The Art of Questioning: Blooming Better Thinkers

NJTESOL - NJBE Spring Conference

May 29, 2019
Hello!

Gabriela Pugliese
Bilingual LA Teacher, grade 8
Perth Amboy Public Schools
gabipugliese@paps.net

Bonnie Molina
Supervisor, BIL/ESL/WL
Perth Amboy Public Schools
bmolina@paps.net
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!

Video removed for students’ privacy
Agenda

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

Handout Available Here:
https://drive.google.com/open?id=1aAOqCclCyQAqBrMneMg4yuircVHIzaDR4uP9fSSnh4w
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?”
Video removed for students’ privacy
Video removed for students’ privacy
Why foster student-created questions?

Support for student-created questions...

- Fosters academic independence
  - Allows students to explore more complex ideas
- Provides students a means to ask for clarification
  - Helps students collaborate with their peers
  - Provides formative and/or summative assessment
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)
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 ________?
**Preguntas de Comprensión (HOTS Questions) SPANISH**

<table>
<thead>
<tr>
<th>Question in Spanish</th>
<th>Question in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué sabemos de ________________?</td>
<td>¿Si tu pudieras cambiar ________________, que cambiarias ________________?</td>
</tr>
<tr>
<td>¿Qué paso primero, segundo, tercero y por último?</td>
<td>¿Cual es la mejor ________________?</td>
</tr>
<tr>
<td>¿De que manera _______ afecta a _____________?</td>
<td>¿Estas de acuerdo con ________________? Por que?</td>
</tr>
<tr>
<td>¿Qué crees que causa _________________? Por que?</td>
<td>¿Estas en desacuerdo con ________________? Por que?</td>
</tr>
<tr>
<td>¿Como podría ________________?</td>
<td>¿De que otra forma se puede decir ________________?</td>
</tr>
<tr>
<td>¿Cuáles son las cosas positivas de ________________?</td>
<td>¿Que evidencia se necesita ________________?</td>
</tr>
<tr>
<td>¿Cuáles son las debilidades de ________________?</td>
<td>¿Cuál es el propósito del autor ________________?</td>
</tr>
<tr>
<td>¿Cual es la diferencia entre ________________ y ________________?</td>
<td>¿Que necesitamos ________________?</td>
</tr>
<tr>
<td>¿En tu opinión, por que ________________?</td>
<td>¿A que conclusión puedes llegar ________________?</td>
</tr>
<tr>
<td></td>
<td>¿Que significa/representa ________________?</td>
</tr>
</tbody>
</table>
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 ____________ be improved?
- 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.

Photos removed for students’ privacy
Students at Work: Creating Questions
Video removed for students’ privacy

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

Tortilla Sun by J. Cervantes

Confetti Girl by D. Lopez
Students creating questions

Photo removed for students’ privacy
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.
Step 8:

- Students make posters with their best questions.
Before We Were Free by J. Alvarez

Posters created by 8th grade, PL2
The Diary of a Young Girl by A. Frank

High Order Questions: Level 2 students

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

Video removed for students’ privacy
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 SlideCarnival

- Special thanks to my students and awesome parents!