**Teaching Group Discussion Using a Questioning Framework**

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| **Essential Question** | "Asking the right questions takes as much skill as giving the right answers." *- Robert Half*  What kinds of questions should I be asking as I read different texts? |
| **Objectives** | Students will be able to   1. recognize and pose different types of questions 2. generate a framework for classifying questions 3. use the framework for asking good questions of a text |
| **Materials/Resources** | * Framework handout * Blank Framework sheet * Post-its * Discussion behaviors poster/handout |

Modeling Steps:

1. Have the class read a selection of text (for example – *Thank You Ma’am* first page).
2. Introduce different types of QAR questions by displaying questions in four columns (see larger example attached)

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| **Some Questions for *Thank You, Ma’am*** | | | |
| What time was it? | How did the woman catch the boy? | What does “his blue-jeaned sitter” mean? | How do you feel about the woman in the story, and why? |
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Pose questions such as these to help students begin distinguishing the types of questions:

* Which question do you want to answer first? Why?
* In what ways are these questions different, besides the fact that they are asking different things?
* Where can we find the answer to each of these questions?

If needed, help the students to see that they need to:

1. Use different parts of the text to answer “How did the woman catch the boy”
2. Use background knowledge to figure out meaning of “blue-jeaned sitter”
3. Go beyond the text to discuss their feelings about the woman

(See modeling suggestions attached.)

If needed, help students to distinguish between questions that are easily answered by the text itself, and questions that require additional “in my head” thinking.

Guide them to make the division between “in the text” questions (2 boxes on left) and “in my head” questions (2 boxes on right).

1. Introduce the Question Framework sheet, and discuss the differences among
   1. On the line
   2. On several lines
   3. Between the lines
   4. Beyond the lines
2. Ask students to generate other examples of each type of question to ensure that they understand the types of questions before they move into groups.

Guided Practice:

1. Remind students of your expectations for group discussion behaviors.
2. Have students generate at least one question of each QAR question type and write each question on a separate post-it note.
3. Have students get in groups of 3-4 and have each student ask their group their best question.
4. The group should:
   1. Decide what type of question it is and put the post-it on that section of the QAR poster.
   2. Discuss how they should find the answer to the question (text, prior knowledge, or both)
   3. Discuss possible answers to the question
5. After, but not during, discussion, they should write down their answer as a team on the post-it. The next team member should then present his/her question for the team to discuss/answer.
6. If there’s time, each group could present one of their questions and the answer to the class.

Independent Practice:

Have students generate their own questions and answers while reading a text.

Closure:

As a class, discuss the answer to the essential question.

**Modeling Questions for “Thank you, Ma’am”**

Read the first page of “Thank You, Ma’am” as a class, then model asking and answering these questions:

**On the Line**

**Q:** What time was it?

**A:** It was about eleven o’clock at night.

**How I answered it:** It was stated directly in the text (in the third sentence).

**On Several Lines**

**Q:** How did the woman catch the boy?

**A:** When the strap of the purse broke, it threw him off balance, so he fell down. Then she kicked him and grabbed him.

**How I answered it:** All of this was stated in the text, but I had to use information from a few sentences (starting with “the strap broke” and ending with “by his shirt front”) to get the full picture.

**Between the Lines**

**Q:** What does “his blue-jeaned sitter” mean?

**A:** I think it means his backside.

**How I answered it:**

*Text clues:*

* “kicked him right square in his blue-jeaned sitter”

*Prior Knowledge:*

* Jeans cover your backside
* You sit on your backside
* When people are mad they kick you in your backside

**Beyond the Lines**

**Q: How do you feel about the woman in the story and why?**

**A:** Multiple answers possible. One could be: I have very positive feelings about her because she is a strong woman who does not let herself be pushed around, but she is a caring woman who wants to find out more about the boy who has tried to hurt her and why he did it. She kicked him and picked him up and shook him, but also asked him why he did it and whether or not he had someone at home to wash his face. She wanted to make him a better person, not just to punish him. She reminds me of my next-door neighbor …. (can add details about someone you know…)

**How I answered it:** I thought about all the descriptions in the text of what the woman said and did and how I would feel if she were talking to me or I saw her talking to a boy who had done something similar. I gave specific examples from the text to back up my answer. And I went beyond the text to talk about how I felt and compare her to someone I know in real life.

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| Which question do you want to answer first? Why?  In what ways are these questions different, besides the fact that they are asking different things?  Where can we find the answer to each of these questions? | | | |