

Nutrition Facts

Serving Size No Limit
 Servings Per Container No Limit

Amount Per Serving		% Daily Value
Remembering	Lots	100 %
Understanding	Lots	100 %
Applying	Lots	100 %
Analyzing	Lots	100%
Evaluating	Lots	100%
Creating	Lots	100%

INGREDIENTS: FRONTAL LOBE ENGAGEMENT, TRANSFORMATION OF INFORMATION AND IDEAS, OPEN ENDED QUESTIONING, DIVERGENT THINKING, GREATER UNDERSTANDING, RETENTION, AND RETRIEVAL.

NO ARTIFICIAL THOUGHT PROCESSING

EASY TO USE DIRECTIONS

Just pick a stick. Use the question starter to form a question related to your study.

With guidance and practice, ALL learners can regularly reach higher levels of Bloom's



ONCE OPENED ENJOY A LIFETIME OF EFFECTIVE QUESTIONING

DO NOT ADD

CAUTION: Complexity and difficulty are different! To raise student thinking, increase the complexity by moving **up** the levels of Bloom's Taxonomy.



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Gifted and Talented Education Program
 CCSD, USA



Bloom's Taxonomy



QUESTION STARTERS

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NET WT.
 UNLIMITED
 POSSIBILITIES

Analyzing Questions

What are the parts or features of...?

How is ___ related to...?

Why do you think...?

What is the theme...?

What motive is there...?

Can you list the parts...?

What inference can you make...?

What conclusions can you draw...?

How would you classify...?

How would you categorize...?

Can you identify the different parts...?

What evidence can you find...?

What is the relationship between...?

Can you make a distinction between...?

Applying Questions

How would you use...?

What examples can you find to...?

How would you solve ___ using what you've learned...?

How would you organize ___ to show...?

How would you show your understanding of...?

What approach would you use to...?

How would you apply what you learned to develop...?

What other way would you plan to...?

What would result if...?

Can you make use of the facts to...?

What elements would you choose to change...?

What facts would you select to show...?

What questions would you ask in an interview with...?

How is ___ an example of...?

Creating Questions

- What changes would you make to solve...?
- How would you improve...?
- What would happen if...?
- Can you elaborate on the reason...?
- Can you propose an alternative...?
- Can you invent...?
- How would you adapt ___ to create a different...?
- How could you change the plot...?
- What could be done to minimize...?
- What way would you design...?
- What could be combined to improve...?
- Suppose you could ___ what would you do...?
- How would you test...?
- Can you think of an original way for the...?
- Can you construct a model that would change...?

Evaluating Questions

- What is your opinion of...?
- How would you prove...? Disprove...?
- Can you assess the value or importance of...?
- Would it be better it...?
- What would you recommend...?
- How would you rate the...?
- What would you cite to defend the actions of...?
- How would you evaluate...?
- How could you determine...?
- What choice would you have made...?
- What would you select...?
- How would you prioritize...?
- Based on what you know, how would you explain...?
- How would you justify...?
- What information would you use to support the view...?

Remembering Questions

What is...?
Where is...?
How did ___ happen?
Why did...?
When did...?
How would you show...?
Who were the main...?
Which one...?
How is...?
When did ___ happen?
How would you explain...?
How would you describe...?
Can you recall...?
Can you list the three...?
Who was...?

Understanding Questions

How would you classify the type of...?
How would you compare...? Contrast...?
Will you interpret in your own words...?

How would you rephrase...?
What facts or ideas show...?
What is the main idea of...?
Which statements support...?
Can you explain what is happening...?

What can you say about...?
Which is the best answer...?
How would you summarize...?
What are the differences between...?

How is ___ like ___?
How is ___ different from ___?