
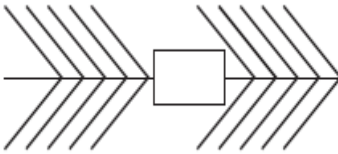


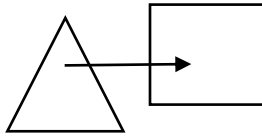





## Stretch Prompts

<p>What are the parts of ___?            What is the overall structure?            How do parts relate to one another?</p> <p>___ is made up of the smaller parts such as ___            ___ changes the structure.            ___ influences ___            ___ relates to ___            ___ changes ___</p>	<p>Analysis</p> 	<p>What happens if a part is removed? What generalization can we make based on how the parts interact?</p> <p>If ___ is removed, then ___.            When ___ changes, we see its effect on ___.</p> <p>The big idea is ___.</p>
<p>What are the causes and effects of the problem/issue? What might happen if ___?</p> <p>___, ___, and ___ cause the problem.</p> <p>The effects of the problem are ___, ___, and ___.</p>	<p>Problem Solving</p> 	<p>What are the causes of the causes?            What are the effects of the effects?            What are unintended effects?            What do we not know about the problem?            What do we need to know in order to make a plan?</p> <p>___ caused the cause.            ___ is an effect of this effect.            We still need to know ___.</p>
<p>What would need to be substituted, combined, adapted, modified, put to another use, eliminated, or rearranged to create a solution for ___ or improve ___?</p> <p>This could be improved by ___.            We could try ___.</p>	<p>Creative Thinking for Solutions</p> 	<p>How have other problems like this been resolved?            How might the idea/solution work in other contexts for other issues or problems?</p> <p>When ___ happened, a solution was to ___.            We could use this idea ___.            This can also work for ___.</p>
<p>What decisions need to be made about ___?</p> <p>We need to decide if ___            Who ___? What ___?            When ___? How ___?</p>	<p>Critical Thinking</p> 	<p>What criteria can we use to make our decision? How can we make fair, logical decisions?</p> <p>Is it ___?            To what extent does it ___?            What impact will ___ have on ___?            We know we accomplish the goal when ___.</p>

<p>How is ___ like ___? Explain at least three ways</p> <p>___ is like ___ because Reason 1 ___ Reason 2 ___ Reason 3 ___</p> <hr/>	<p>Metaphorical Thinking</p> 	<p>How is ___ not like ___? What new metaphor can you make?</p> <p>___ is not like ___ because ___ ___ is like ___ because ___</p> <hr/>
<p>What is the debatable issue? What are various perspectives? What evidence supports these perspectives?</p> <p>Should ___? Is ___ or ___ better? ___ would think ___ because ___ ___ supports the idea ___</p> <hr/>	<p>Debate</p> 	<p>How can the claim be supported by the known relationship of concepts? What would strengthen the claim? Are claims fair, logical, accurate, and supported with evidence? ___ is true because ___ interacts/causes ___ We could improve this claim by ___ The argument does not ___ The argument is strong because ___</p> <hr/>
<p>How did I learn this? Why did I learn it? What was most difficult to do or understand? How did new information confirm or contradict what I already know? I was successful by ___ This was important because ___ The most difficult part was ___ I already knew ___ I used to think ___ now I know ___</p> <hr/>	<p>Metacognition</p> 	<p>What adjustments need to be made? What skills do I need in moving forward? What do I do next? What new questions do I have?</p> <p>I still need ___ Next, I will ___ I still wonder about ___</p> <hr/>
<p>What are the main concepts? How do they relate? What's the big idea? How do we see these concepts in our world?</p> <p>The main concepts are ___, ___, and ___ ___ causes ___ ___ relates to ___ We see this big idea ___</p> <hr/>	<p>Transfer</p> 	<p>How does this apply to other contexts? What is similar and different across the contexts? How do experts think about and use this content?</p> <p>In this context we see ___, but in this context _____ An expert might ask ___ An expert may use this to _____</p> <hr/>

Mofield (2022). *Vertical differentiation for gifted, advanced, and high-potential students. 25 strategies to stretch student thinking.* Routledge Press.