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| **3b Questioning and Discussion Techniques** |
| Elements* Quality of questions/prompts
* Discussion techniques
* Student participation

Indicators* Questions of high cognitive challenge, formulated by students and teacher
* Questions with multiple correct answers or multiple approaches, even when there is single correct response
* Effective use of students responses and ideas
 | Examples* Allow ample time between questions/answers, wait time
* Students ask for clarification
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* Discussion, with teacher stepping out of central, mediating role
* Focus on the reasoning students exhibit in discussion, give and take with teacher and classmates
* High levels of student participation in discussion
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**Techniques from Teach Like a Champion (Lemov)**

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| http://www.clipartbest.com/cliparts/KTj/bMn/KTjbMn7Tq.png | Technique 1: NO OPT OUT\*-- Sometimes, when students don’t know an answer, or don’t want to try, they respond to a question with “I don’t know” or shrug their shoulders. The teacher then moves on to another student. Instead, use NO OPT OUT by prompting, questioning, and scaffolding so all students reach the right answer, as often as possible, even if only to repeat the correct answer. |
| http://thumbs.gograph.com/gg62361880.jpg | Technique 2: RIGHT IS RIGHT\*-- Students often stop striving when they hear that their answer is “right.” However, many teachers often accept answers that are partially correct or not totally complete, setting a low standard for correctness. Using RIGHT IS RIGHT, the teacher sets and defends a high standard of correctness by only naming “right” those answers which are truly and completely right.  |
| http://jeffreyrowland.files.wordpress.com/2011/09/stretch-visualizing-words.jpg | Technique 3: STRETCH IT – Rather than stopping after a student gives you the correct answer, follow up with questions that extend knowledge and check for full understanding. Ask students how they got the answer, what is another way to get the answer, what is the evidence, how to apply the same skill in a new situation, and what more specific vocabulary words they can use.  |
| http://www.clipartbest.com/cliparts/eTM/6L9/eTM6L9oTn.jpeg | Technique 25: WAIT TIME\* – In this technique you wait 3-5 seconds before calling on a student to answer. Typically, teachers wait only about a second after asking a question which is unlikely to lead to the most thorough or thoughtful answer. By waiting threeto five seconds you are more likely to improve the quality of answers and the number of students who volunteer to answer. |
| http://vecto.rs/1024/vector-of-a-cartoon-woman-reading-a-raffle-ticket-coloring-page-outline-by-ron-leishman-17651.jpg | Technique 22: COLD CALL\* – Call on students whether they’ve raised their hands or not. Cold calling is particularly effective when it is scaffolded (start with simple questions and progress to harder ones). |
| http://www.illustrationsof.com/royalty-free-thinking-clipart-illustration-1086494.jpg | Technique 17: RATIO – Increase the cognitive work **students** do by inviting input during lessons: increase answering, talking, student to student discussion, writing during lessons; involve students by having them explain why/how, provide evidence and examples, more precise, richer answers. |
| https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcSQrcemQ9D3_3OrDC0NREw25Fv1LD0xEIVMYJHOlxCDx9oFzs0AhA | Additional ideas: PLAN YOUR QUESTIONS--Use Bloom’s Question Stems or Costa’s Levels of Questioning to plan for high-powered questions to foster thinking & learning during lessons.  |
| http://images.clipartpanda.com/asking-clipart-niEyonpxT.gif | EMPOWER STUDENTS--Hang question stems in class and teach students to use them in academic discussions with one another. |
| http://websites.pdesas.org/sobarow/2013/1/17/480621/file.aspx | Think-Pair-Share—After posing a question or a prompt, give students a limited amount of time to reflect on it and collect their thoughts. Then, have them turn to a partner and share their answers or thoughts. Choose a few pairs to share what their partners said. |
| http://laurenwheelock.weebly.com/uploads/1/5/3/2/15329090/2248883_orig.png | Numbered Heads Together-- Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group.  |

**Set a Goal for Student Success**

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| I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so that my students will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | Date: Goal: \_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_ | Goal met  |
| Date: Goal: \_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_ | Goal met  |
| Date: Goal: \_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_ | Goal met  |
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