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Please review the yard duty schedule and make sure you are reporting to your duty on time.

Week of September 26th

2016

 Please make sure PE is a structured group exercise NOT free play time. See Coach Hayley if you want equipment.

This week @ Montalvin…

*Pride*

*“we are the best that keeps on getting better!”*

Montalvinn

 Please post student work in hallways and list what CCSS it is addressing!

 Focus of the month is Community, please post work that exemplifies this core value!

|  |  |
| --- | --- |
| **Monday**  **9/26/16** | **Toolbox Time! 8:25-8:50AM**  **Fundraiser kick-off assembly 1st-3rd 1:10PM and 4th-6th @ 1:40PM** |
| **Tuesday**  **9/27/16** |  |
| **Wednesday**  **9/28/16** | **Special Education Check-in –** 9:00-Office  **SST Day of Conference (check email for meeting invitations –release w/roving sub)**  **STEM Collaboration @ Montalvin Cafeteria 2:15-4:00PM** |
| **Thursday**  **9/29/16** | **Julia from Mills College @ Montalvin!**  **Acosta-Verprauskus Out - Healthy School Program Conference-Brown in Charge**  **SSC Meeting@ 3PM in Library**  **Community Nominations are Due! (see sign-up page in staff lounge door)** |
| **Friday**  **9/30/16** | **College T-Shirt Day**  **Acosta-Verprauskus Out – SBAC Study Trip – Levine In-Charge** |

**Montalvin Team Shout Outs!**

* Ms. Perry for continuously updating her bulletin boards!
* Ms. Wentzel for supporting school spirit by wearing her college shirt every Friday!
* Ms. Welcomer and Ms. Levine for getting grants to pay for their buses for study trips!!
* Ms. Welten for supporting the office and making sure all kids and adults needs are met!

**IMPORTANT INFORMATION:**

**\*See Ms. Holloway for support with Lucy Calkins writing!**

**The trait of the month for August/September is:**

**Community:** Working together, being inclusive and non-biased, and taking care of one another.

**Priming the Pump to Improve the Questions Students Ask**

In this article in *Faculty Focus*, Steve Snyder (Grand View University) describes his efforts to improve the quality and quantity of questions students asked in his humanities courses. Why weren’t students asking more questions? he wondered. Was it shyness? Lack of motivation? Not being prepared? He decided a more likely explanation was that students were simply less experienced than professors at interrogating ideas. “So the challenge for me,” he says, “was to nudge them from novices to something closer to advanced beginners.”

To stretch students’ question-asking skills, Snyder developed a set of prompts, paralleling Bloom’s taxonomy of learning, and each day asked students to choose the best questions on the primary texts they were reading (either as homework or in the first ten minutes of class).

Level One: Contextuals, Definitions, Clarifications, and Analyzers:

* How was X (an event/text/work) shaped by its time?
* Where did it originate and why?
* Who was its originator and what was he or she like?
* How do you define this word/term/idea/etc.?
* What does this passage/concept/etc. mean?
* What would be a specific, concrete example?
* What parts or features make up the whole of X and what does each part do?
* How do the parts contribute to the whole?
* How is this idea/concept organized and why is it organized that way?

Level Two: Comparatives, Causals, and Evaluatives:

* How is X the same as that? How is it different? What is the opposite of X?
* How are these more or less similar?
* What factors caused X to happen?
* Which of these factors is sufficient? Which factors are contributing or probable?
* On what grounds can we eliminate possible causes or explanations?
* What are the most important features of X?
* Why do you like or dislike X (or agree or disagree)?
* How strong is the case that X is correct?
* What criteria are best for judging X?
* What is the best order of priority for these things and why?
* What is the strongest argument against X?

Level Three: Counterfactuals, Extenders, Synthesizers:

* How would X change if this happened?
* How would things be different if X had not happened?
* How would things be different if X happened to a greater (or lesser) degree?
* How can we apply X to this set of circumstances?
* What can we predict if X is correct?
* What ideas should be added to X?
* What might happen if you added this to X?

Snyder urged students to avoid questions with yes/no answers, specify text page numbers where their questions arose, and ask about areas they struggled with or that aroused their curiosity. He also told students to choose questions on different levels of the hierarchy and identify the kind of thinking required to formulate an answer. The goal was more-active involvement and improving their understanding of the subject matter and its relationship to other subjects.

“Even with some pump-priming,” says Snyder, “many of the questions students generate will be non-starters and that’s okay. Sometimes this happens because students are simply going through the motions of the exercise, but more often it’s because they aren’t experts and can’t always recognize non-starter questions. Indeed, it’s difficult for students to think like disciplinary experts, and it’s tempting for us to jump in and speed the process along. I have found that if I can be patient and remain quiet, students will self-identify dead-end questions more quickly than I expect. The discovery of dead ends is in itself a powerful learning experience, one we can short-circuit in our haste. More to the point, we have to work through the bad questions to find the wonderful, thought-provoking questions.”