Q Charts

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LKDSB
<table>
<thead>
<tr>
<th>Q Chart</th>
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<tbody>
<tr>
<td><strong>Who</strong></td>
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<tr>
<td><strong>What</strong></td>
</tr>
<tr>
<td><strong>Where</strong></td>
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<td><strong>Why</strong></td>
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<td><strong>When</strong></td>
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<tr>
<td><strong>How</strong></td>
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Forming Questions

- In order to form a question, you first select one word from the left hand side of the Q chart (Who, What, Where, Why, When, How).
- Then select a word from the upper column (is, did, can, would, will, might) to form the question.
- Now move across and down the chart following your 2 selected question prompts to locate the square where the question will be recorded. (ie: “Where will the story take place?” is recorded in the 3rd row down, 5th column over.)
Forming Questions

• The following Q chart shows 4 different sections which indicate the various levels of questioning.

• The further down and over to the right you move, the higher the level of thinking questions.
### "Q" Chart

Name: ________________________________

Topic: ______________________________

<table>
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<tr>
<th></th>
<th>IS/ARE</th>
<th>DID/DO</th>
<th>CAN</th>
<th>WOULD</th>
<th>WILL</th>
<th>MIGHT/COULD</th>
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<tbody>
<tr>
<td>WHAT</td>
<td>F A C</td>
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<td>WHERE</td>
<td>T U A L</td>
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<td>WHO</td>
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<td>WHY</td>
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<td>HOW</td>
<td>ANALYTICAL</td>
<td></td>
<td></td>
<td>APPLICATION/SYN</td>
<td>THESIS</td>
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Purpose of Using Q charts

Q charts are a tool that teachers use to help their students develop many skills.

When Q charts are used along with a read aloud, rich opportunities are provided for literacy development.
Purpose of Using Q charts

- Deepen comprehension skills
- Strengthen ability to predict
- Develop questioning skills
- Model what good readers do
- Develop attentive listening skills
- Assess students to inform instruction
- Provide a forum for sharing and discussing texts
Rich Literature

• Use high quality read alouds that lend themselves to higher level thinking questions.

• Use a variety of fiction and nonfiction texts that reflect various genres.

• Big books and overheads also work well for this activity.
Advance Planning

Prepare your read aloud ahead of time by:

• Selecting a rich read aloud

• Previewing the text

• Selecting the places where you will stop and have students predict, reflect and discuss either with a partner or with the whole group

• Planning what strategies you will model, teach and reinforce

• Be sure not to stop the read aloud too frequently in order to reflect and ask questions as this will take away from the enjoyment and flow of the story
Value of Student Talk

“Talk supports the thinking process. By providing opportunities for oral language development, teachers encourage students to develop higher-order thinking skills. To ensure that all students strengthen their oral language skills, and find their voice in the classroom, teachers should provide opportunities for them to participate in a variety of oral language activities.” (Guide to Effective Instruction in Reading K-3, 2003, p.3.3)
Value of Student Talk

• Build in time for the students to talk with a partner about their ideas.
• Think/Pair/Share, Turn to an Elbow Partner, Knee to Knee/Eye to Eye are excellent ways to build in valuable talk time for all students.
Opportunity to Assess

“During oral language activities, students can respond in a variety of ways that match their learning styles and ability. At the same time, these activities provide teachers with ways to assess comprehension when there is no single correct answer and a diversity of responses is expected and valued.” (A Guide to Effective Instruction in Reading K to 3, 2003, p.3.7)
Opportunity to Assess

• Observe the students for understanding of the text, listening skills, communication skills, etc.
• Add any anecdotal comments you’ve made to your students’ assessment portfolios.
• Analyze the sticky notes to see what level of thinking the students are at.
• Use the information you’ve gathered to direct and plan future lessons (ie: modeled, shared, guided reading).
Discussion Prompts:

• Why is it important to ask yourself questions about a text before you begin to read?
• Why do you think good readers ask themselves questions as they read?
• Who still has a question about the text even though we are finished reading?
• Who would like to share a change they have made in their prediction?
Model and Practice

• Students will improve their ability to ask higher level thinking questions as you model for them and as they are given many opportunities to practice.

• Students need to be explicitly taught how to predict, ask questions, and reflect on the text.
Classroom Management

• Give each child 2 to 3 sticky notes before the lesson. Have the children record their names in case the sticky notes will be analyzed for assessment purposes.

• The teacher may decide to scribe the question on sticky notes instead of the children doing it themselves. This method can be used for early primary students or struggling students who have difficulty getting ideas onto paper.
Classroom Management

• Students can be seated on a carpet area or in their desks.
• In order for students to move smoothly on the carpet area, be sure to leave a space between the Q chart stand and the students. Students also need space between each other so that they can walk safely to and from the chart stand.
Further Support

*A Guide to Effective Instruction in Reading K-3, 2003* has valuable information on how to plan and conduct effective think alouds (section 4).

*The Nelson Grades 1-2 Teacher’s Resource Book* by Miriam P. Trehearne also has information on oral language development and reading comprehension strategies.
Classroom Management

• Students may find clipboards or notebooks handy for attaching their sticky notes.

• With primary students, direction may need to be given on how to use pencils and sticky notes properly especially when working on the carpet.
Video Clip

• For further support, view the 15 minute Q chart video displaying a Grade 2/3 class from Lambton Kent District School Board using the Q chart at a read aloud time.