

Figure
3.4

Sample Question Stems

- How is _____ similar to/different from _____?
- What are the characteristics/parts of _____?
- In what other way might we show/illustrate _____?
- What is the big idea/key concept in _____?
- How does _____ relate to _____?
- What ideas/details can you add to _____?
- Give an example of _____.
- What is wrong with _____?
- What might you infer from _____?
- What conclusions might be drawn from _____?
- What questions are we trying to answer? What problem are we trying to solve?
- What are you assuming about _____?
- What might happen if _____?
- What criteria might you use to judge/evaluate _____?
- What evidence supports _____?
- How might we prove/confirm _____?
- How might this be viewed from the perspective of _____?
- What alternatives should be considered?
- What approach/strategy could you use to _____?
- How else might you say _____?

Adapted from *Understanding by design* (p. 167), by G. Wiggins and J. McTighe, 1998, Alexandria, VA: Association for Supervision and Curriculum Development.

Response Cards

Response cards are index cards, signs, dry-erase boards, magnetic boards, or other items that are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response cards, the teacher can easily note the responses of individual students while teaching the whole group. Additionally, response cards allow for participation by the whole class and not just a few students who raise their hands to respond (Heward et al., 1996).

While there are a number of examples of response cards, there are basically two types: preprinted and write-on cards. Preprinted cards already have responses on