

# Teacher's Cheat Sheet

## Front

### Questioning for Quality Thinking

**Knowledge** identification and recall of information

Who, What, When, Where, How \_\_\_\_\_?

Describe \_\_\_\_\_?

**Reasoning/comprehension** organization & selection of facts and ideas

Retell \_\_\_\_\_ in your own words.

What is the main idea of \_\_\_\_\_?

**Reasoning/Analysis** separation of a whole into component parts

What are the parts or features of \_\_\_\_\_?

Classify \_\_\_\_\_ according to \_\_\_\_\_?

Outline/diagram/web \_\_\_\_\_?

How does \_\_\_ compare/contrast with \_\_\_?

What evidence can you list for \_\_\_\_\_?

**Reasoning/Evaluation** Development of opinions, judgments, or decisions

Do you agree \_\_\_\_\_?

What do you think about \_\_\_\_\_?

What is the most important \_\_\_\_\_?

Prioritize \_\_\_\_\_?

How would you decide about \_\_\_\_\_?

What criteria would you use to assess \_\_\_\_\_?

**Skills/Application** Use of facts, rules, principles

How is \_\_\_\_\_ an example of \_\_\_\_\_?

How is \_\_\_\_\_ related to \_\_\_\_\_?

Why is \_\_\_\_\_ significant?

**Create/Synthesis** Combination of ideas to form a new whole

What would you predict/infer from \_\_\_\_\_?

What ideas can you add to \_\_\_\_\_?

How would you design/create a new \_\_\_\_\_?

What might happen if you combine \_\_\_\_\_ with \_\_\_\_\_?

What solutions would you suggest for \_\_\_\_\_?

## Back

### Strategies to Extend Student Thinking

#### ▪ Remember "wait time"

Provide at least 3 to 5 seconds of thinking time after a question and after a response.

#### ▪ Use "think-pair-share"

Allow individual thinking time and discussion with a partner, and then open up the class discussion.

#### ▪ Ask "follow-ups"

"Why?" "Do you agree?" "Can you elaborate?"

"Tell me more." "Can you give an example?"

#### ▪ Withhold judgment

Respond to student answers in a non-evaluative fashion.

#### ▪ Ask for summary (to promote active listening)

"Freddy, could you please summarize Shelia's point?"

#### ▪ Survey the class

"How many people agree with the author's point of view?" ("thumbs up, thumbs down")

#### ▪ Allow for student calling

"Marion, will you please call on someone else to respond?"

#### ▪ Play devil's advocate

Require students to defend their reasoning against different points of view.

#### ▪ Ask students to "unpack their thinking"

"Describe how you arrived at your answer." ("think aloud")

#### ▪ Call on students randomly

Not just those with raised hands

#### ▪ Student questioning

Let the students develop their own questions

#### ▪ Cue student responses

"There's not a single correct answer for this question. I want you to consider alternatives."