

# Asking Questions with Bloom's Taxonomy:

Positive statement:

*The girl has a cat.*

↓ **STUDENTS CAN RESPOND TO THESE TYPES OF QUESTIONS WITH SHORT ANSWERS.** ↓

Have students respond chorally.

Do NOT go straight down the list. Mix up the types of questions you ask. Make your questions logical, but randomized by type.

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|----|---|--|---|
| 1. | <b>Yes / No</b>   | <p style="text-align: center;"><i>Does the girl have a cat?</i><br/><i>Does the girl have a pizza?</i></p>   | <p><i>"Yes."</i><br/><i>"No."</i></p>   |
|    | Students show they <b>REMEMBER</b> details with simple recognition responses here.  |  |   |
| 2. | <b>Either / Or</b>  | <p style="text-align: center;"><i>Does the girl have a cat or a dog?</i><br/><i>Is it a big cat or is it a small cat?</i></p>                                | <p><i>"A cat."</i><br/><i>"Small" or "A small cat"</i></p>  |
|    | Students show they <b>UNDERSTAND</b> differences by producing short answers.  |  |   |
| 3. | <b>Say it Wrong</b> (Also known as 3-for-1)   | <p style="text-align: center;"><i>So, the girl has a dog...</i><br/><i>That's right, class. The girl does not have a dog. She has a cat.</i></p>             | <p><i>"No!"</i></p>   |
|    | Students just say "No". Teacher gives more comprehensible input by using the structure 3 times—twice positively, once negatively. Students show they can <b>ANALYZE</b> whether the language use fits the facts in the story. |  |   |
| 4. | <b>Fill in the Blank</b>  | <p style="text-align: center;"><i>The girl has a _____.</i></p>  | <p><i>"Cat!"</i></p>  |
|    | Students show they <b>REMEMBER</b> (again) by producing one-word answers in the target language.  |  |   |
| 5. | <b>Who? / What? / Where? / When? / How many?</b> (Simple information questions with short answers)  | <p style="text-align: center;"><i>Who has a cat?</i><br/><i>What does she have?</i><br/><i>Where is the cat?</i><br/><i>How many cats does she have?</i></p> | <p><i>"The girl."</i><br/><i>"A cat."</i><br/><i>"With the girl." "In the girl's arms."</i> Or they just point.<br/><i>"One."</i></p> |
|    | Students show they <b>UNDERSTAND</b> (again) by giving short answers that are more specific, depending on the question word.  |  |   |

↓ **THESE TYPES OF QUESTIONS REQUIRE LONGER ANSWERS.** ↓

Have students raise their hands and compete to give cute, creative answers.

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|----|--|--|---|
| 6. | <b>How? / Why?</b>   | <p style="text-align: center;"><i>Why does the girl have a cat?</i><br/><i>How does she feel about the cat?</i></p>                                  | <p><i>"She likes it." "It is her friend."</i><br/><i>"She likes the cat."</i></p> |
|    | Students provide motivation, description, and conjecture. There are many possibilities here. Students can <b>EVALUATE</b> based on criteria in the story.                                      |  |   |
| 7. | <b>What Now? / What is going to happen?</b>  | <p style="text-align: center;"><i>What is going to happen to the cat?</i><br/><i>What will the girl do?</i><br/><i>What will the bad boy do?</i></p> |   |
|    | These questions are more open-ended. Students predict the ending or create a conclusion. Students can <b>DESIGN</b> a continuation of the story by using the elements to create something new. |  |   |