

# LAUP Classroom Resources: Open-Ended Questions for Children

Adapted from *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Outcomes: Complete Edition* by Anderson, L.W., & Krathwohl, D.R. (Eds.). (2009).



## About the Questions

The purpose of this document is to provide ideas for adding more open-ended questions to your interactions with children. These questions are based on the six major categories of Bloom's Taxonomy, which represents a continuum of increasing cognitive complexity - from lower order thinking skills to higher order thinking skills (Anderson and Krathwohl, 2001).

## How Can You Respond Effectively?

Wait 5-10 seconds for children to think and formulate responses.

Allow children to fully answer a question without interruption.

Show that you are interested in the children's answers.

## Considerations for Dual Language Learners

Whenever possible, ask open-ended questions in their home language. If speaking English, begin with yes/no questions or questions that require a one-word response and gradually increase level of complexity as the child's English skills develop.

# Open-Ended Questions for Children

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## Knowledge Questions

- What happened when...?
- What happened before/after...?
- What did it look/feel/sound/taste/smell like?
- What do you remember from...?
- Describe what you know about...
- Tell me about your...
- Name all of your favorite \_\_\_\_\_.
- What did you use to make it?
- List everything you think you might find in...
- Describe to me \_\_\_\_\_ (block structure, etc.) and how you made it.

## Comprehension Questions

- How do you know that...?
- What happened first, second, third, etc.?
- Tell me what happened...
- How could you say that differently?
- Name some... (shapes, animals, vegetables, etc.).
- Why do you think...?
- Which one do you have more/less of?
- How can you tell the difference between \_\_\_\_\_ and \_\_\_\_\_?
- Can you give me an example of \_\_\_\_\_?

## Application Questions

- Tell me about a time when...
- Tell me how you would make/build...
- What does this make you think of?
- What do you think will happen next?
- How can we organize these?
- How can we/you find out?
- Show me what you could do with it.
- How can we solve this problem?
- What do you think will happen if...?
- How else would/could you...?

## Analysis Questions

- Why is this important?
- In what ways are these different/similar?
- What do you think will happen?
- How much/many \_\_\_\_\_ will we need to ...?
- Is there anything that you would change? If so, why?
- Why do you think...?
- What comes next in the pattern of \_\_\_\_\_?
- What could we do differently next time?
- Did that ever happen to you? Tell me more about that.

## Evaluation Questions

- What other ideas do you have to add?
- What other ending to the story can you come up with?
- How will you organize \_\_\_\_\_?
- What else could you do/use?
- How will you prepare for...?
- What could we have done instead?
- What's one solution to the problem?
- How could you assemble these \_\_\_\_\_ to make \_\_\_\_\_?
- Tell me how you will... (draw your picture, make your city out of blocks, etc.)

## Creating Questions

- What changes would you make to...?
- How many ways can you...?
- Why did you choose... (those materials, that order, etc.)?
- How could we make the/this \_\_\_\_\_ (stronger, better, etc.)?
- How will you make a new... (design, pattern, etc.)?
- Why do you think it is important to...?
- Rank these \_\_\_\_\_ according to \_\_\_\_\_.
- How are you planning to do that?