

Burroughs Elementary • Full Staff Meeting • 30 January 2025

Virtual Interactive Session



Powerful Questions

Powerful Questions

The Powerful Questions technique is designed to enhance students' comprehension, inferential thinking, and inquiry skills through observation and question generation based on an object, photograph, image, illustration, word, title, and/or process.

- Technique Overview:** Students observe an object or image and generate questions without receiving answers, which helps develop their inquiry and observation skills.
- Object or Image Selection:** Choosing objects or images with some ambiguity or relevance to the subject being studied can stimulate curiosity and deeper observation.
- Implementation Steps:** Students quietly observe the object or image, ask questions, and the teacher records these questions without providing answers, encouraging guiding the discussion with new questions.

The Powerful Questions technique fosters comprehension, inferential thinking, listening skills, and research by using an object or image as a focal point for questions, enhancing observation and inquiry skills. Students observe and generate questions without receiving answers, promoting deeper understanding. Objects should be common or ambiguous, and images should contain unknown elements. This technique can be used with texts, books, or newspapers to introduce or anticipate content.

Questions can be recorded for future reference (e.g., predictions, Socratic Seminars), and the teacher occasionally asks questions to deepen the inquiry. The teacher does not provide answers but facilitates the process by recording the questions to stimulate further thinking.

An extension is adding types of questions: factual, interpretive and evaluation. This understanding is very effective for development of dialogue with students.

- Factual:** A factual question has only one correct answer.
- Interpretive:** An interpretive question has more than one answer that can be supported with evidence from the text. Interpretive questions keep discussions going and require the reader to refer back to the text.
- Evaluative:** An evaluative question asks the reader to decide if he/she agrees with the writer's ideas or point of view. The answer to an evaluative question depends on the reader's prior knowledge, experience, and opinions.

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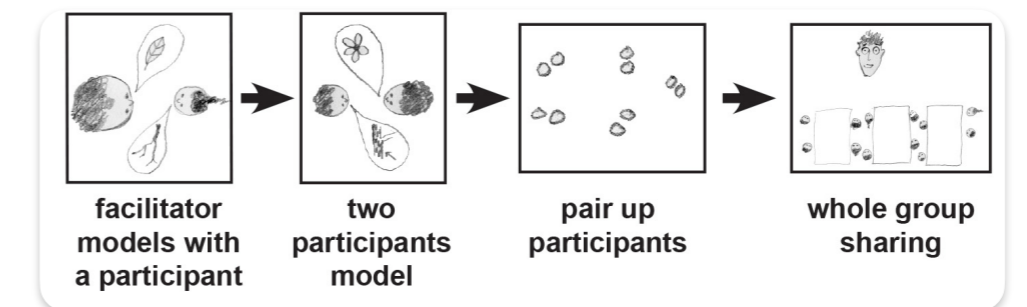
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CLEAR Field Guide
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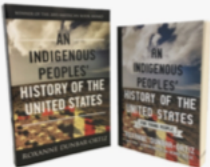
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This Land

Excerpt from An Indigenous Peoples' History of the United States

Under the crust of that part of the earth called the United States of America are buried the bones, villages, fields, and sacred objects of the first people of that land—the people who are often called American Indians or Native Americans. Their descendants, also called Indigenous peoples, carry memories and stories of how the United States came to be the nation we know today. It is important to learn and know this history, but many people today lack that knowledge and understanding because of the way America's story has been taught.

Like most people, Americans want to think well of themselves, their ancestors, their history, and what they and their leaders do. As advanced technology makes the experiences of Indigenous peoples around the world more readily available, it is necessary that Americans learn to think more completely and more critically about their own history, because it can help them be better citizens of the world. Part of that critical thinking involves recognition that "America" is a name given to two land masses by European colonizers. Indigenous peoples had, and have, words for the land in their own languages.



This-Land
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Key Vocabulary Prediction

- ancestors
- sacred objects
- indigenous
- America's story
- colonizers
- knowledge
- history
- citizens
- advanced technology

Key Vocabulary Prediction
words, images and/or objects

Students predict the meanings of vocabulary words before reading a text or book. They confirm the accuracy of their predictions during and after reading. Students identify context clues in the text and revise their definitions accordingly. The teacher selects vocabulary and phrases that will support understanding the reading of the text, team definitions and sharing of their predictions. (Background knowledge) it can be used with text, a video and song lyrics before listening to a musical selection.

When to Use
It is a pre-reading activity before reading a text. It can also be used during processing as well as for reflecting on understanding after reading the text.

The Purpose
Academic vocabulary prediction combines several essential skills: analyzing word parts (morphemes), using context clues and schemes for background knowledge. The teacher word parts (morphemes), using context clues and schemes for background knowledge. The teacher word parts (morphemes), using context clues and schemes for background knowledge.

The Sequence of Use

- Choose your vocabulary words for the students.
- Before reading, have students predict meaning from word roots, prefixes, suffixes, or through recognition of cognates and possible word relations. Have them discuss their predictions (What they think it means or in a small group, then write their predictions accurately while reading, students revise their predictions and make note of the context clues that helped, and how they helped each other.
- After reading, have students look up the actual definitions or provide definitions.
- Have students reflect on their process which includes considering their original predictions and the usefulness of context clues.
- To help students master these word learning habits, have them complete this process initially daily for a week, and routinely through the year.

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Key-Vocabulary-...
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Read-Dialogue-

- comprehension
- draw
- perform
- symbol
- write

Read-Dialogue-Share/Perform/Map/Write?

The goal of Read-Dialogue-Share and its variations are for students to increase reading for understanding, listening skills, comprehension, working collaboratively, developing note-taking skills, and students learning to share information in their own words.

The document outlines the Read-Dialogue-Share process and its variations, aimed at enhancing students' reading comprehension, listening skills, and collaborative abilities.

- Read Phase:** Students begin by reading or listening to the same selection, which can be done individually, through teacher or peer reading, audio or video tapes, and/or personal books. The material can be fiction or non-fiction and a suitable amount of content.
- Dialogue Phase:** After reading, students pair up and share their understanding of the selection with each other. After sharing, they can discuss and ask questions.
- Share Phase and Variation:** Students then write what they have learned without referring back to the text. Variations of this phase include writing, drawing, mapping, or performing. Vocabulary development activities can provide the effect to support writing in other variations.

Extensions
Vocabulary development through various methods includes:

- Key Vocabulary Search and/or word Prediction.
- Sentence Transformation (Student illustrations to support with knowledge).
- Exposure Triangles.
- Word cards with student illustrations.
- paired, then separate vocabulary brainstorming.
- or others could provide Read-Dialogue-Share/Perform/Map/Write to support high intellectual performance with each student.

Student
The students are guided by the teacher or a student through a model reflection on the activities. This includes identifying their understanding of the process, sharing their writing, and/or highlighting their success. This reflection can be followed by peer editing (if writing) to deepen their knowledge.

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Reflection on Process

Haiku

Calm and serene, the frog gazes at the mountains. *Iku*

Now making friends now scared of people, the baby sparrow. *Onitsua*

The man who says, "My children are a burden", there are no flowers for him. *Basho*

In the August grass Struck by the last rays of sun The cracked teacup screams. *Etheridge Knight*

It was so silent, That the silence protested, With one lone bird cry. *Richard Wright*

Haiku Construct → Today - Your Reflection by You → Create Haiku → Share with your Name

haiku
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iku → **All Par** → **Create**

Reflection Models – Robert Seth...
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I³ The CLEAR Model

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The Pedagogy of Confidence™ • High Operational Practices (HOPs)

HOPS-PoC-1.3
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