



Questions and Prompts to Support Discovery of the World

Teachers can ask the following questions and prompts to develop process skills in children:

Process Skill	Examples of questions teachers can ask
Observing	<ul style="list-style-type: none"> What do you notice about ...? What does ... feel like? What does ... smell like? What sound does ... make? What does ... taste like? What do you see now?
Comparing and classifying	<ul style="list-style-type: none"> How are ... the same? How are ... different? How are these items grouped? How many ways can we sort/organise ...?
Sequencing	<ul style="list-style-type: none"> What happened first? What happened next? What do you think comes next/before? Why? What pattern do you see? How did change over time?
Questioning	<ul style="list-style-type: none"> What are you thinking/wondering about? What questions do you have? Take some time to think of your questions. Your questions can begin with “what”, “when”, “where”, “who”, “why” or “how”. I love that you are asking questions. Let’s explore to find out more. What questions can you ask to get more information?
Investigating	<ul style="list-style-type: none"> How can you know if/that ...? What can you do to find out if ...? What could it be? How do you know?
Inferring and predicting with reasoning	<ul style="list-style-type: none"> What does seeing ... tell you? Why do you think ...? What makes you say that? What made you think that ...? What would have caused ...? How did you know that ...? What do you think will happen if...? What makes you say this? What do you think will happen next? What makes you say this?
Recording, drawing conclusions and communicating discoveries	<ul style="list-style-type: none"> What did you observe or find out? How can we represent the ...? What can we do to show others what we have learnt/discovered?



Effective questioning and prompting allows teachers to gain insights into children's prior knowledge and thinking to assess their understanding and learning progress. Here are some examples of effective questioning and prompting to expand on children's responses and help them explain and extend thinking:

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- **Clarifying ideas**

*Do you think that the grape will float and the orange will sink? Why do you think so?
Can you tell me more about it?*

- **Rephrasing ideas**

Are you thinking that the grape will float because it is smaller but the orange will sink because it is bigger?

- **Offering your own experience**

That is an interesting idea. From what I have observed, some small objects will sink and some big objects will float.

- **Suggesting**

You might want to try putting other smaller fruits into the water to see if they float or sink.

- **Reminding**

Don't forget you said that the grape will float because it is smaller but the orange will sink because it is bigger.

- **Offering an alternative viewpoint**

Could it be that not all big objects will sink?.

- **Modelling and extending thinking**

The orange floated and the grape sank even though the orange is bigger and heavier. I wonder why.

- **Encouraging curiosity and extending learning and thinking**

What do you think will happen to the orange if we remove its skin? Why do you think so? What are some other fruits you can use to find out more?