Cues, Questions & Advance Organizers

Presented by:

Janah Owens ~ Cinderella
Stephanie Stone ~ Prince Charming
Cyndi Summers ~ Fairy Godmother
<table>
<thead>
<tr>
<th>Synthesis Study</th>
<th>Focus</th>
<th>Number of Effect Sizes</th>
<th>Average Effect Size</th>
<th>Percentile Gain</th>
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<td>Ross, 1988</td>
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<td>Guzzetti, Snyder, &amp; Glass, 1993</td>
<td>Cues and Questions</td>
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Effect Size
of using advance organizers

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<td>General effects of advance organizers</td>
<td>29, 16</td>
<td>.45, .24</td>
<td>17, 9</td>
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<td>Hattie, 1992</td>
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<td>Illustrated advance organizers</td>
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Questions and Cues

Discussion questions:

What makes a good question?

How do you currently use cues in your classroom?
Cues and Questions

- Heart of classroom practice
- Account for 80% of what occurs in a classroom on a given day
- Involve explicit reminders/hints about what students are about to experience
- Activate background knowledge
- Aid students in process of filling in missing information
Research and Theory about Questions and Cues

Generalizations based on research:

1. Should focus on what is important not unusual.
2. Higher level questions produce deeper learning.
3. Increasing wait time increases depth of answers.
4. Questions are an effective tool even before a learning experience.
Activating Prior Knowledge

Word Splash

precipitation
transpiration
condensation
evaporation
runoff
Activating Prior Knowledge

KWL Chart
Two Categories of Questions

- **Inferential**
  Help students fill in gaps from a lesson, activity, reading

- **Analytic**
  Often require students to use prior knowledge in addition to new knowledge to analyze, critique information
Inferential Questions

- Answer is implied
- Read between the lines
- Student fills in gaps
- Use prior knowledge
- Use new knowledge
Inferential Questions

Four categories:

1. Things and people
2. Actions
3. Events
4. States
1. Things and People

- What effect does the fairy godmother’s visit have on Cinderella’s life?
2. Actions

- How did Cinderella feel after the ball?
3. Events

- What is the significance of the ball?
4. States

- The fairy godmother changed Cinderella’s outside appearance. What changes probably occurred in the way she felt inside?
Activity

- At your tables, write **2 questions** about your fairy tale that could be used to help students **make inferences** about the topic.

<table>
<thead>
<tr>
<th>Peter Pan</th>
<th>Little Red Riding Hood</th>
<th>Goldilocks and the Three Bears</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack and the Beanstalk</td>
<td>Hansel and Gretel</td>
<td>Beauty and the Beast</td>
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<td></td>
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<td>Snow White</td>
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## Inferential Questions

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Analytic Questions

- Require students to analyze and critique the information
- Require them to use prior knowledge
- Require them to use new knowledge
- Designed around highly analytic thinking and reasoning skills
- Have more than one answer
Analytic Questions

Three Skills:

1. Analyzing Errors
2. Constructing Support
3. Analyzing Perspectives
1. Analyzing Errors

- If you assume “good wins over evil” as the logic of this story, how might this reasoning be misleading? Use your knowledge of the world to guide your thinking.
2. Constructing Support

- You are Cinderella. What is your argument with your stepmother about why you should go to the ball?
3. Analyzing Perspectives

- Why would someone consider the stepmother to be good? What is your reasoning to support your answer?
Check Your Understanding

Explore and discuss the symbolism behind the items in the boxes at your tables.

Can you come up with some analytic and inferential questions to deepen and extend your students’ understanding of the story?

Disney photos from disney-clipart.com
Discussion questions adapted from Lee County Schools
ActiVote
Assessment