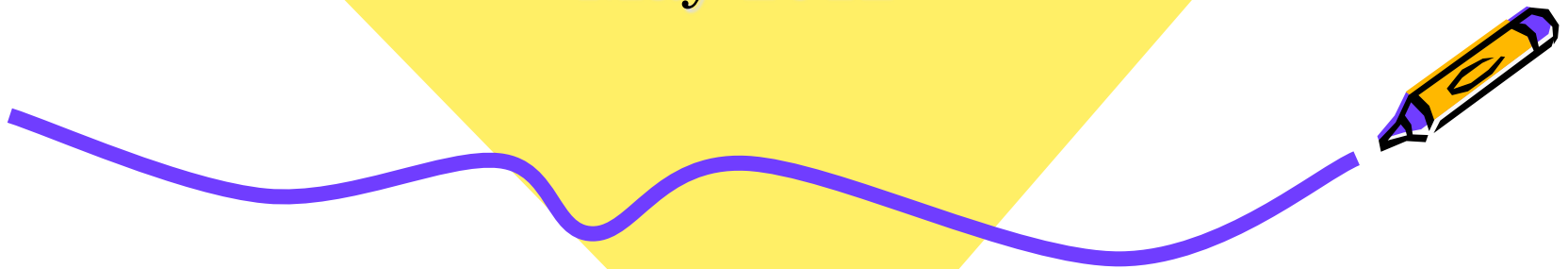
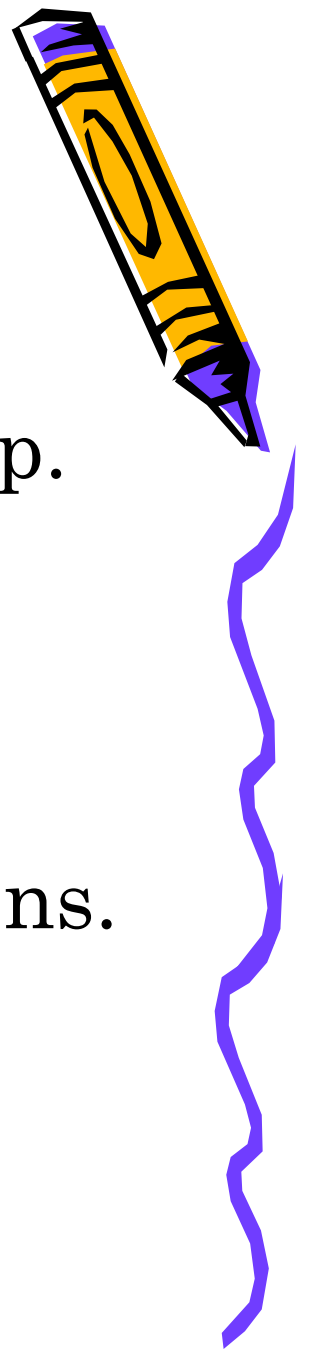


Special Education Dept.

May 2012



Questioning: Day-to Day



- Kids enjoy discussions within group.
- More emphasis on student led discussions (when appropriate).
- Teacher modeling is necessary to promote student generated questions.



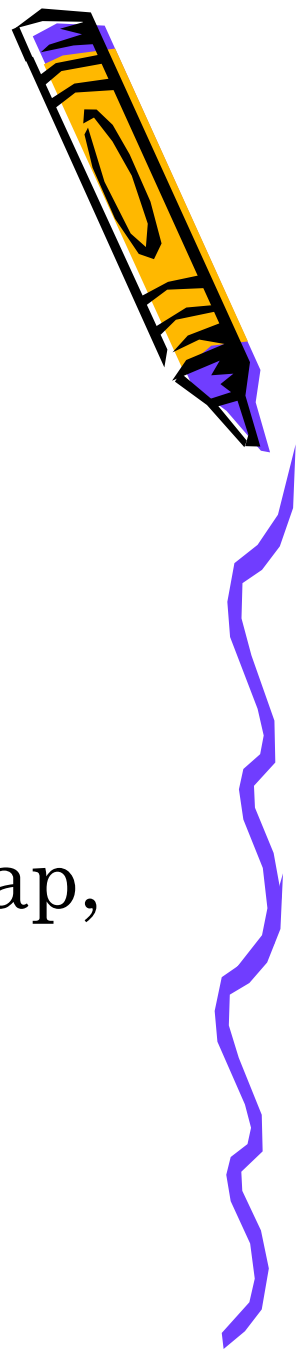
PLC Reflections



- Specialists in all areas of PLC provided expertise related to different areas of instruction.
- Wide range of ability levels addressed on each caseload → need modified questioning.
- Uniform understanding of the impact of the language of questioning.



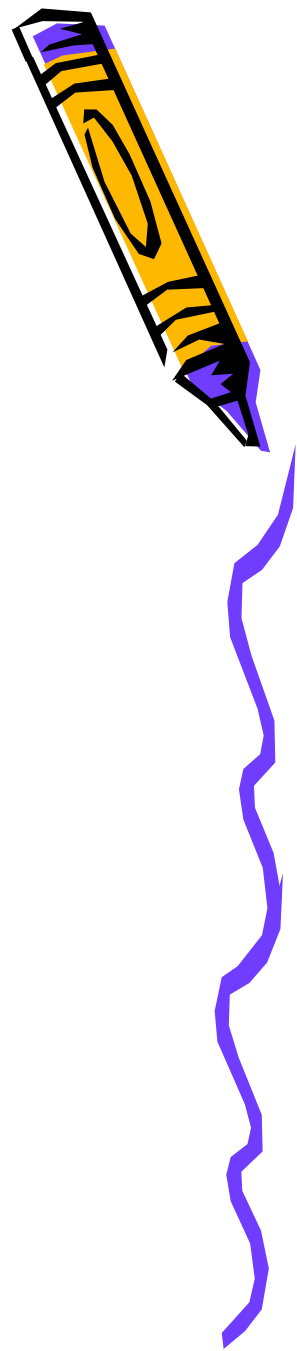
Changes-Remembering



- **Remembering-** “Tell me three things you learned about _____”, “Show me how you tap out this word...”

Activities: Complete / fill in story map, iPad flash cards





Changes - Understanding

- List similarities, list differences
- Offering choices for open ended questions
- Activity: Retell part of a story or chapter (using pictures, manipulatives, sequencing strips)



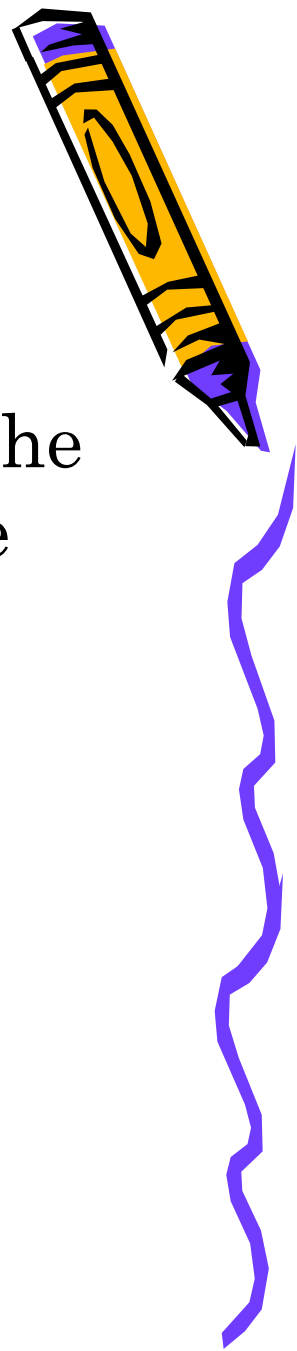
Changes - Applying



- How would you use _____ in your life?
- What strategy helped you solve the problem?
- Activity- Choose a style of music (iPad app-Toontastic) to match how a character is feeling.



Changes - Analyzing



- Instead of motive – “Why do you think the character_____?”, “What reasons did the character have for doing_____?”
- Activities: Create a storyboard to show what happened during an event, use Pictello/Powerpoint to create a presentation of learned info.



Changes - Evaluating



- What would you choose?
- Activity: Give the character from the story a report card. Act out the most exciting part of the story.



Changes - Creating

- How can you make _____ better?
What could you do differently to solve?
- Plan a presentation on a given historical figure (Wax museum).
- Create a new product or develop an advertisement for it.

