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## Who Needs This Book?

### TEACHERS—THAT’S WHO! WHY?



Differentiated questioning doesn’t add to the burdens in the classroom. Most teachers have enough to do. What questioning does is bring fun and excitement to learning. It pulls teachers out of the comfortable rut of asking the same questions over and over, thereby teaching the same year over and over. *Divergent questioning is a teaching tool* to be used at any time, at any year level, with any curriculum.



Whether it is slowing down the learning process or speeding it up, *questioning makes the difference*. Slower learning students benefit from questions that simplify while gifted students benefit from those that challenge complexity. Divergent questions allow for differentiated responses from students with special needs.

### ADMINISTRATORS—THAT’S WHO! WHY?



Questioning gives principals an effective process to appraise teachers. It is also a prescriptive tool that gives teachers specific, concrete suggestions to *improve the quality of instruction*. On a personal level, administrators can strengthen communication with staff and parents by sharpening their questioning skills.



### PARENTS—THAT’S WHO! WHY?

Parents MODELLING divergent questioning for their children *strengthens self-concept* and improves school achievement. Many of the life support skills, such as making good decisions, communicating effectively and solving problems creatively begin with good questioning.



### CURRICULUM SPECIALISTS/WRITERS—THAT’S WHO! WHY?

Some of the “new” curriculum tries to cover more information without regard for in-depth exploration. Simply put, it’s quantity not quality. Differentiated questioning will *stretch the curriculum* vertically so students have time to research and understand ideas.



### STUDENTS—THAT’S WHO! WHY?

Questioning is a learning tool that improves a student’s communication abilities and study skills. It does not require a change in learning style or a piece of fancy equipment. All it takes is another human being *modelling* the process and some *practice*. Questioning is particularly useful during co-operative learning activities. Students learn to ask as well as answer divergent questions while participating in co-operative groups. This active rather than passive questioning results in a more positive attitude about self and school.

**Differentiated Questioning skills are reflected  
in the following goals for students:**

To Use My Imagination for Thinking  
in Different Ways

To Have Fun Learning

To Express My Own Feelings and Views  
by Sharing My Ideas with Others

To Learn How to Think Harder and Better  
by Disciplining My Mind

To Learn to Work Independently  
and with Others

To Think of New Ways to  
Do Familiar Things



## Questions on the Move: Preference

- Where would you most like to spend your spare time:

OUTDOORS or INDOORS?

- Do you like to learn new things by:

HEARING or SEEING?

- Should skateboarders have to wear helmets?

YES or NO?

- Would you rather live in:

A TREE HOUSE or CAVE?

- Would you rather be:

HICCUP or BURP?

- Is it better to get the news by:

WATCHING TELEVISION or READING THE NEWSPAPER?

- Should the school day be lengthened by one hour?

YES or NO?

- Should capital punishment be reinstated:

YES or NO?

- As an occupation, would you rather be:

SKYSCRAPER WINDOW WASHER or UNDERGROUND MINER?

- Do you think it should be compulsory to put warning labels on record albums/tapes/CD's that contain offensive lyrics:

YES or NO?

