

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