



The Art of Questioning: Blooming Better Thinkers

NJTESOL - NJBE Spring Conference

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Hello!

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Our Program

▶ Perth Amboy Public Schools

- ▶ Large urban district
- ▶ Total enrollment: **11,336**
- ▶ Total ESL/BIL Students PK-12: **3036**
- ▶ Total ESL/BIL Students K-12: **2488**
- ▶ Total ESL/BIL Students Middle School: 542
- ▶ Total BIL/ESL Teachers: **154**
- ▶ Average MS Class Size: 25-30 students

▶ Middle School Model

- ▶ Students placed according to PL
- ▶ Bilingual LA, Math, SS, Science, SEI Level 3
- ▶ ESL teachers push into LA and SS classes
- ▶ SIFE class





Welcome to our classroom NJTESOL teachers!

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Agenda

- ◀ **The WHY...**
 - ◀ Background Information
- ◀ **The HOW...**
 - ◀ Implementation Process
- ◀ **The APPLICATION...**
 - ◀ Writing Transfer

Handout Available Here:

<https://drive.google.com/open?id=1aAOqCclCyQAgBrMneMq4yuircVHIZaDR4uP9fSSnh4w>



Essential Questions for the Session

- 1- Why do we ask questions?
- 2- How do we develop high quality questions that meet our needs?
- 3- What are some strategies for asking questions effectively to get more students to respond well and to maximize engagement?

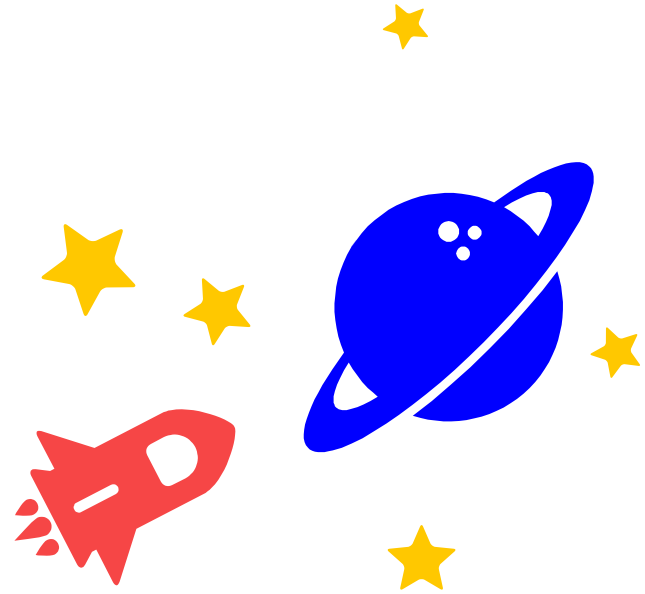
The WHY...



**Let's hear from our
William C. McGinnis students...**

**“Why should we create higher
order questions?”**

**“How does discussing higher
order questions help us?”**





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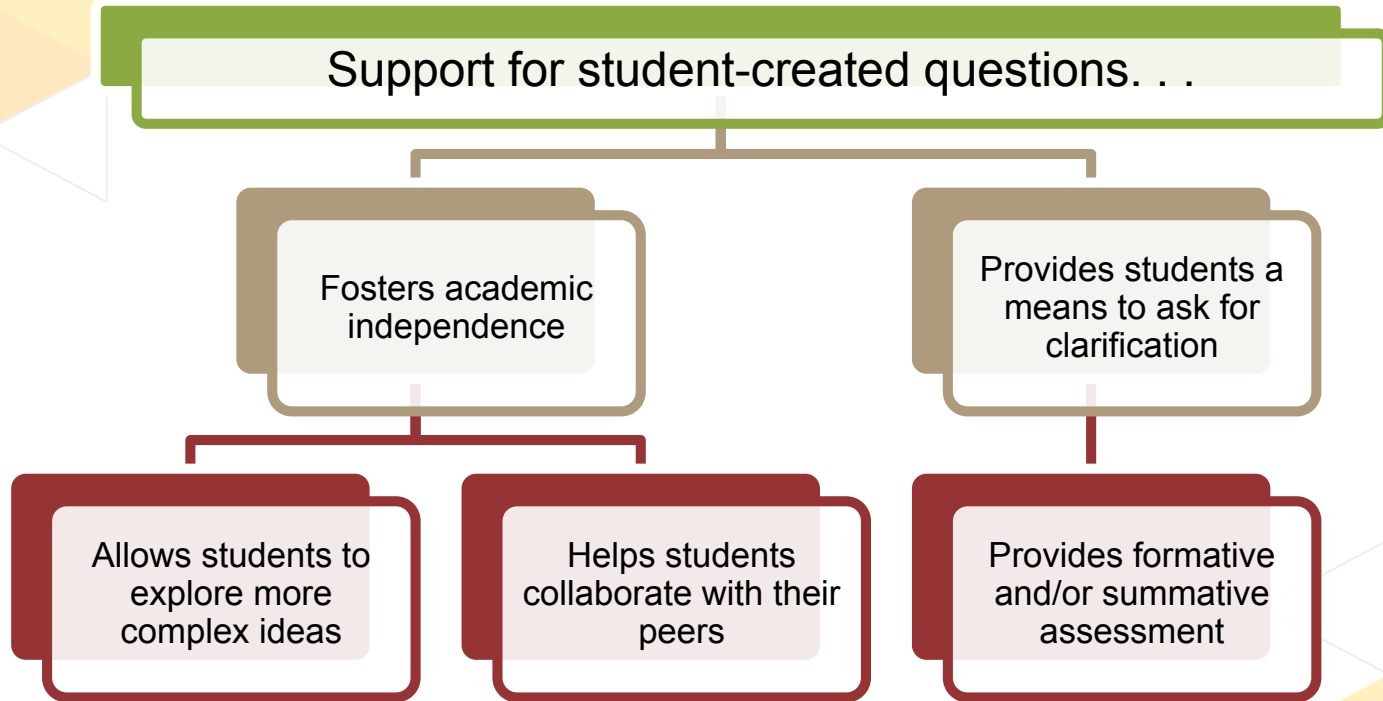




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Why foster student-created questions?

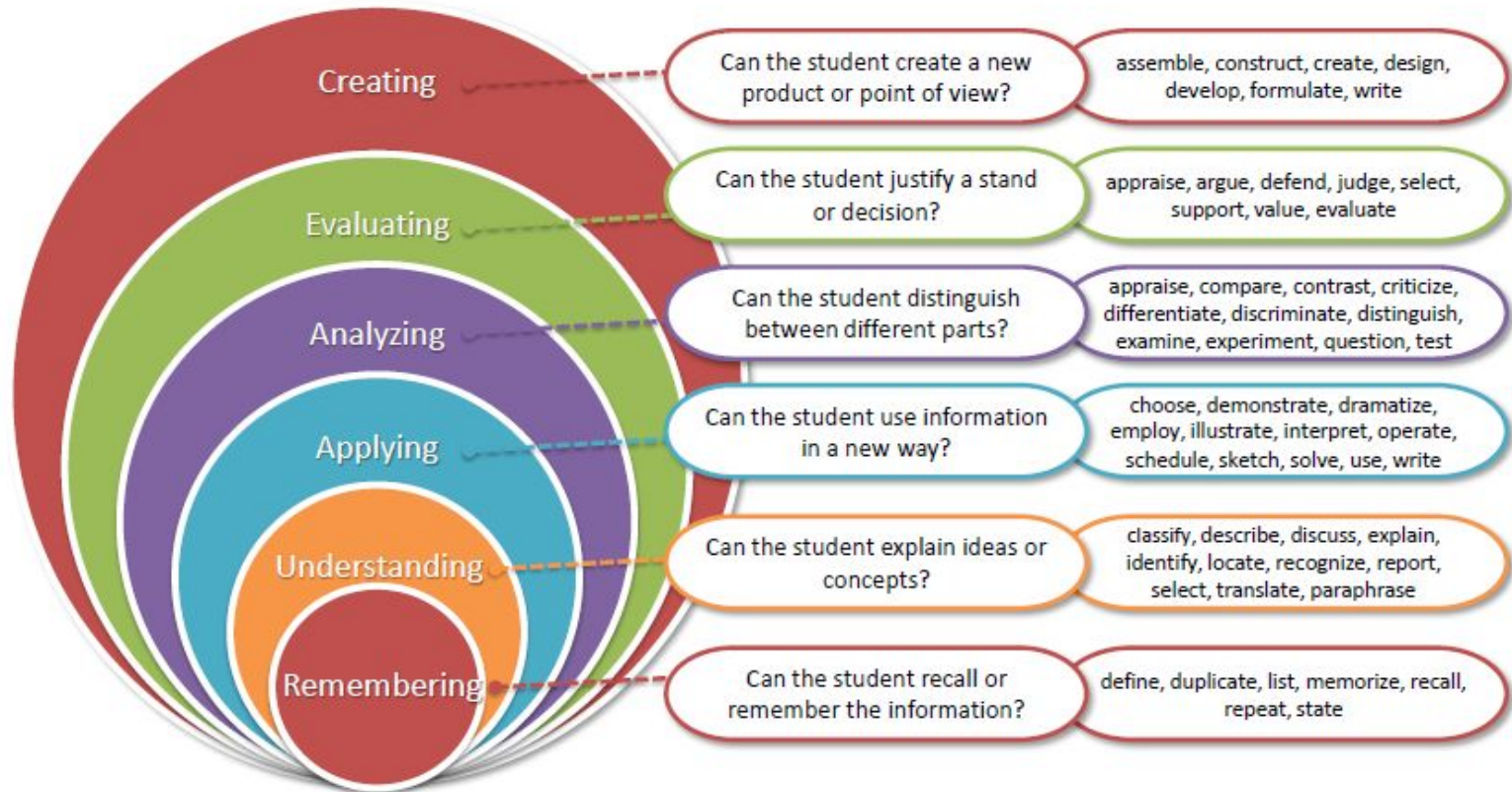




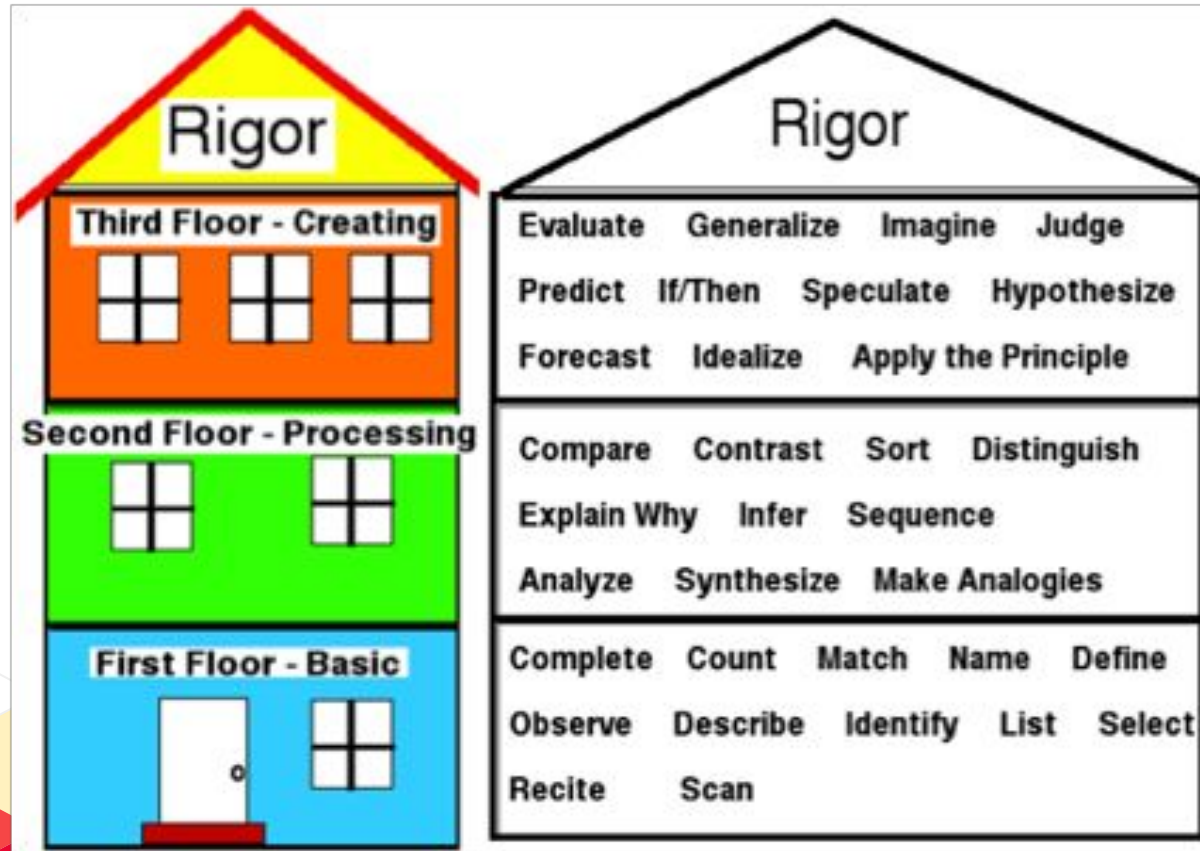
Why ask questions in the classroom?

1. **Procedural/behavioral**: To provide structure to the lesson (2c; 3a)
2. ***Engagement**: To arrive at new understandings; to promote making connections with complex concepts; (3c)
3. **Assessment**: To assess learners and their progress toward the mastery of standards (1f, 3d); To adjust and differentiate instruction (1c, 3e)
4. **Culture/mindset**: To foster inquiry; to challenge points of view; to solve problems, and think critically (2b)
5. **Teacher/Student Roles**: To create student-centered environment; to build rapport; to foster engagement; to promote student discussion (2a, 2d, 3c)

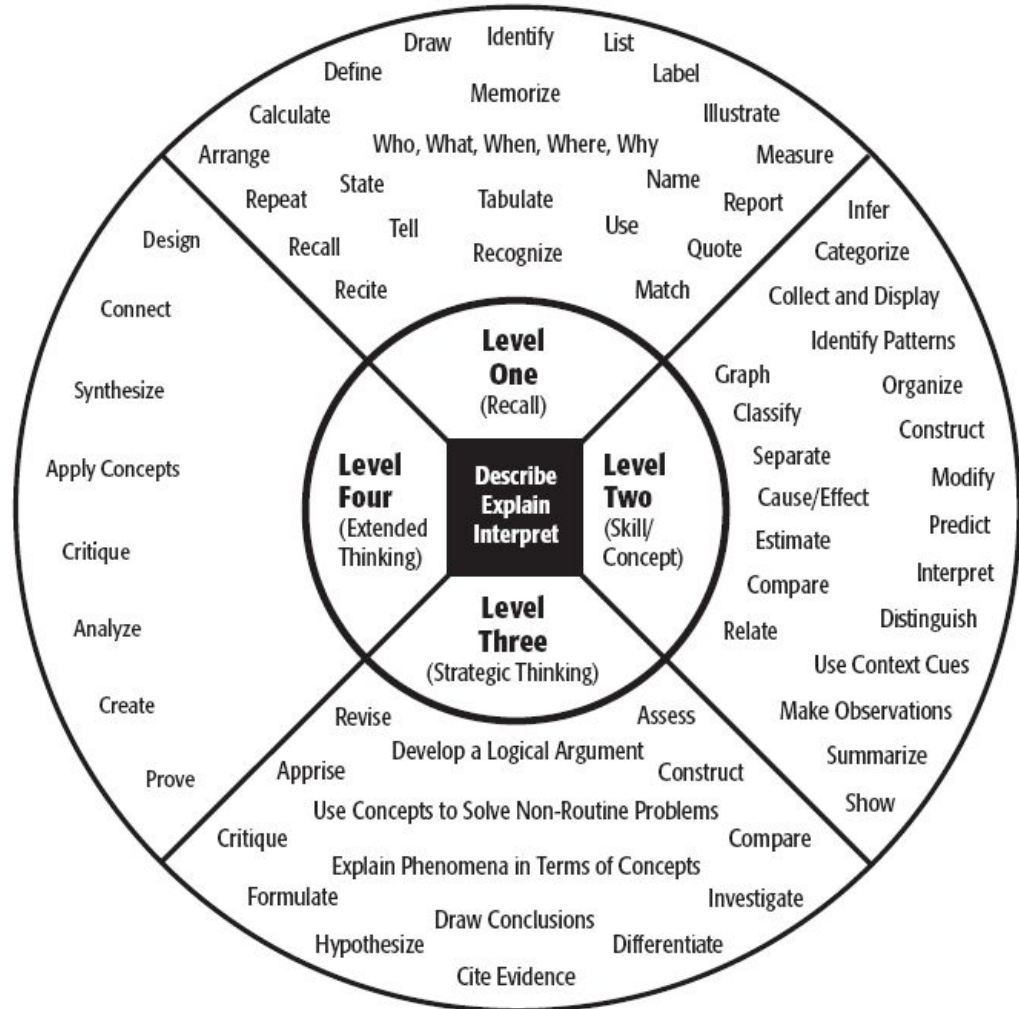
Bloom's Taxonomy (Revised)



Costa's Levels of Thinking - (Simplified Bloom's into 3 levels)



Webb's Depth of Knowledge




The HOW...





Asking Questions Effectively to Maximize Student Engagement

- a) Establish clear protocols for Q & A**
- b) Provide ample wait time**
- c) Ensure that all students have access to questions**
- d) Foster student created questions**
- e) Make Q & A interactive**
- f) Use space to foster interaction and response**



Step 1: Have students read a short story or several chapters in a novel.

Step 2: Incorporate lessons and activities that review elements of fiction, theme, and plot.

Step 3: Present students with “question starters” and discuss the importance of high order questions. Why are they important to develop and use?



Sample high order questions:

-In what way does _____?

-What conclusion can _____?

-What is your opinion of _____?

-What is the most important _____
_____? Give evidence.

-If you were _____, what would
_____?

Question Starters: Spanish

Preguntas de Comprension (HOTS Questions) SPANISH

- ¿Que sabemos de _____?
- ¿Que paso primero, segundo, tercero y por ultimo?
- ¿De que manera _____ afecta a _____?
- ¿Que crees que causa _____? Por que?
- ¿Como podría _____?
- ¿Cuales son las cosas positivas de _____?
- ¿Cuales son las debilidades de _____?
- ¿Cual es la diferencia entre _____ y _____?
- ¿En tu opinión, por que _____?

- ¿Si tu pudieras cambiar _____, que cambiarías _____?
- ¿Cual es la mejor _____?
- ¿Estas de acuerdo con _____? Por que?
- ¿Estas en desacuerdo con _____? Por que?
- ¿De que otra forma se puede decir _____?
- ¿Que evidencia se necesita _____?
- ¿Cual es el propósito del autor _____?
- ¿Que necesitamos _____?
- ¿A que conclusión puedes llegar _____?
- ¿Que significa/representa _____?

Question Starters: English

- What do we already know about _____?
- What happened first, second, next, then and finally?
- How does _____ affect _____?
- What do you think causes _____? Why?
- How could _____?
- What are the strengths of _____?
- What are the weaknesses of _____?
- What is the difference between _____ and _____?

- If you could change _____, what would _____?
- What is the best _____?
- Do you agree with _____? Why?
- Do you disagree with _____? Why?
- What is another way to look at _____?
- What evidence is there to _____?
- What is the author's purpose _____?
- What context clues did you use to _____?
- What conclusion can you draw from _____?

Describe what happened after _____

Why do you think the character _____ was _____?

How did _____ feel when _____?

Describe the part when _____

When did _____ do _____?

Predict why _____ did _____?

Why is _____ important in this story?

How did the story make you feel when _____?

Were you surprised when _____?

Describe how _____ changed after _____.

Who do you think is the most interesting character and why?

How did the character _____ feel when _____?

Describe what happened after the character _____ did _____?



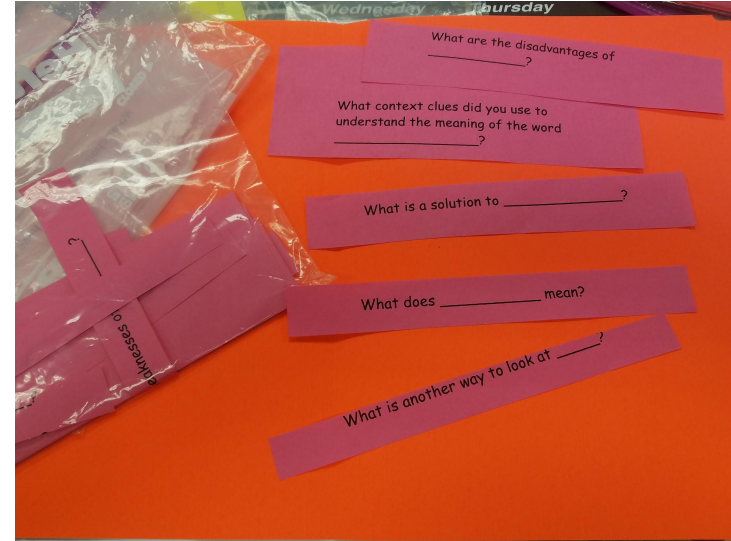
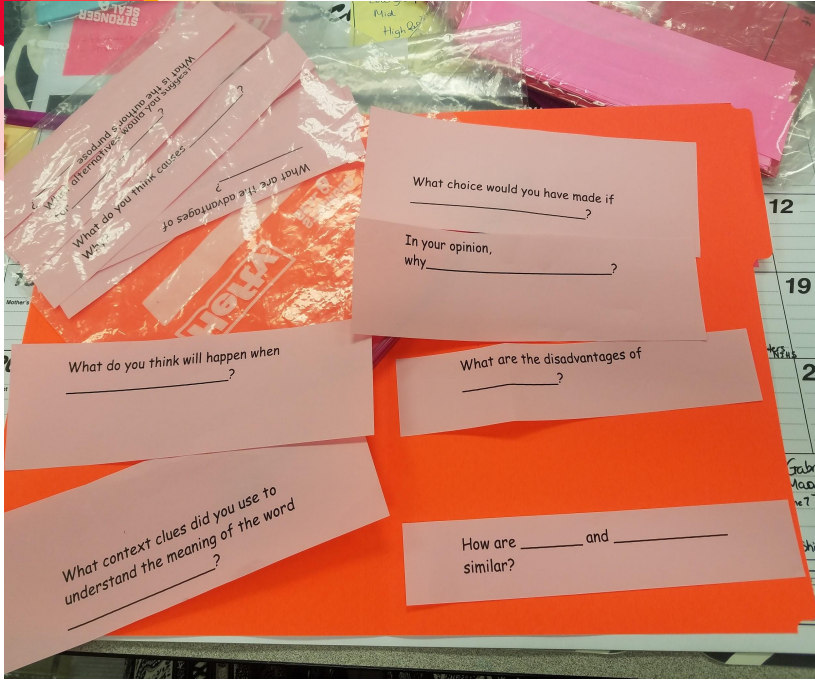
Step 4:

- ▶ Expose students to different question starters.
- ▶ Hang posters, upload to google classroom, or create little “baggies” with sentence starters for each group.

My Classroom



Baggies with Question Starters





Step 5

Provide guided practice:

- ▶ Model how to create questions as a class.
- ▶ Have students work in pairs or groups.

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Students at Work: Creating Questions



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**Students creating
questions based on
two short stories for
PARCC Practice.**

**Tortilla Sun by J.
Cervantes**

**Confetti Girl by D.
Lopez**



Students creating questions

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Step 6:

- ▶ Assign “specific” questions for homework or as classwork.
- ▶ Let students explore and play with creating questions individually.



Homework Assignment:

Create 5 questions based on the novel we are reading

What examples of _____ can you find?

What are the advantages of _____?

What is the problem of _____?

What are the disadvantages of _____?

In your opinion how _____?

Show evidence from the text.



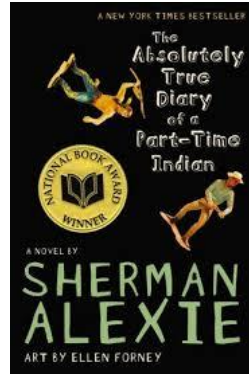
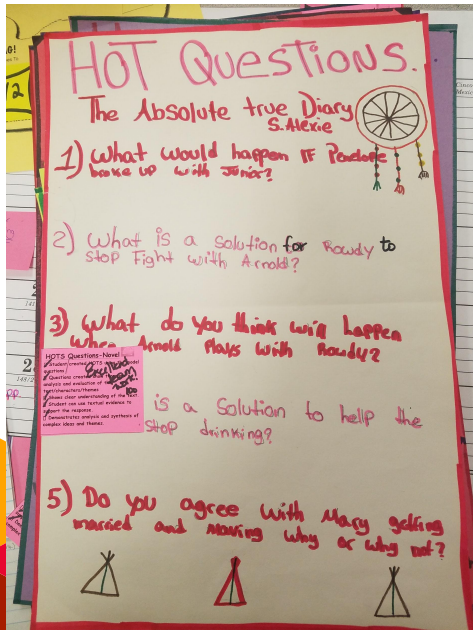
Step 7:

- ▶ Students sit with their group and discuss the questions they created
- ▶ They select the best ones.

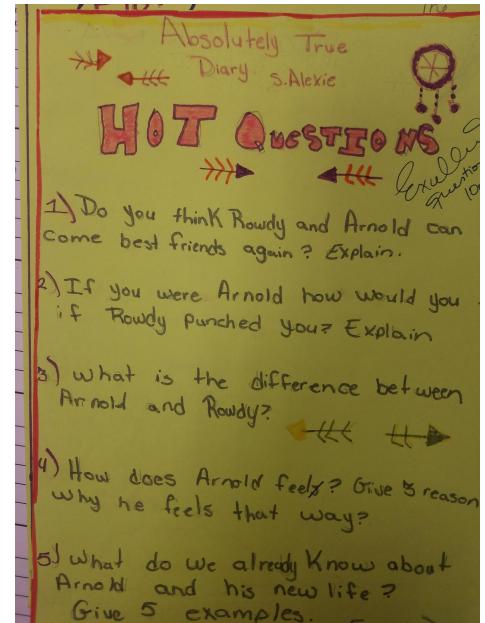
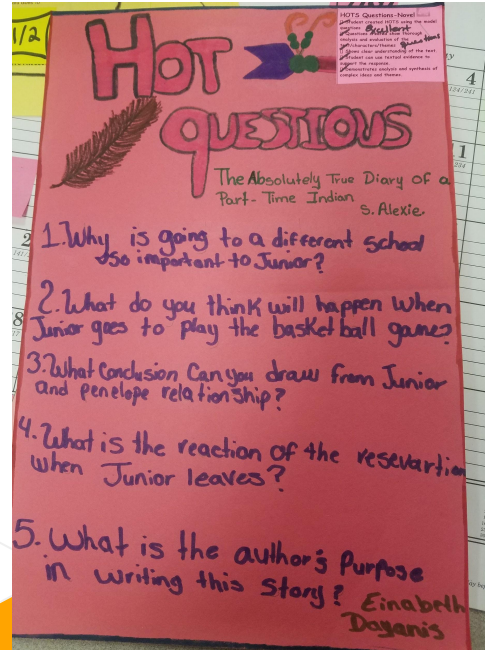
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Step 8:

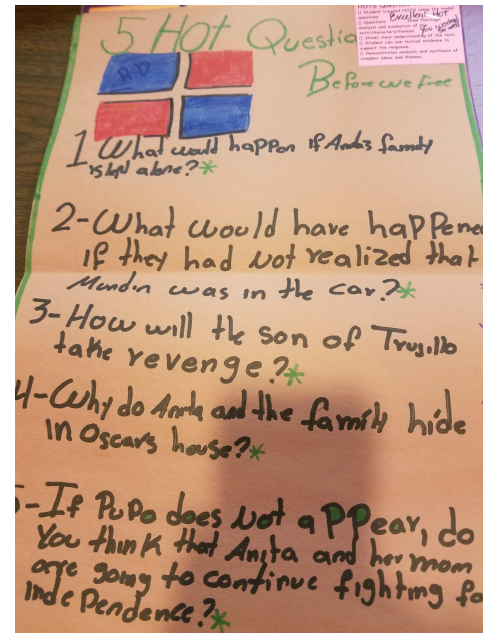
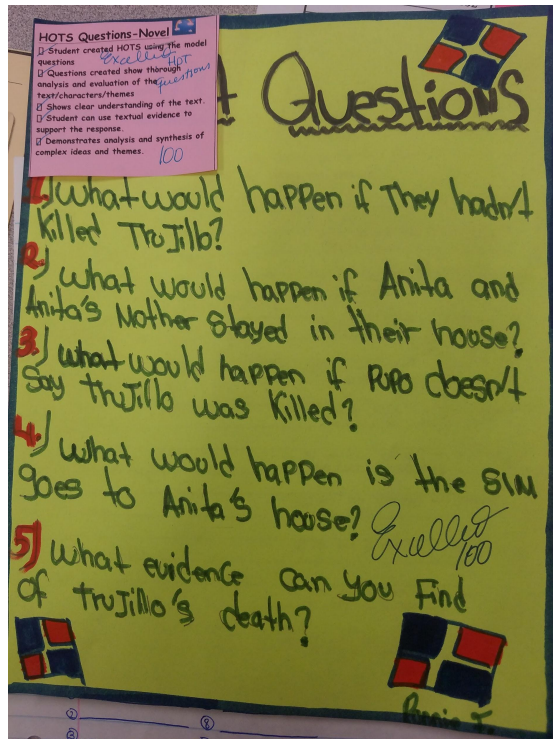
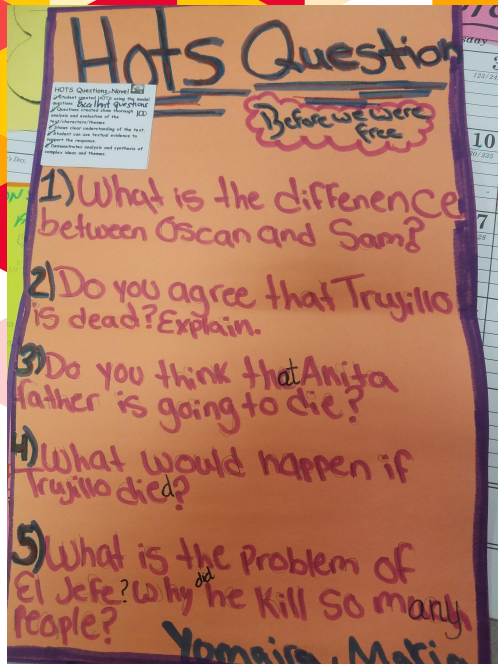
- Students make posters with their best questions.



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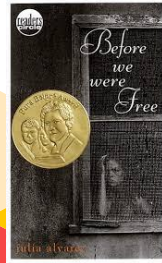


The Absolutely True Diary of a Part-Time Indian by S. Alexie



Posters created by 8th grade, PL2

Before We Were Free by J. Alvarez



High Order Questions: Level 2 students

Hot Questions

Created by Edickson and Jean G

- 1) In what way have the Nazis affected Anne's family?
- 2) Give an example of how the Nazis found Anne's family.
- 3) What is the author's purpose in writing about the dentist?
- 4) What are the disadvantages of hiding at the office?
- 5) What are the advantages of having people protecting and helping you?
- 6) What choice would you have made if you were Anne's father?



Hot Questions

Created by Victor and Arnaldo

- 1) In what way were the kids suffering in the streets?
- 2) Give an example of the Holocaust. Use evidence.
- 3) What is the author's purpose in writing about children suffering?
- 4) What are the disadvantages of living with Anne?
- 5) What are the advantages of some people knowing the Frank's were hiding?
- 6) What choice would you have made if you were Hitler?

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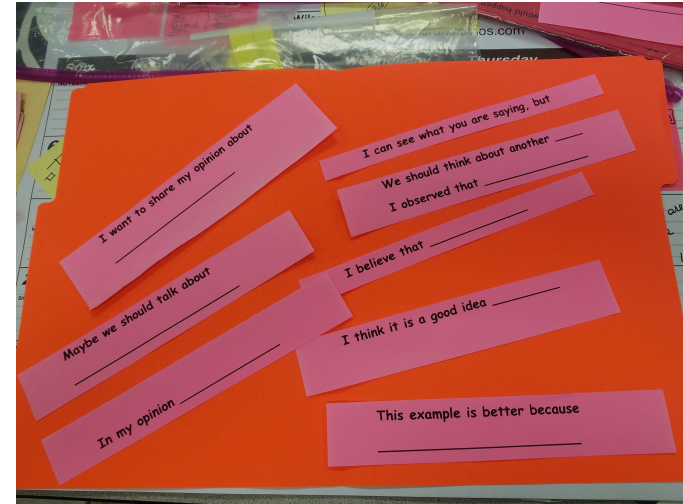
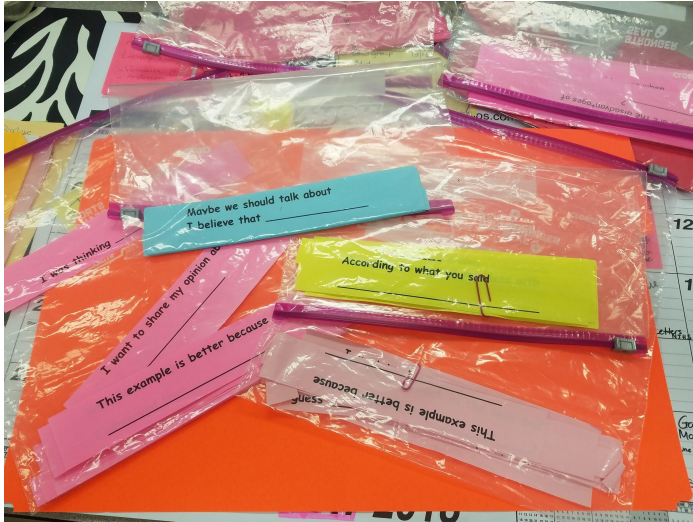
The Diary of a Young Girl by A. Frank



Step 9:

- ▶ Students sit with their group and discuss the questions using sentence starters to guide them in their discussions.

Baggies with sentence starters





Modeling & Students at Work: Discussing HOTS Questions





Students discussing questions they created for the novel, The Diary of Anne Frank

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Ambar and her book: How to be successful when looking for evidence in the novel

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The APPLICATION...





Students Open-Ended Questions Before and After

<https://drive.google.com/file/d/1Pzo6SqGndHlssUrEC1aLTedI15KoH-4Y/view?usp=sharing>



How students have improved in their OEQ responses

Before

- Incomplete responses.
- No/little text support.
- No explanations or comments on the evidence they used.

After

- Complete responses.
- Use of text support. 2-3 quotes from the text.
- Explanations and comments show depth and analysis.

Overview of Process

MODEL and SCAFFOLD

Model how to create questions by using guided practice, pair practice and group work.

CREATE

Students create high order questions that challenge their thinking using question starters and their classmates' help.

DISCUSS

Students discuss the questions they have created using sentence frames.

Remember...

- Inspire students to be creative!**
- Model curiosity.**
- Build a culture of inquiry by cultivating relationships through questions.**
- Provide rich stimulus to inspire rich questions.**
- Give students examples and keywords for novel questions..**
 - Push students to give you more.**
 - Be bold.**



Thanks!

Any questions?

You can contact us at:

- ▶ gabpugliese@paps.net
- ▶ bmolina@paps.net





Credits

- ▶ Presentation template by [SlidesCarnival](#)
- ◀ Special thanks to my students and awesome parents!