Rule of thumb: To help students investigate, ask questions in the following order:
(Elstgeest, 1985)

ATTENTION – FOCUSING QUESTIONS
- “Have you seen …..?”
- “Do you notice …..?”
- “Have you noticed …..?”

Followed closely by:
- “What is it?”
- “What happens …..?”
- “What does it do?”
- “What do I find inside (or outside) …..?”
- “What does it show about itself?”
- “What do I see/feel/hear …..?”

MEASURING AND COUNTING QUESTIONS
- “How many …..?”
- “How long …..?”
- “How often …..?”

COMPARISON QUESTIONS
- “In how many ways are your seeds alike, and how do they differ?”
- Classifying questions: “Can you put your seeds into different categories by how they look?”

ACTION QUESTIONS
- “What happens if …..?”
- “What happens if you hold your magnet near a match?”
- “What happens if you put your antlion in damp sand?”
- These questions entail simple experimentation to find their answers, and they never fail to provide a result.
- These questions cause children to discover some form of relationship between what they do and the reaction of the thing they handle.

PROBLEM-POsing QUESTIONS
- “Can you find a way to …..?”
- “Can you find a way to make your plant grow sideways?”
- “Can you make a sinking object float?”
- “Can you separate salt from water?”
TEACHERS’ “HOW” AND “WHY” QUESTIONS (REASONING QUESTIONS)

• “Why, do you think, …..?”
• Approach these types of questions with caution.
• These questions are not meant to be answered in one unique way.
• “Why do you think these mosquito larvae keep coming up to the surface of the water (even after we knock them down)?”

DON'T “PIN A STUDENT IN A CORNER” WITH YOUR QUESTION (Weller)

• No: “What is the reason that there are no flowers in this section of the field?”
• Yes: “What do you think is the reason that there are no flowers in this section of the field?”

REFERENCE