

Answers to Chapter 4: Comprehension Questions

1. *During what phases of the questioning sequence are you most likely to use individual student response strategies? Group response strategies?*

Although individual and group responses can be used during any phase of the questioning sequence, individual responses may be most useful during the detail and category phases. Group responses are particularly suited to the elaboration and evidence phases, when students may have to address and respond to diverse perspectives and opinions about their conclusions for various issues.

2. *Which individual student response strategy are you most likely to try in your classroom? What are its advantages?*

Answers will vary. Response chaining and voting are advantageous because they allow the teacher to call on multiple students to answer each question, creating a class discussion rather than a simple back-and-forth exchange. Paired response allows students to rehearse their responses before sharing with the entire class. Peer instruction is beneficial because students defend their answers to one another and can change their answers based on the arguments of their peers. Choosing random names keeps all students on their toes, since no one knows who will be called on next, and short written responses allow students and the teacher to keep a record of their learning. Similarly, accuracy checks keep all students engaged, even if they aren't currently answering a question, and sharpen their skill in finding and checking information on the Internet.

3. *Which group response strategy are you most likely to try in your classroom? What are its advantages?*

Answers will vary. Sticky-note brainstorming helps students generate many ideas at once, which can be particularly helpful during the category phase of a questioning sequence. Generating lists of examples and characteristics of those examples will help students during subsequent phases. Group listing also helps students generate ideas but goes a step further by asking students to rank their ideas by order of importance. Paired comparisons get students up and moving, which leads to increased engagement and allows students to refine their answers as they confer with other students. Numbered heads together gives students an opportunity to learn from each other and keeps all students engaged since no one knows which number will be called. Finally, quiz-quiz-trade allows students to consider several questions at once. This is particularly useful during the evidence phase, when students need practice defending their conclusions to people with various (and possibly opposing) perspectives.

4. *When might each of the group interaction strategies be particularly helpful in the classroom?*

Active listening is a lifelong skill that not only communicates respect and appreciation for a speaker but also involves the listener more deeply in a discussion. If students aren't sure what they have to contribute to a discussion,

actively listening to others' ideas can prompt them to think of new perspectives or related issues that they want to bring up. Similarly, conflict resolution skills will help students throughout their lives. When working in groups, students often disagree about small issues that can be solved through smoothing or compromise. When discussing larger, more controversial issues, students may need to use problem-solving negotiations to formulate conclusions with which everyone can agree. Respecting differences allows students to disagree with their peers without communicating disrespect or disregard. Using *and* instead of *but* is a simple strategy that can change the tone of students' conversations. Finally, group reflection allows students to step back and talk about their interactions, identifying attitudes that are productive or counterproductive and ways they can work better together.