









# Question-Writing Practice Opportunities

Here are some simple ways to incorporate Question Writing into your current instruction.

Choose an activity that best supports your learning objectives, fits the needs of your students, and can be completed in the time available.

| Activity   | Examples of Practice Opportunities   | Be sure to:   |
|--|--|---|
| <p>Text Reading Warm-up</p>             | <p><b>Total time is 5 minutes; do this twice a week with passages related to the content you are teaching</b></p> <ol style="list-style-type: none"> <li>1. Display a short passage or paragraph of text on document camera as students enter the room.</li> <li>2. Have students write down a <b>specific</b> and/or <b>wide</b> question (your choice depending on the passage content and the types of questions students need to practice writing).</li> <li>3. Call on 2 – 3 students to share their questions and provide feedback.</li> <li>4. If students are having difficulty, briefly model how you would develop a question.</li> </ol> <p><b>Optional Extension:</b> Select 1 question for students to answer either individually or with a partner. These are turned in as an exit ticket.</p> | <p>Refer students to the “Writing Questions While I Read” card.</p> <p>Prompt students to write <b>specific</b> and <b>wide</b> questions, depending on the instructional goal(s).</p>  |
| <p>Video</p>                            | <ol style="list-style-type: none"> <li>1. Pause at regular intervals and ask students to write a <b>specific</b> or <b>wide</b> question and answer in their notes. (5 min)</li> <li>2. Select 1-2 students to share their questions and have the class answer them with a partner. <ul style="list-style-type: none"> <li>• <i>Social Studies Example: After watching a short video clip about the Boston Massacre, students pause to write a question. A student could write, “How did patriots and loyalists react differently to the Boston Massacre?”</i></li> </ul> </li> </ol>  | <p>Vary grouping structures as appropriate:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher-modeled whole class</li> <li><input type="checkbox"/> Small group</li> <li><input type="checkbox"/> Pairs</li> <li><input type="checkbox"/> Independent work</li> </ul> |
| <p>Lecture PowerPoint Notetaking</p>  | <p>Pause at regular intervals and have students write a <b>specific</b> question and answer in their notes. (5 min)</p> <ul style="list-style-type: none"> <li>• Variation: After writing a question, students trade questions with a partner and answer their partner’s question.</li> <li>• <i>ELA Example: During a PowerPoint on research skills, students pause and write a question. A student could write, “Why is it important to cite valid and reliable sources?” or, “What is the difference between paraphrasing and plagiarism?”</i></li> </ul>   | <p>Have students share out their questions and answers; monitor students as they work.</p>  |
| <p>Homework</p>                       | <p>Students complete a reading assignment and write 1-2 questions and answers depending on the length of the text. Questions can be <b>specific</b>, <b>wide</b>, or a combination depending on the text used. (Time will vary)</p>  | <p>Provide frequent feedback.</p>   |

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|---|--|---|
| <p>Project</p>   | <p>Wrap-up at the end of a project (10-15 min)</p> <ul style="list-style-type: none"> <li>Students write a <b>wide</b> question about a “big idea” addressed in their project, and then answer it in a short-answer or essay response that includes specific facts they learned.</li> <li><i>Social Studies Example: For a research project on the geography of Australia, a student writes, “How does the geography of the Australian outback affect life for the people who live there?”</i></li> </ul>  | <p>Refer students to the “Writing Questions While I Read” card.</p>   |
| <p>Science Lab</p>   | <p>After a lab, students write a <b>specific</b> question and answer about lab procedures and a <b>wide</b> question and answer about lab results.</p> <ul style="list-style-type: none"> <li><i>Example: During a lab on mass and volume, a specific question might be “What are the steps to correctly measure an object’s mass using a triple beam balance?” A wide question might be, “Explain the difference between mass and weight.”</i></li> </ul>   | <p>Prompt students to write <b>specific</b> and <b>wide</b> questions, depending on the instructional goal(s).</p>  |
| <p>Exit Ticket and Review</p>                                      | <p>A. First lesson: Exit ticket (5 min)</p> <ol style="list-style-type: none"> <li>Students write a <b>specific</b> and/or <b>wide</b> question as an exit ticket.</li> <li>Review students’ exit tickets and select 2-3 to have students answer in pairs or as a whole-class discussion.</li> </ol> <p>B. Next lesson: Review/Retrieval practice (5-10 min)</p> <ol style="list-style-type: none"> <li>At the beginning of the next lesson, activate background knowledge by reviewing students’ exit ticket questions from the previous lesson.</li> <li>Highlight 1-2 questions for students to answer verbally or in writing.</li> </ol> | <p>Vary grouping structures as appropriate:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher-modeled whole class</li> <li><input type="checkbox"/> Small group</li> <li><input type="checkbox"/> Pairs</li> <li><input type="checkbox"/> Independent work</li> </ul> |
| <p>Any time to refocus attention and/or check understanding</p>  | <p>A. Turn and Talk (5 min)</p> <ol style="list-style-type: none"> <li>Students talk with a partner to generate a question and answer.</li> <li>With the whole class, highlight 2-3 questions and answers and correct any misconceptions.</li> </ol> <p>B. Quick Write (5-10 min)</p> <ol style="list-style-type: none"> <li>Students write a question and answer with a partner.</li> <li>Students share with another pair.</li> <li>Pairs share with the whole class; highlight 2-3 questions and answers and address any misconceptions.</li> </ol>   | <p>Have students share out their questions and answers; monitor students as they work.</p> <p>Provide frequent feedback</p>   |