

## SNAPSHOT OF PRACTICE

**Teacher:** Deirdre Brotherson

**Grade:** 4

**Topic:** Fractions

**Location:** Hooksett, NH

**Context & Purpose:** To engage students at the start of a unit on variables and assess their current skill level

**Question Focus:**

$$24 = \text{☺} + \text{☺} + \text{☺}$$

**Student Questions:**

1. Why is the 24 first?
2. What do the smiley faces mean?
- 3. Why are there 3 smiley faces?**
4. How am I supposed to figure this out?
5. Is the answer 12?
6. Can I put any number for a smiley face?
- 7. Do three faces mean something?**
- 8. Do the numbers have to be the same because the smiley faces are the same?**
9. What numbers will work here?
10. Does it mean 24 is a really happy number?
- 11. Can we replace each smiley face with an 8?**
12. Do any other numbers work?
13. Can we do this for any number?
- 14. Does it always have to be smiley faces?**
- 15. Do we always have to use three things?**

**Next Steps:**

- Questions were hung around the room.
- Students checked off questions as they were answered during the rest of the unit.
- At the end of the unit, students analyzed their original list of questions and discussed what they learned and what they still wanted to know.

## SNAPSHOT OF PRACTICE:

**Name:** Kelly Grotrian

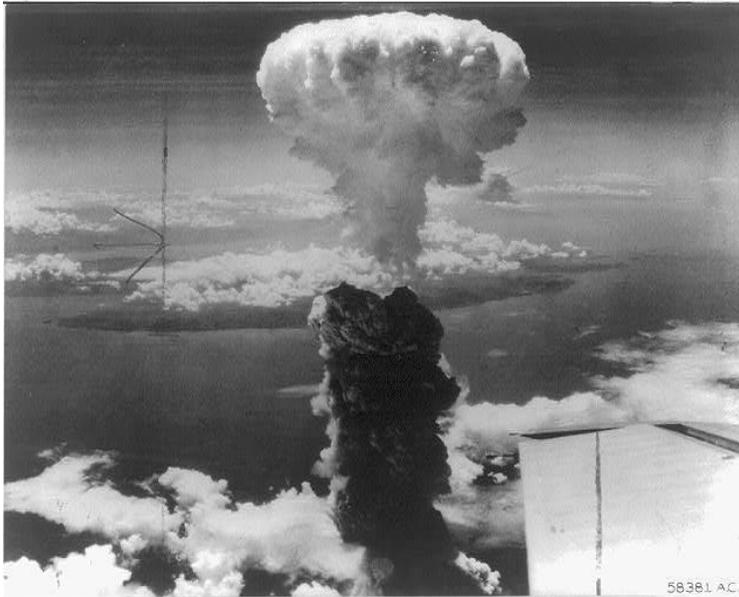
**Grade:** 11

**Subject:** U.S. History

**Location:** East Brunswick, NJ

**Context & Purpose:** To conclude a unit on World War II and lead into an informed debate about US use of atomic weapons

### Question Focus:



Nagasaki, Japan under atomic bomb attack, Taken by: U.S. Army Air Forces, 1945  
[Photo]: [loc.gov/resource/cph.3a36860](http://loc.gov/resource/cph.3a36860)

### Student Questions\*:

1. What is this?
2. Who did this?
3. How did this affect people?
- 4. What were the environmental & economic implications of dropping the bomb?**
5. How many people were hurt?
- 6. Is that a plane wing in the bottom right?**
7. Did the people in that plane drop the bomb?
8. Did the people dropping the bomb know what they were doing?
9. Did they make the bomb?
- 10. Who was responsible for dropping the bomb?**
- 11. What led to this event?**
- 12. What happened as a result of dropping the bomb?**
13. Where was the bomb dropped?
14. Had people been given warning?
15. How long did it take to notice effects of the bomb?
16. When did this happen (at what point in the war)?
- 17. How many lives were lost as a result?**

\*Priority questions are **bolded**.

### Next Steps:

- Students chose priority questions to respond to in a homework assignment that night
- Homework and subsequent lessons lead into a debate about whether the United States was justified in dropping the atomic bomb

## SNAPSHOT OF PRACTICE: PROFESSIONAL LEARNING

**Facilitator:** Erin Horne,  
Preschool/Kindergarten principal

**Setting:** Team meeting with kindergarten  
teachers in Chicago, IL

### Context & Purpose:

It became clear that there was not a consistent level of comfort within the kindergarten team around how students were playing at recess. The purpose was to come to a shared understanding of what appropriate and safe play looks like and an agreement on how to respond certain types of play moving forward.

### Question Focus:

When on the playground, children need big body play.

### Questions Produced:

1. What does consensual play look like?
2. What is the teachers' role?
3. What does big body play look like? Sound like? Feel like?
4. Can big body play be on the playground structure?
5. How do we teach students to recognize body language and boundaries?
6. Can adults stop big body play?
7. What is the role of trees on the playground?
8. What are procedures for using the bathroom, going to the nurse, forgotten items?
9. What are appropriate games for big body play?
10. What equipment do we need to support this play?
11. What are storage options for the play equipment?
12. What is empowering language students can use during this play?
13. How do we support the need for big body play and communicate with all constituents meaning parents, supervisors, teachers, subs?
14. How can we support big body play when we cannot go outside?
15. What is expected noise level when outside and then when transitioning back into the school?
16. Should there be a transition between the play and next activity?
17. How can we help kids when their play has gone too far?
18. What does restorative justice look like when play has broken down with kids?
19. Does "Stop" "No" and "Ow" suffice for the language we want to teach the kids?
20. Does the child's awareness of peers change with the age of the children and how does that impact play?
21. Is there an age that the big body play is not necessary?

### Outcomes:

"I've had the experiences of using QFT with faculty and just like with children the process is so worthwhile. My colleagues feel they're part of the discussion and decision. They feel heard. We can come to a shared agreement about decisions that are made because of this process. We will continue the Big Body play discussion, produce a written understanding that we can all follow when supervising and share with the students and parents."

## SNAPSHOT OF PRACTICE: PROFESSIONAL LEARNING

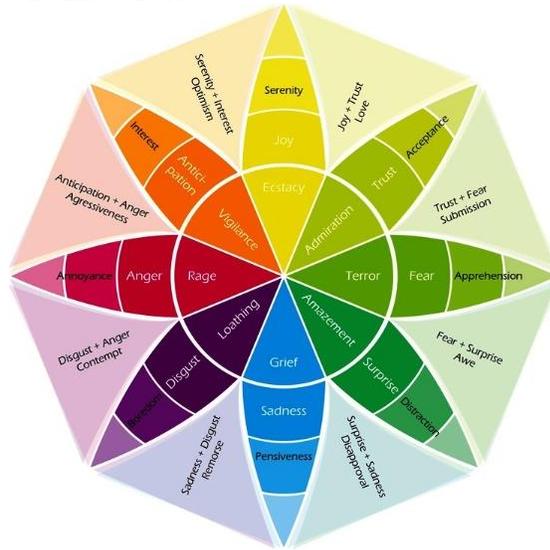
**Facilitator Name & Role:** Vince Detillio,  
Supervisor of Professional Learning

**Setting:** Meeting with a representative group  
of teachers across grade levels in a  
district in Olentangy, OH.

**Context and Purpose:** Work with a group of teachers to bring back to district professional learning team to gauge what professional learning teachers will need and want around Social Emotional Learning.

### Question Focus:

Plutchick's Wheel of Emotions



"Being able to recognize emotions is more than simply having labels - students need to learn to apply those labels accurately to themselves and others"

*All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond*

### Questions Produced\*:

1. Why is it important to label your emotions? (O) → Is it important to label your emotions? (C)
2. Are the most intense emotions in the middle?
3. Why are the most intense emotions in the middle?
4. What research has been done to arrive at these emotions?
5. Why are there plus signs but no equals signs?
6. How are students supposed to recognize the difference between sadness and grief?
7. **How do you label accurately when you've never experienced it?**
8. Is this an exhaustive list of emotions?
9. What additional emotions should be added?
10. Who is Plutchick? (C) → Why should I believe Plutchick? (O)
11. Why is serenity and interest the only second tier emotion that is combined?
12. Are the extremes opposite of one another?
13. What is the significance of the colors?
14. **How can we apply this in classrooms?**
15. Are you always in one of these at all times?
16. What are the potential dangers of labels (O) → are labels dangerous? (C)
17. Can rage ever be a productive emotion? (C) → When might rage be productive? (O)
18. What value is there to teaching this at a young age vs. older?
19. Are these related to the zones of regulation?
20. **Do these emotions look different over time and individually?**

\*Priority questions are **bolded**.