Directions: With a pair or small group, discuss:
- Observations about the student questions
- Assess how effective the QFocus was
- Possible revisions, changes, or alternatives to the QFocus that may be more effective
- What are the takeaways from this example, that may apply to designing a QFocus more generally? What are you noticing about QFocus design?

QFocus In Process Example #1

Context: 1st Grade. Start of the year, start of the first unit, "Getting to Know Each Other Better". The purpose is to give students practice asking questions and using the QFT protocol; this also gives them a chance to ask the teacher "get to know you" questions. Next week, students will focus on learning about each other.

QFocus: A specific picture of 2 teachers, Miss H. and Mrs. A.

Student Questions:

Class #1 (Miss H's class)	Class #2 (Mrs. A's class)
Are you happy?	Whose room are you in?
How do you know stuff?	Whose computers are those?
Why is there 2 teachers?	Who is taking the picture?
What is in the background?	Whose camera is it?
Why did you take this picture?	Who is in the picture?
What room are you in?	Whose table is that?
Who is that?	Does Mrs. A. have earrings in?
Does she have a sunburn?	Whose sunglasses are those?
Why do you not have sunglasses?	Whose windows are they?
Why do you have different shirts?	Did Mrs. A get a haircut?
Why do you have different color hair?	What are you doing there?
Do you have different eye colors?	Is Mrs. A. wearing a tank top?
Is Miss H. not excited?	Is Mrs. A. wearing shorts or pants?
Why do you have a tank top?	What does Miss H's shirt say?
	Does Mrs. A. have words on her shirt?
	What color eyes do you have?

Directions: With a pair or small group, discuss:
- Observations about the student questions
- Assess how effective the QFocus was
- Possible revisions, changes, or alternatives to the QFocus that may be more effective
- What are the takeaways, from this example, that may apply to designing a QFocus more generally? What are you noticing about QFocus design?

QFocus in Progress Example #2

Context: 4th Grade. At the start of a multi-week Project Based Learning (PBL) unit on different systems in the body (for ex, circulatory, digestive, muscular)

QFocus: "Systems"

Student Questions:

1. What are systems?
1. What does systems mean?
2. Who created systems?
3. Are systems good or bad?
4. What do systems do?
5. Can you create a system?
6. When was the first systems made?
7. Why are systems important?

Directions: With a pair or small group, discuss:
- Observations about the student questions
- Assess how effective the QFocus was
- Possible revisions, changes, or alternatives to the QFocus that may be more effective
- What are the takeaways, from this example, that may apply to designing a QFocus more generally? What are you noticing about QFocus design?

QFocus in Process Example #3:

Context: Designed for a 6th grade class to engage students and elicit questions they had related to their first few days of middle school. (image is of their middle school building)

QFocus:

Student Questions:

1. Why does it look so old?
2. Why does the school have a Fallout Zone?
3. Why is there a flag hanging upside down?
4. How old is the building?
5. Why are the classrooms numbered?
6. How many acres does it take up?
7. Why are there so many windows?
8. Why is there 4 big pillars at the front?
9. What is the big tower at the top?

10. Why are we being fit into one building?
11. When was the school made?
12. How much money did it cost to build it?
13. Why does it look like so many parts put together?
14. What is that white thing on top?
15. Why does it have 2 chimneys?
16. What is the point of lockers?
17. Who was the first principal?
18. Who is the boss of the superintendents?

Directions: With a pair or small group, discuss:
- Observations about the student questions
- Assess how effective the QFocus was
- Possible revisions, changes, or alternatives to the QFocus that may be more effective
- What are the takeaways, from this example, that may apply to designing a QFocus more generally? What are you noticing about QFocus design?

QFocus In Process #4:
Context: with a group of world language teachers at a professional development session to introduce the Question Formulation Technique.

QFocus: (this painting →)

Participant Questions (have been translated to English):

Que artista pinto?	Who painted this?
Cómo se siente?	How does she feel?
Por qué hay animales → hay animales?	Why are there animals (O) → Are there animals (C)
Por qué los gatos no comen el pájaro?	Why don't the cats eat the bird?
Por qué está triste?	Why is she sad?
Por qué es pálido?	Why is she pale?
Cómo se sienten los animales o gatos?	How do the animals or cats feel?
En qué piensan los gatos?	What are the cats thinking about?
Dónde está?	Where is it?
Qué celebra?	What are they celebrating?
Por qué sólo un pájaro come?	Why is only the bird eating?
Qué come?	What is it eating?
Puedes comparar la expresión de los gatos a los pájaros?	Can you compare the expression of the cats to the birds?
Por qué tiene una correa?	Why does the bird have a letter?
Cuántos pájaros hay?	How many birds are there?