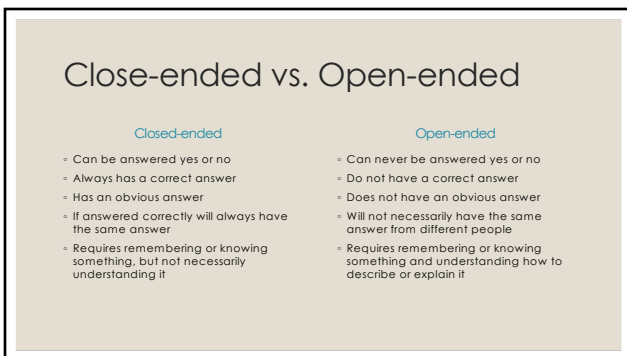


Objectives

- Define high-level questions
- Understand the importance of high-level questions
- Describe Bloom's taxonomy for education
- Demonstrate the ability to use opened-ended questions in learning centers
- Demonstrate the ability to use opened-ended questions during routines in the classroom



Close-ended vs. Open-ended

Closed-ended

- Can be answered yes or no
- Always has a correct answer
- Has an obvious answer
- If answered correctly will always have the same answer
- Requires remembering or knowing something, but not necessarily understanding it

Open-ended

- Can never be answered yes or no
- Do not have a correct answer
- Does not have an obvious answer
- Will not necessarily have the same answer from different people
- Requires remembering or knowing something and understanding how to describe or explain it

What are high-level questions?

- Require thinking in a new way
- Will be answered in each child's own way
- Encourage children to expand their thinking and perspective on a subject
- Is developmentally appropriate for the age and stage of the individual child
- Inspires higher-level thinking

Big Questions for Young Minds, NAEYC, 2017

A Comparison of the Two Versions of Taxonomies

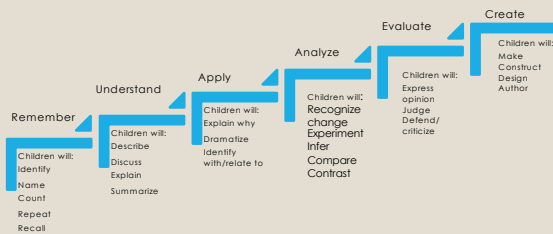
Bloom's Taxonomy (original)

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Bloom's Taxonomy (with Anderson & Krathwohl modifications)

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Step up your questioning game



Six Levels of Questions

- Remember
- Understand
- Apply
- Analysis
- Evaluate
- Create



Considerations when asking questions

- Think about where your children are developmentally when planning questions
- Consider the children's prior knowledge.
- Start a question with "I wonder" or "What do you notice"
- Use big words that increase vocabulary
- Allow wait time for children to process what you are asking, think about it, and answer
- Ask another question or make a comment after the child answers
- Remember to listen to the children's answers

What makes a good listener?

◦ A good listener

- Makes eye contact appropriately
- Is patient and does not interrupt
- Asks questions in a pleasant tone
- Is responsive both verbally and nonverbally
- Prepares for listening by focusing attention



Learning to Listen, Listening to Learn: Building Essential Skills in Young Children, NAEYC, 2008.

Let's look at questions in dramatic play area.



Dramatic Play Area

- Remember – "What color is your apron?"
- Understand – "Describe the different foods that you have in your shopping bag."
- Apply – "Now that you have finished your grocery shopping, tell me how you are going to use the groceries that you brought."
- Analyze – "How do you know how much money the customer owes you for the groceries?"
- Evaluate – "How do you think the cashier is feeling about what you have purchased at his store? How can you tell?"
- Create – "Some of our friends are having trouble finding the grocery store so that they can shop. What could we do to help them know where the store is and what our operating hours are?"

Let's look at questions in the block area.



Block area

- Remember – "Who lives in your building?"
- Understand – "Why did you put the heavier blocks on the bottom of the structure?"
- Apply – "How did you decide what to build since there were four of you working together?"
- Analyze – "How is your building different from the one that you built yesterday?"
- Evaluate – "What do you think would happen if we took the blocks in the middle out to make a doorway?"
- Create – "What can you use to create a drawing of your building so you can show your parents what you make today?"

Questions for class meetings

- Remember Who is not here today?
 What do we do after lunch?
- Understand How does our class rule to use walking feet inside help to keep us safe?
 How do you think we could make sure that everyone gets a turn in the block area?
- Apply Why do you think that Susie was upset when her painting got torn?
 In our story today, the Very Hungry Caterpillar had a tummy ache after eating too much. Tell me about a time when you had a tummy ache.
- Analyze What can we change about the way that we cleanup that will help us put the blocks in the right place and make clean up easier?
 How could we change our obstacle course outside to make it more challenging and fun?

Questions for class meetings

- Evaluate What can Amy do to make Abby feel better about what happened on the playground today?
 What do you think about our dramatic play center becoming a doctor's office next month?
- Create Sometimes we get really angry. What ideas can be put on this list that can help us to stay calm when we need to?
 What can we draw on our class mural to show all the things we have learning during our unit on the farm?

Questions during read-alouds



Read-aloud

- Remember – "Who is the main character in this story?" (*Stand Tall, Molly Lou Melon*, by Patty Lovell)
- Understand – "What happened in the beginning (middle, end) of the story?"
- Apply – "Why do you think that the caterpillar felt better after eating one green leaf?" (*The Very Hungry Caterpillar*, by Eric Carle)
- Analyze – "Why do you think the author/illustrator made the words look this way on this page? Let me read the line again" (*Don't Let the Pigeon Drive the Bus!* by Mo Williams)
- Evaluate – "What do you think the peddler learned?" (*Caps for Sale: A Tale of a Peddler, Some Monkeys, and Their Monkey Business*, by Esphyr Slobodkina)
- Create – "How would you change the ending of the story?"

Questions all through the day

- Learning centers
- Class meeting
- Arrival and departure
- Music time
- Large motor times
- Mealtimes



Review

- Open-ended questions are a form of high-level questions
- Open-ended and high-level questions encourage children to think for themselves
- Both types of questions should be used throughout the day in all situations

References

- Jalongo, M.R. (2008). *Learning to Listen, Listening to Learn: Building Essential Skills in Young Children*. Washington, DC: National Association for the Education of Young Children.
- Strasser, J. & Bresson, L. (2017). *Big Questions for Young Minds Expanding Children's Thinking*. Washington, DC: National Association for the Education of Young Children

Questions/Comments

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