

# Cues, Questions, and Advance Organizers

## When used at the beginning of a lesson (or unit):

- Motivate students by tapping into their curiosity and interest in the topic
- Deepen their knowledge by requiring the use of critical thinking skills

The more students know about a topic, the more interested they will be in it.

*Approximately 80% of teacher interactions with students involve cueing and questioning.*

## Cues and Questions

- Activate students prior knowledge
- Give them an idea of what they will learn
- Focuses learning on the important content to come



### Cues

Reinforce information students already know

Provide some new information on the topic



### Questions

Allow access to previously learned information

Assess what they do not already know

## Tips for Teaching Using Cues and Questions

1. Focus on what is **IMPORTANT**
  - Choose questions carefully
  - What you ask reminds students of what they KNOW about a topic and keeps them FOCUSED on the goal
2. Use **EXPLICIT** cues
  - Direct approach
  - Present students with a preview of “to be learned” information
    - Telling students what to pay attention to as they read or view material
    - Providing a list of questions that students will be able to answer as a result of the lesson/learning
    - Discussing learning objectives/goals for a lesson or unit
3. Ask **INFERENTIAL** questions
  - Draw on what they know to “fill in the blanks” and address missing information
  - Students need to think deeply about what they know to create a sturdy framework for learning new information
4. Ask **ANALYTICAL** questions
  - Prompt students to think more deeply and critically
    - Analyzing Errors
    - Constructing Support (arguments)
    - Analyzing Perspectives

# Cues, Questions, and Advance Organizers cont.

## Advance Organizers

- help students use **their** background knowledge to learn new information
- set the stage for learning
- draw attention to the important points
- identify relationships within the material and relate the material to **students'** prior knowledge

### Four Formats

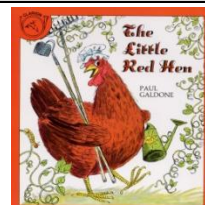
### Examples

#### Expository

- written or verbal
- text and/or pictures
- describe or explain the new content students are about to learn

**Anticipation Guide**  
The Little Red Hen by Paul Galdone

Do you agree? Yes or No	Before	After
Reading stories can teach us lessons.		
Working hard helps you.		
You should always share.		



#### Narrative

- story format
  - short story
  - video clip
  - personal story

**Cliff Young**  
Effort = Achievement



**Soup & Ladle**  
Invisible in Plain Sight



#### Skimming

- Reading quickly to find the BIG IDEAS
- Works best with Nonfiction

#### Steps for Skimming

1. Look at the title, subheadings, pictures and graphics
2. Read the first and last paragraph
3. Read the first sentence of each paragraph
4. Read the words in bold or italic type

#### Graphic Organizers

- In ADVANCE of the learning
- Must clearly communicate expected learning

**K-W-L CHART** TOPIC: \_\_\_\_\_

Know	Want to Know	Learned



Time Lines