

Illiciting Multiple Exchanges

1. Create questions/prompts that **focus students on key content concepts**
 - What was the *Magna Carta* and why was it important?
 - Explain how the author used metaphors to enhance the story.
 - Draw and explain how the circulatory system interacts with the respiratory system.
 - Justify to your partner why you chose a particular way to solve the problem.

2. Create **open-ended** questions/prompts **that allow for** divergent and personalized responses, as long as they connect back to evidence in the text.
 - If you were a colonist at this time, would you have...? Why?
 - How does our community deal with waste and pollution?
 - Describe how acids and bases are used at your house.
 - Do you think she was right in returning the money? Why?

3. Create questions/prompts that **emphasize one or more thinking skills** being developed in the lesson and unit. Thinking skills that come from standards include: questioning, interpreting, classifying, persuading, evaluating, analyzing, comparing, synthesizing, etc.
 - How is this war similar to the Civil War?
 - What were the results of the Industrial Revolution?
 - Come up with two questions about electric motors.
 - Explain how to solve equations by using the substitution method.
 - What can you infer about the character's feelings from her actions?

4. Create questions/prompts that deepen understandings and **focus students back to the essential standards** of the text, lesson, and unit. ("What does this have to do with our goal of learning the many ways in which different people helped in the war?")