

## Developing a sequence of questions

Scaffolding questions allows repetition without being repetitive. Each time you lead the students to a different level of question on a topic, students have the opportunity to revisit what they know, and use it in a different way. This helps students to remember and at the same time it keeps them engaged because you are not simply repeating the same question. Even though it is the same topic, it is new.

Closed questions are useful for establishing the core material of a unit, while open questions advance students into manipulating, extending and transforming this material. That is, ask knowledge and comprehension questions about new material before asking questions requiring analysis and evaluation.

### **Tips and tactics**

Create a spreadsheet/table with concepts you wish to develop listed in the first column. Add three additional columns: Knowledge/Comprehension; Application/Analysis; Synthesis/Evaluation.

Write several questions for each column for each concept. If you do this as you plan your lesson, you will have questions for building a vocabulary foundation of the concepts, questions for helping students relate the new knowledge to what they know already, and questions to help students establish the value of this knowledge (this also creates a handy question bank for assessing student knowledge).

Students in small groups, answering all the questions from easy to hard, is an effective way to engage all students.