and the explanations and discussions thus far. They will use one of the HOT techniques to help them identify levels.

Circulate through the room, providing feedback as students discuss changes. After 5 minutes, ask students to share their observations with the class. As they make the connections between the Card Sort and LOT/HOT questions, ask them why each level is important. Students should begin to understand that Level 1 (lower-order) questions are important for comprehension and understanding details about a text; that Level 2 questions provide a deeper understanding of the text in that the reader must use both prior knowledge and the information in the text to develop a response (inference); and that, by asking and responding to Level 3 (higher-order) questions, readers begin to make connections between the text and their own worlds.

Extend

Students read an informational text independently. Choose one of the attached issue-related texts ([Vaping](#) or [Social Networking](#)) or choose your own text. All students should read the same text so they can discuss the questions they will write. After reading, students write two of each type of question using one of the HOT techniques presented in the Explain section.

Note

Any text can be used for this activity. However, we chose short, high-interest nonfiction stories due to time constraints. Once this lesson has been completed, students will be able to apply the same concepts to any text, whether fiction or nonfiction.

Ask students to pair up with a different [Appointment Clock](#) partner and swap questions. Students should answer each other's questions and then have a discussion about the level of question and how they know the answer. Through this sharing process, students will learn that not all questions are "right" or "wrong" (often HOT questions) and will learn how to more effectively write and identify HOT questions.

As a class, ask students to share strong examples of each level of questions, reviewing what makes questions HOT or not.

Evaluate

Throughout the lesson, assessment of student understanding can be monitored through the partner and group discussions. Additionally, walking the room while students are writing their questions after reading the informational article to notice who might be struggling with the concept is important.

At the end of the lesson, give the students [Exit Tickets](#) and ask them to explain which HOT question method they prefer when writing leveled questions — Costa's Level of Questions or QAR method and why. At the beginning of the next class, review some of the responses with the class to help check for understanding.

Resources

- Combs, N. (n.d.). Arthur Costa's levels. Retrieved from <https://www.sps186.org/downloads/basic/274780/Costa%20and%20Blooms.pdf>
- K20 Center. (n.d.). Appointment clocks. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505c91e>
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505d6f2>
- K20 Center. (n.d.). Gallery walk / carousel. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505a54d>
- Orr, E. (2017). Vaping: The evolution of smoking. Bloomberg. Retrieved from <https://www.bloomberg.com/quicktake/e-cigarette-update>
- ProCon.org. (2017). Are social networking sites good for our society? Retrieved from <https://socialnetworking.procon.org/>