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Please enjoy these complimentary lessons from  
*Becoming an Assessment-Capable Visible Learner*,  
Grades 3-5.

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# Using Self-Questioning to Guide Your Learning

# 11

## Overview

This lesson is set up to support students in asking themselves the right questions to guide their learning throughout the learning process. The template provided for students has them apply self-questioning at three phases of their learning: before the lesson, during the lesson, and after the lesson. Asking students to think about the learning intention and what they already know about it, want to know about it, and need to know about it whets their minds into creating radar for what it is they need to learn as a result of engaging in the learning tasks for the lesson.

## Teacher Preparation

Students may need support understanding potential responses to some of the self-questioning for before, during, and after the lesson.

The students will need to have access to the learning intention so they can capture it in their notebook.

Students will most likely not answer the during the lesson questions without prompting to do so, so it would be helpful to have preidentified times during the lesson where you will guide them to do so.

## Teacher Planning Notes:

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### TIME:

15–20 minutes  
(broken into  
three chunks)



### ASSOCIATED INFLUENCE AND EFFECT SIZE:

Metacognitive  
strategies:  
0.60

Self-verbalization and  
self-questioning:  
0.55

Assessment-capable  
visible learners:  
1.44



### RELATED TOOLS AND RESOURCES:

Using Self-Questioning  
to Guide Your Learning

LESSON

11

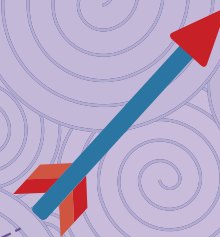
Using Self-Questioning to Guide Your Learning

## Self-questioning

happens when you come up with questions to ask yourself during different parts of your learning.

Asking yourself questions **before, during, and after** your learning tasks is a strategy you can use to help yourself develop as an assessment-capable visible learner.

In this section, you will practice using self-questioning.





### Using Self-Questioning to Guide Your Learning

Date: \_\_\_\_\_

#### Before the Lesson

What am I learning today? What is the learning intention?

What do I already know about this?

What do I want to know about this?

What do I need to do or find out?

## During the Lesson

What am I finding out?

What questions do I have as I'm learning?

What is confusing to me?

What do I still need to find out?

## After the Lesson

What did I learn as a result of the lesson?

What is still confusing or challenging for me?

What do I still need to practice with?

## Teacher Talk

Have students open up to page 60 in their notebook.

*Part of becoming an assessment-capable visible learner is asking yourself questions during the different phases of your learning. This is a strategy known as self-questioning. There are three phases of learning that we are going to apply self-questioning to today. You'll begin with self-questioning before the lesson, then you will use self-questions during the lesson, and then finally, you will use self-questioning after the lesson.*

*Today we are going to be learning \_\_\_\_\_. I'd like you to take a moment right now and complete the before-the-lesson questions. What am I learning today? What is the learning intention? What do I already know about this? What do I want to know about this? What do I need to do or find out?*

Give students time to complete the before-the-lesson questions.

*I'd like you to pause for a moment and look at the during-the-lesson questions on page 62. You can answer these on your own as we go through the lesson, but I will also guide you at certain times to stop and answer them, too.*

Then bring the students into the lesson for the day. It will be up to your discretion when to guide students to respond to the during-the-lesson questions.

*Before we bring the lesson to a close today, I'd like you to go to page 63 in your notebook and read and respond to the after-the-lesson questions. After you've had a moment to capture your responses, I'm going to have you partner up with a peer and share out. Go ahead and take a moment right now to answer the after-the-lesson questions.*

After students have answered the after-the-lesson questions, partner them up with a peer and have them share out their responses. Encourage students to support each other in closing the gap for any misunderstandings.

*Go ahead and get with a partner and share your responses. Help each other with any misunderstandings or confusing pieces.*

The lesson can now be brought to a close.

## Student Action

- Individual self-questioning
- Partner share

## Teacher Planning Notes:

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