



16th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

the teacher's conference

TODD STANLEY
THURSDAY 16 MAY
Session 3

 **A Gifted Institute**

**How to Ask Higher-Level Questions
in the Gifted Classroom**

MELBOURNE

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TODD STANLEY

Todd Stanley, a US National Board Certified Teacher, has been a classroom teacher for the past 13 years in a myriad of positions. He spent the first five years of his career compacting gifted curriculum in a junior high school program called Horizons. The next three years were as a facilitator at the Christopher Program, a project-based, interdisciplinary program for Year 11 and Year 12 students from around central Ohio. He then created the Ivy Program, a gifted pull-out for Year 3 and Year 4 students. Todd also travelled around the state of Ohio for the Literacy Curriculum Alignment Program, training school staffs on how to write short-cycle assessments and align their curriculum.



A message from Hawker Brownlow Education

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HOW DOES YOUR QUESTIONING BEHAVIOR RATE?

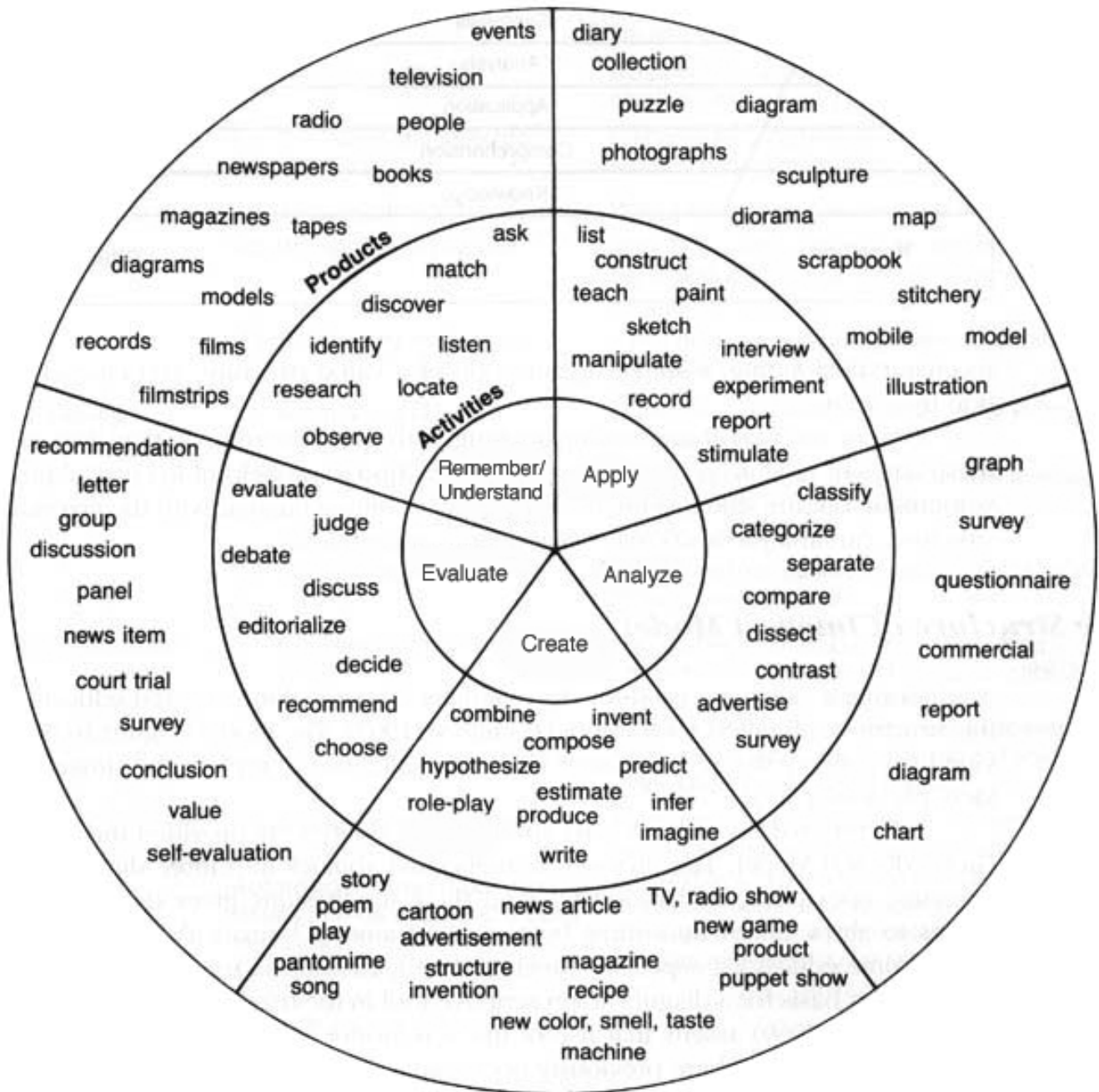
- How often do you challenge students by asking questions that arouse their curiosity? Do you make them want to know more?
- To what extent do your questions encourage students to listen to each other's responses, opinions?
- To what extent do your questions promote self-evaluation by your students?
- To what extent do you preplan key questions you want to ask during the lesson?
- To what extent do your questions call for students to think for themselves?
- Do you ask a variety of questions— recall vs. thought questions?
- Do you get all students involved in class discussions?
- Do students speak to each other when responding or only to you?
- Do you wait a reasonable time for students to think about their responses before calling on them or permitting them to speak?
- Do you encourage your students to ask questions?

<h1>REMEMBER</h1> <p>Retrieve relevant knowledge from long-term memory.</p>  <ul style="list-style-type: none"> • Can you recall...? • Where is...? Who is...? • Can you list four...? • How would you describe...? • How could you explain...? • Which of these is true...? false...? <table border="0"> <tr> <td>Showing</td> <td>Restating</td> <td>Choosing</td> </tr> <tr> <td>Naming</td> <td>Finding</td> <td>Matching</td> </tr> <tr> <td>Listing</td> <td>Recognizing</td> <td>Relating</td> </tr> </table>	Showing	Restating	Choosing	Naming	Finding	Matching	Listing	Recognizing	Relating	<h1>ANALYZE</h1> <p>Separate a whole into parts and determine their relationships.</p>  <ul style="list-style-type: none"> • Why do you think...? • What is the relationship...? • Can you compare...? contrast...? • What idea is relevant to...? • How would you categorize...? • What can you infer...? <table border="0"> <tr> <td>Classifying</td> <td>Experimenting</td> <td>Simplifying</td> </tr> <tr> <td>Investigating</td> <td>Dividing</td> <td>Differentiating</td> </tr> <tr> <td>Discerning</td> <td>Discovering</td> <td>Researching</td> </tr> </table>	Classifying	Experimenting	Simplifying	Investigating	Dividing	Differentiating	Discerning	Discovering	Researching
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Listing	Recognizing	Relating																	
Classifying	Experimenting	Simplifying																	
Investigating	Dividing	Differentiating																	
Discerning	Discovering	Researching																	
<h1>UNDERSTAND</h1> <p>Construct meaning from instructional messages.</p>  <ul style="list-style-type: none"> • What is the main idea of...? • Can you find an example of...? • How would you summarize...? • What might happen next...? • How do you explain...? • What ideas or facts show...? <table border="0"> <tr> <td>Organizing</td> <td>Paraphrasing</td> <td>Reviewing</td> </tr> <tr> <td>Discussing</td> <td>Extending</td> <td>Inferring</td> </tr> <tr> <td>Interpreting</td> <td>Outlining</td> <td>Showing</td> </tr> </table>	Organizing	Paraphrasing	Reviewing	Discussing	Extending	Inferring	Interpreting	Outlining	Showing	<h1>EVALUATE</h1> <p>Make judgments based on criteria and standards.</p>  <ul style="list-style-type: none"> • Which is more important? • Is there a better solution to...? • Can you defend...? • What are the pros of...? cons...? • Why is... of value? • How would you feel if...? <table border="0"> <tr> <td>Validating</td> <td>Justifying</td> <td>Critiquing</td> </tr> <tr> <td>Debating</td> <td>Monitoring</td> <td>Selecting</td> </tr> <tr> <td>Assessing</td> <td>Prioritizing</td> <td>Rating</td> </tr> </table>	Validating	Justifying	Critiquing	Debating	Monitoring	Selecting	Assessing	Prioritizing	Rating
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Debating	Monitoring	Selecting																	
Assessing	Prioritizing	Rating																	
<h1>APPLY</h1> <p>Carry out or use a procedure in a given situation.</p>  <ul style="list-style-type: none"> • What would happen if...? • How could you clarify...? • Who do you think...? • Which approach would you...? • How would you use...? • What is a situation like...? <table border="0"> <tr> <td>Practicing</td> <td>Implementing</td> <td>Interviewing</td> </tr> <tr> <td>Choosing</td> <td>Operating</td> <td>Solving</td> </tr> <tr> <td>Planning</td> <td>Developing</td> <td>Generalizing</td> </tr> </table>	Practicing	Implementing	Interviewing	Choosing	Operating	Solving	Planning	Developing	Generalizing	<h1>CREATE</h1> <p>Combine elements or ideas to form a new whole.</p>  <ul style="list-style-type: none"> • What is an alternative...? • Could you invent...? • Can you compose a...? • What is your theory about...? • How can you imagine...? • What could you design to...? <table border="0"> <tr> <td>Building</td> <td>Constructing</td> <td>Changing</td> </tr> <tr> <td>Combining</td> <td>Devising</td> <td>Adapting</td> </tr> <tr> <td>Formulating</td> <td>Improving</td> <td>Producing</td> </tr> </table>	Building	Constructing	Changing	Combining	Devising	Adapting	Formulating	Improving	Producing
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Waka County Public School System Academics Gifted Program

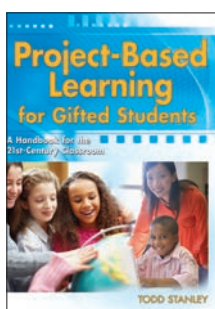
From Revised Bloom's Taxonomy Resources

Knowledge	choose, define, find, how, identify, label, list, locate, name, omit, recall, recognize, select, show, spell, tell, what, when, where, which, who, why
Comprehension	add, compare, describe, distinguish, explain, express, extend, illustrate, outline, paraphrase, relate, rephrase, summarize, translate, understand
Application	answer, apply, build, choose, conduct, construct, demonstrate, develop, experiment with, illustrate, interview, make use of, model, organize, plan, present, produce, respond, solve
Analysis	analyze, assumption, categorize, classify, compare and contrast, conclusion, deduce, discover, dissect, distinguish, edit, examine, explain, function, infer, inspect, motive, reason, test for, validate
Create	build, change, combine, compile, compose, construct, create, design, develop, discuss, estimate, formulate, hypothesize, imagine, integrate, invent, make up, modify, originate, organize, plan, predict, propose, rearrange, revise, suppose, theorize
Evaluation	appraise, assess, award, conclude, criticize, debate, defend, determine, disprove, evaluate, give opinion, interpret, justify, judge, influence, prioritize, prove, recommend, support, verify

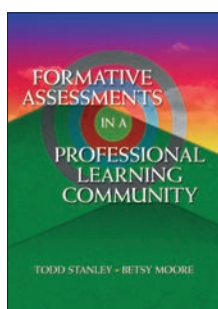


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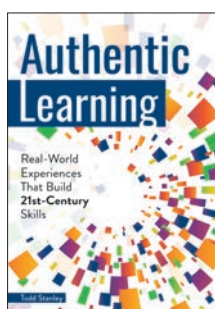
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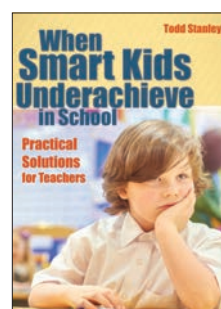
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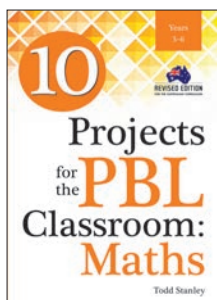
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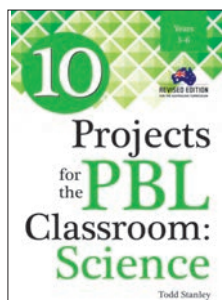
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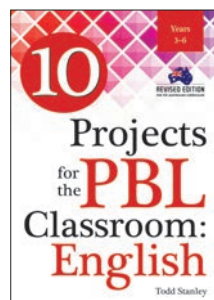
PRU6883



PRU4353



PRU4360



PRU4346

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