

Asking

Questions



Ask and Answer Questions

Question the Author

Objectives:

Engage the students in reading and help solidify their understanding of the text.

Teach students to form questions to the author while reading.

Teach students to critique the author's writing.

Method:

Select a passage that is interesting and can spur a lot of conversation.

Pre-determine stopping points where you think the students must stop to clarify understanding.

Give directed questions for each stopping point.

- **What is the author trying to say?**
- **Does it make sense?**
- **What questions do you have for the author so far?**

Display the short passage to the students and have them mark off the stopping points in the passage where they will stop to answer the three directed questions. Give them several sticky notes to write down their information for each stopping point.

Read to the first stopping point together and model how to answer the directed questions with the students.

Ask students to finish reading the passage and work through the directed questions on sticky notes.

Evaluation:

Observation and completion of notes

Question -Answer Relationships

Objectives:

Improve comprehension skills.

Teach students how to ask questions about their reading and where to find the answers.

Think about the text before reading and beyond it.

Think creatively and work cooperatively.

Method:

Go over the four types of questions in reading:

Right There Questions: The questions whose answer can be found easily in the text.

Think and Search Questions: Answers are found in several places in the text and put together to make meaning.

Author and You: The answers are found in the text but need to be connected to their own experience.

On My Own: You do not have to necessarily have to read the text but have to draw on your background knowledge of the subject to answer the questions.

Read a short passage a loud to your students.

Have predetermined questions to ask after you stop reading. When you stop, go over the question and model how to determine what type of question it is.

Show students how to answer the question based on the question type.

Evaluation:

Observation

Guide Sheet

Using QARs with Graphics

<p style="text-align: center;"><u>RIGHT THERE</u></p> <p>The answer is in the graphic.</p> <p>The answer is usually easy to find. (You can put your finger on the page and point to the answer.)</p> <p>The words used to make up the question and the words or numbers used to answer the question are RIGHT THERE in the graphic, often as one or more of the labels.</p>	<p style="text-align: center;"><u>AUTHOR AND YOU</u></p> <p>The answer is not in the graphic.</p> <p>You can use the information you already know about the topic AND any information the author has provided in the paragraph or graphic to answer the question.</p> <p>Use your knowledge and the author's information to answer the question.</p>
<p style="text-align: center;"><u>THINK AND SEARCH</u></p> <p>The answer is in the graphic; however, you must put together different graphic elements (titles, legend, data) to reach the answer.</p> <p>The words in the question and the words or numbers needed to answer the question are not the same.</p> <p>THINK AND SEARCH different sections or elements of the graphic to answer the question. More than one graphic may need to be consulted.</p>	<p style="text-align: center;"><u>ON YOUR OWN</u></p> <p>The answer is not in the graphic.</p> <p>Using the information you already know about the topic or based upon your experience, you can answer the question ON YOUR OWN.</p> <p style="text-align: center;">- HOWEVER -</p> <p>Reading the graphic will usually expand your knowledge and will help you give a specific or clearer answer to the question.</p>

(Adapted from Raphael, T. (1986). Teaching Question–Answer Relationships, Revisited. *The Reading Teacher*, 39, 516–522 and Mesmer, H.A.E., & Hutchins, E.J. (2002). Using QARs with charts and graphs. *The Reading Teacher*, 56, 21–27.)

Inquiry Chart

I Chart

Objectives:

Fosters critical thinking skills.

Teaches students to generate meaningful questions about a topic and learn to organize writing.

Build on prior knowledge or thoughts about a topic by sharing interesting facts.

Use as an evaluation tool for how much a student has learned about a topic.

Method:

Teacher provides each student with a blank I chart and a pre-selected topic for discussion.

Form questions together on the subject or pre-selected reading.

Record what the student already knows about the questions in the first row.

The next rows are for pulling key ideas that they learned from the text reading.

The next rows are for follow up research for ideas or questions that are still not clear, things you need to reach out to other sources to find the answer.

Then the students write a summary for each question based on the information collected in the text and in the other sources of information used.

Evaluation:

Completion of I chart

Topic	Question #1	Question#2	Question#3	New Questions
What We know				
Text Source				
Secondary Source #1				
Secondary Source #2				
Summary				

I N Q U I R Y C H A R T

Hoffman, 1992

TOPIC	(FACT QUESTION)	(CONCEPT QUESTION)	(SKILL QUESTION)	What questions do I have?
What do I (we) already know?				
TEXT SOURCE 1				
TEXT SOURCE 2				
PRIMARY SOURCES:				
OTHER SOURCES				
Summary				

I-Chart

TOPIC	Question #1	Question #2	Question #3	What questions do I have?
What do we (I) already know?				
Source 1				
Source 2				
Source 3				
Source 4				
Other Sources				



Simple Machine Hunt
Kim Dorman
Shenandoah County Public Schools



INQUIRY CHART (I CHART)

	WHAT ARE MACHINES	WHAT ARE SIMPLE MACHINES	SOMETHING I FOUND INTERESTING
What I think (a prediction)			
Video			
Text			
Summary (in my own words)			

Name: _____

Topic: _____



What I want to know

What I found out



INSTRUCTIONS: Before reading, have students draw or write what they want to know about the topic. After reading, have them draw or write what they learned in the text.