

Introduction to QAR



Objective

- Identify the four main QAR categories

Materials

- Overhead Transparencies 1–4
(Copies of overheads for each student, optional)
- *Student Activity Book*,
pages 2–5
- Chart paper or blank
overhead transparencies,
overhead projector pen

SET THE PURPOSE

Ask students to think about questions. Have them think about the many different types of questions there are. Then have each student share one or two questions with the group. Record the questions on chart paper or a blank overhead transparency.

Ask students to look at the questions the class has generated. Have them consider the answers to the questions. Select several questions and ask students whether they know the answers.



Key Point: Carefully choose some questions that ask for information known only by one or two students so that not all students will be able to answer. This will help you make the point that answers come from different sources.

As you call on students, ask them to tell you how they knew the answer. Continue this until several questions have been answered and their sources shared. Ask students what they noticed about the different sources the answers came from. Help them to see that there were a variety of sources, and that not everyone had the same information and therefore all students could not answer all questions.

Tell students that school-based questions work the same way. If all students had access to the same types of information, answering questions on homework, tests, and from the teacher would be easier. Explain that in today's lesson

they will become more aware of the different sources for answers to school-based questions.

MODEL

Ask the students to listen carefully. Read the following text from “The Special Present” by Sally Cole aloud.

Mei Lee sat on a high branch in the big mulberry tree. This was her special place. From here she felt as if she was high up in the clouds. From here, Mei Lee felt she could see all over China.

Mei Lee sat back and listened. She could hear the birds singing. She could also hear the whir of her mother’s sewing machine. Mei Lee’s mother worked very hard. She made clothes for other people. The money her mother got from the clothes paid for their food. In Mei Lee’s house there was never much money.

Mei Lee sat back and watched the silkworms chewing the leaves of the mulberry tree. She knew the silk from their cocoons was made into a lovely silk fabric. Mei Lee looked at her old clothes. She would love to have a new silk smock but it would cost too much money.

Once you have completed the reading, ask students the following questions.

Where was Mei Lee sitting?

(On a high branch in the big mulberry tree)

How did you know this answer? *(It was in what was read or In the Book.)*

What are different jobs that mothers might have?

(Answers will vary.)

How did you know the answer to this question?

(Thought about what I already know or In My Head)

Tell students that they have just uncovered two of the most common places to look for answers to questions. Tell them that they are going to explore strategies called QAR, or Question Answer Relationships. Write “In the Book” and “In My Head” on a two-column “QAR Categories” chart.

QAR Categories	
In the Book	In My Head

When students are comfortable with the two main QAR categories, proceed with these questions.

Where does Mei Lee live? (*In China*)

Why does Mei Lee always hear the whirl of the sewing machine? (*Mei Lee's mother must work all the time to bring in money to buy food for the family.*)

Were the answers to these questions In the Book or In My Head answers? (*In the Book*)

Ask students,

How were the two questions the same?
(*They were both In the Book answers.*)

How were they different?
(*Students may suggest that the first answer was found in one place, or one sentence, and that the second answer was found in more than one place and that they had to think about the answer.*)

You may need to prompt students to see that the first answer was in one place when you read the excerpt. It was in one sentence, or "Right There" in the text. Tell them they will be able to find such answers easily when they read on their own. To answer the second question, they may have remembered what you read from several parts of the text. When reading on their own, they will need to search the text and think about the information they find, or "Think and Search." Introduce these two terms to students and write them on the "QAR Categories" chart under "In the Book."

QAR Categories	
In the Book	In My Head
Right There	
Think and Search	



Key Point: If students have been introduced to QAR previously, this section of the lesson may progress quickly. If this is an introduction, more questions may be necessary to help students understand the difference between In the Book and In My Head and the difference between Right There and Think and Search.

For example, more In My Head questions could include the following:

Do you have a special place you like to go?

What kind of new clothes would you like to have?

More In the Book questions might be:

What sounds does Mei Lee hear as she sits in the tree? (*Right There*)

What piece of new clothing does Mei Lee wish she could have? (*Right There*)

What do silkworms do to a mulberry tree? (*Think and Search*)

Why can't Mei Lee's mother use the money from her sewing to buy Mei Lee a new smock? (*Think and Search*)

COACH



Tell students that you would like them to practice identifying the Question Answer Relationships (QAR) that you have just modeled. Ask them to open their *Student Activity Book* to pages 2 and 3, where they will find more of the story about Mei Lee and questions about this section of the text. Ask students to work with a partner to read the text, answer each question, and decide on the QAR.



When students have completed the activity on page 3, go over the answers and QAR types as a class. Use Overhead Transparencies 1 and 2 to help with this. Ask students to note the two In My Head questions (number 1 and number 4). Ask them to think about how those questions and answers were alike, and how they were different. Help students to see that in question 1, the answer varied for each student. The text did not help students at all. However, in question 4, students used clues from the text, but they also had to use their own background knowledge to answer the question.

Tell students that this year they will be learning about two In My Head QAR categories. They are called "Author and Me" when they use information from the text as well as their own knowledge to answer a question and "On My Own" when the question could be answered with their own prior knowledge and without reading the text. Ask students to decide which of the two questions from page 3 of the *Student Activity Book* was Author and Me (question 4), and which was On My Own (question 1). Add these two categories to the "QAR Categories" chart under "In My Head."

QAR Categories	
In the Book	In My Head
Right There	On My Own
Think and Search	Author and Me

BUILD INDEPENDENCE



To help students become independent in identifying all four QAR types, ask them to work individually on pages 4 and 5 in the *Student Activity Book*. Page 4 gives students more text from this story, and page 5 is a place to record answers and QAR types.



Extra Support: If you have students who are unable to read the text independently, you may want to pair them with more able readers or work with a small group of students yourself. This will allow those students to receive support while being successful in the class activity.

REFLECT



When students have completed the chart on page 5 of their *Student Activity Book*, bring the class back together. Go over the questions, answers, and QAR types. (Use Overhead Transparencies 3 and 4.) Do not review the questions students wrote themselves, but tell them that the next QAR lesson will begin with those questions.

Ask students to think about what they have learned today. Have them turn to a partner and share. After a few minutes of sharing, ask several students to summarize today's learning. (See **Assessment**.)

Help them remember

- Questions and answers have a variety of sources.
- There are four QAR types.
- Learning about questions and their answers will help them to become better at understanding and answering school-based questions.



Assessment: Listening to students' informal conversations and what they share with the class will help you to evaluate whether or not students are gaining an understanding of QAR categories.

Directions: Read this part of the story about Mei Lee from *The Special Present* by Sally Cole.

The next week at school, Mei Lee's teacher told the class there was going to be a dance. Mei Lee was very excited. She had never been to a dance before. Mei Lee rushed home and asked her mother if she could have a new smock to wear.

"Please, please can I have a new smock to wear to the school dance?" asked Mei Lee.

"Oh Mei Lee, I wish you could. We just don't have the money to buy the silk. I'm sorry," replied her mother sadly.

Mei Lee was very sad. She wished and wished she could have a new smock to wear to the school dance.

2 Concept Lesson 1

Student Activity Book, page 2

Directions: Read each question in column 1. Decide on the answer and write it below the question. Discuss the QAR with your partner and write it in column 2.



QUESTION AND ANSWER

QAR

1. Have you ever been to a dance?

Answers will vary.

2. What did Mei Lee's mother say when Mei Lee asked about a new smock?

There was no money to buy silk for a new smock.

3. Why did Mei Lee go from feeling excited to feeling sad?

She was excited about the school dance but sad that she could not have a new smock.

4. What might Mei Lee do next?

Answers will vary.

1. In My Head

2. Right There

3. Think and Search

4. In My Head

Concept Lesson 1

3

Student Activity Book, page 3

Directions: Read more about Mei Lee from *The Special Present* by Sally Cole.

That night, when the silkworms had finished eating the leaves of the mulberry tree, they had a meeting. They had listened to Mei Lee's mother tell Mei Lee she couldn't have a new silk smock to wear to the dance. The silkworms knew how much Mei Lee wanted a new smock, so they made a plan. They planned to give her a very special present.

The silkworms got to work and began to spin their silk cocoons. They worked very hard. They worked all that night and all the next day. When night came again, the cocoons were finished. Each cocoon was made of lots of silk and the silkworms were ready to become moths. They climbed out of their cocoons and stretched their beautiful wings.

Now the silk moths were ready to work on the second part of their plan. They flew carefully, holding the fine silk threads from their cocoons. The moths flew in and out, weaving their threads. Soon they had woven a lovely piece of the softest silk fabric. It was just the right size to make a new smock for Mei Lee.

4 Concept Lesson 1

Student Activity Book, page 4

Directions: Read each question in column 1. Write your answer below the question. Then decide on the QAR and write it in column 2. Write your own question and answer for number 4.



QUESTION AND ANSWER

QAR

1. What did the silkworms do for Mei Lee?

They worked hard to make silk for a new smock for Mei Lee.

2. What does silk feel like?

Answers will vary.

3. What type of story is this?

Fantasy, fairy tale, or folktale

4. Questions and answers will vary.

1. Think and Search

2. On My Own

3. Author and Me

4. Answers will vary.

Concept Lesson 1

5

Student Activity Book, page 5