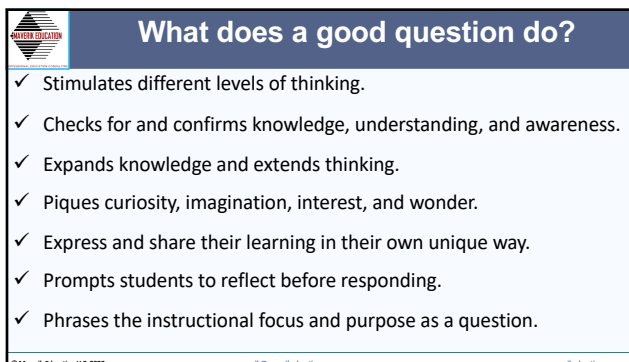
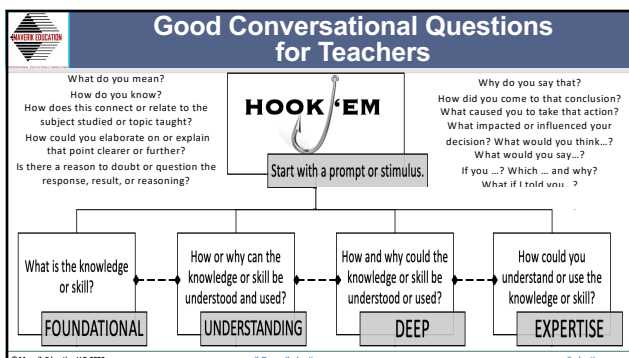


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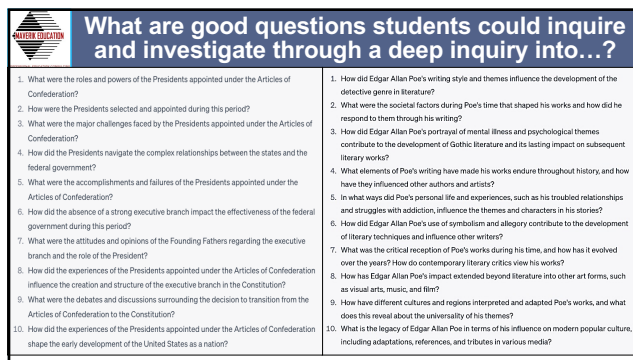
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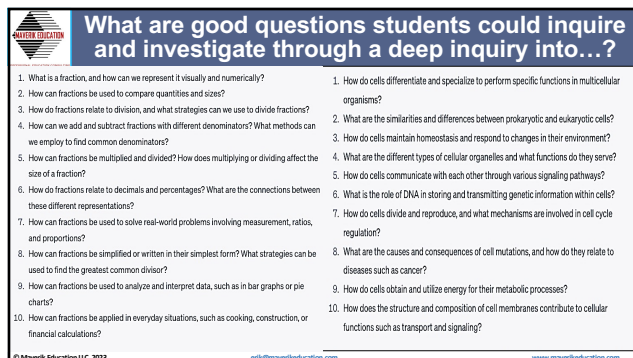
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20




21



22

24



Shift from Instruction to Inquiry

PROVIDE INSTRUCTIONS


- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Explain why addition and subtraction strategies work using place value and properties of operations.
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization.

POSE GOOD QUESTIONS

- How do you analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)?
- How do you explain why the following addition and subtraction strategies work? place value, properties of operations
- How do you construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms?
- How do you analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization?

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Shift from Instruction to Inquiry

PROVIDE INSTRUCTIONS


- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Explain why addition and subtraction strategies work using place value and properties of operations.
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization.

POSE GOOD QUESTIONS

- How can you analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)?
- How can you explain why the following addition and subtraction strategies work? place value, properties of operations
- How can you construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms?
- How can you analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization?

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Shift from Instruction to Inquiry

PROVIDE INSTRUCTIONS


- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Explain why addition and subtraction strategies work using place value and properties of operations.
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization.

POSE GOOD QUESTIONS

- How could you analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)?
- How could you explain why the following addition and subtraction strategies work? place value, properties of operations
- How could you construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms?
- How could you analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization?

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Shift from Instruction to Inquiry

PROVIDE INSTRUCTIONS


- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Explain why addition and subtraction strategies work using place value and properties of operations.
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Shift from Instruction to Inquiry

LEARNING TARGETS


- I can analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- I can explain why addition and subtraction strategies work using place value and properties of operations.
- I can construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- I can analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization

GOOD QUESTIONS

- How could you analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)?
- How could you explain why the following addition and subtraction strategies work? place value, properties of operations
- How could you construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms?
- How could you analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization?

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Science Standards to STEM Questions

How could you use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area?

How could you use observations of the sun, moon, and stars to describe patterns that can be predicted?

How could you plan and conduct an investigation to describe and classify different kinds of materials by their observable properties?



How could you represent data in tables and graphical displays to describe typical weather conditions expected during a particular season?

How could you develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move?

How could you use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.


How could you analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects?

How could you use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction?



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Are these good questions?

PROVIDE INSTRUCTIONS

- Analyze **how** particular elements of a story or drama interact (e.g., **how** setting shapes the characters or plot).
- Explain **why** addition and subtraction strategies work using place value and properties of operations.
- Construct a scientific explanation based on evidence for **how** environmental and genetic factors influence the growth of organisms.
- Analyze **how** the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization.

POSE GOOD QUESTIONS

How do particular elements of a story or drama interact?
How does the setting shape the characters or plot?

Why do the following addition and subtraction strategies work?

- place value
- properties of operations

How could environmental and genetic factors influence the growth of organisms?

How did the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shape the early development of civilization?

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Shift from Instruction to Inquiry

GIVE DIRECTIONS

how the failure of the Articles of Confederation led to the writing of the United States Constitution.

- Investigate the successes and failures of the Articles of Confederation.
- why** many felt a new plan of government was needed.
- how** the United States Constitution attempted to address the weaknesses of the Articles.

GOOD QUESTIONS


How did the failure of the Articles of Confederation lead to the writing of the United States Constitution?

What were the successes and failures of the Articles of Confederation? How were the Articles of Confederation successful? Why were the Articles of Confederation a failure?

Why did many feel a new plan of government was needed?

How did the United States Constitution attempt to address the weaknesses of the Articles?

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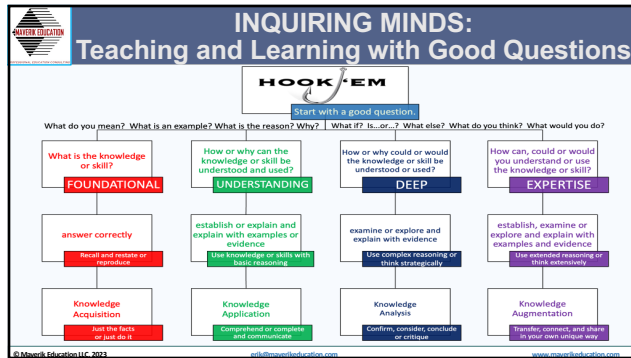
Are these good questions?

Perform operations with multi-digit whole numbers :
MATH.CONTENT.5.NBT.B.5

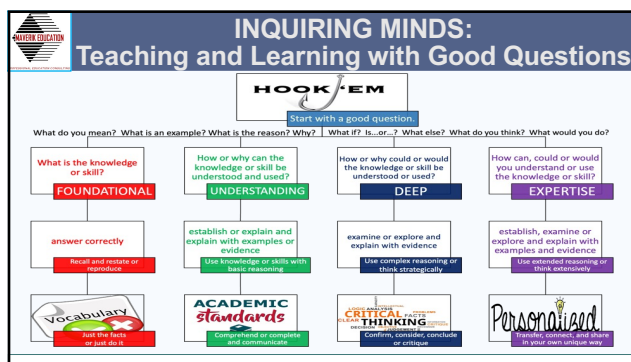
Fluently multiply multi-digit whole numbers using the standard algorithm.

996 x 458	682 x 273	153 x 752	849 x 167	425 x 325
784 x 591	973 x 127	659 x 335	417 x 286	188 x 715
446 x 763	864 x 626	791 x 245	944 x 393	556 x 355
142 x 225	753 x 159	882 x 637	350 x 264	983 x 476
541 x 610	486 x 640	931 x 893	376 x 199	287 x 377

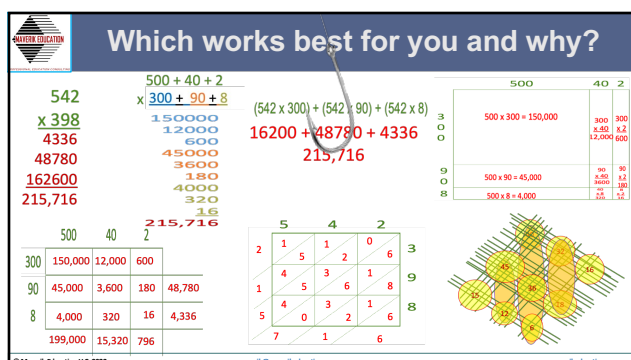
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FOUNDATIONAL

Fluently multiply multi-digit whole numbers using the standard algorithm.

$$\begin{array}{c}
 \text{factors} \\
 \swarrow \quad \searrow \\
 542 \times 398 = 215,716 \\
 \text{multiplicand} \quad \text{multiplier} \quad \text{product}
 \end{array}$$

ACADEMIC VOCABULARY	SUBJECT-SPECIFIC TERMINOLOGY	DATA AND DETAILS
<p>What does <i>fluently</i> mean?</p> <p>What does <i>multi</i> mean?</p> <p>What is a <i>digit</i>?</p> <p>What does <i>standard</i> mean?</p>	<p>What is a mathematical operation?</p> <p>What is a digit in mathematics?</p> <p>What is a whole number?</p> <p>What is multiplication?</p> <p>What does it mean to multiply in math?</p> <p>What is a multi-digit whole number?</p> <p>What is an algorithm?</p> <p>What is a standard?</p> <p>What is the multiplicand?</p> <p>What is the multiplier?</p> <p>What is the product?</p>	<p>What are the four operations of arithmetic?</p> <p>What is the standard algorithm for multiplication?</p> <p>What are the values of the number in a multi-digit number and where are they located?</p> <p>Which part of the standard algorithm for multiplication indicates how many times a number will be multiplied?</p> <p>Which operations are performed when multiplying multi-digit whole numbers?</p>

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FOUNDATIONAL

Students will understand how the failure of the Articles of Confederation led to the writing of the United States Constitution.

- Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.

ACADEMIC VOCABULARY	SUBJECT-SPECIFIC TERMINOLOGY	DATA AND DETAILS
<p>What does it mean to investigate?</p> <p>What does it mean to determine?</p> <p>What does it mean to lead?</p> <p>What does it mean to explain?</p> <p>What does it mean to attempt?</p> <p>What does it mean to address?</p> <p>What is success?</p> <p>What is failure?</p> <p>What is weakness?</p>	<p>What is an article?</p> <p>What is a confederation?</p> <p>What is a government?</p> <p>What is a plan of government?</p> <p>What is a constitution?</p> <p>What is a federalist?</p> <p>What is an anti-federalist?</p>	<p>What were the Articles of Confederation?</p> <p>Who wrote the Articles of Confederation?</p> <p>When was the Articles of Confederation written and approved?</p> <p>Who were the many who felt a new plan of government was needed?</p> <p>What is the United States Constitution?</p> <p>Who were the Federalists?</p> <p>Who were the Anti-Federalists?</p>

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UNDERSTANDING

How can multi-digit whole numbers be multiplied fluently using the standard algorithm?

How can you multiply multi-digit whole numbers fluently using the standard algorithm?

$$\begin{array}{r}
 \begin{array}{c} 1 \quad 1 \\ 542 \\ \times 398 \\ \hline 4336 \\ 48780 \\ 162600 \\ \hline 215,716 \end{array}
 \end{array}$$

$$\begin{aligned}
 &(542 \times 300) + (542 \times 90) + (542 \times 8) \\
 &16200 + 48780 + 4336 \\
 &215,716
 \end{aligned}$$

$$\begin{array}{r}
 500 + 40 + 2 \\
 \times 300 + 90 + 8 \\
 \hline
 150000 \\
 12000 \\
 600 \\
 \hline
 45000 \\
 3600 \\
 180 \\
 4000 \\
 320 \\
 16 \\
 \hline
 215,716
 \end{array}$$

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UNDERSTANDING

How can multi-digit whole numbers be multiplied fluently using the standard algorithm?
How can you multiply multi-digit whole numbers fluently using the standard algorithm?

$542 \times 398 = 215,716$

500	40	2
300	150,000	600
90	45,000	360
8	4,000	320
	199,000	15,320
		796
		215,716

5	4	2
1	1	0
5	2	6
4	3	1
5	6	8
4	3	1
0	2	6
7	1	6

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Which works best for you and why?

542×398

4336
48780
162600
215,716

$542 \times (300 + 90 + 8)$

$(542 \times 300) + (542 \times 90) + (542 \times 8)$

150,000
12,000
4,336
162,000
48,780
4,336
215,716

542×398

4336
48780
162600
215,716

500	40	2
300	150,000	600
90	45,000	360
8	4,000	320
	199,000	15,320
		796
		215,716

5	4	2
1	1	0
5	2	6
4	3	1
5	6	8
4	3	1
0	2	6
7	1	6

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DEEP

What if the position of the factors were flipped?
How could you reorganize the position of the digits of the numbers and multiply multidigit numbers using the standard algorithm?

524 x 893

245 x 938

395 x 842

523 x 498

235 x 984

398×542

843 x 529

348 x 529

438 x 259

398 x 452

542 x 389

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Pick 5 problems to solve and answer the following questions.

How could you multiply multi-digit whole numbers fluently using the standard algorithm?

996 x 458 WEDNESDAY	682 x 273 MONDAY	153 x 752 THURSDAY	849 x 167 TEST	425 x 325 TUESDAY
784 x 591 TUESDAY	973 x 127 WEDNESDAY	659 x 335 TEST	417 x 286 MONDAY	188 x 715 THURSDAY
446 x 763 MONDAY	864 x 626 THURSDAY	791 x 245 TUESDAY	944 x 393 TEST	556 x 355 WEDNESDAY
142 x 225 WEDNESDAY	753 x 159 TEST	882 x 637 MONDAY	350 x 264 TUESDAY	983 x 476 THURSDAY
541 x 610 TEST	486 x 640 TUESDAY	931 x 893 WEDNESDAY	376 x 199 THURSDAY	287 x 377 MONDAY

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EXPERTISE

How could you multiply multi-digit whole numbers fluently using the standard algorithm?

996 x 458 WEDNESDAY	682 x 273 MONDAY	153 x 752 THURSDAY	849 x 167 TEST	425 x 325 TUESDAY
784 x 591 TUESDAY	973 x 127 WEDNESDAY	659 x 335 TEST	417 x 286 MONDAY	188 x 715 THURSDAY
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142 x 225 WEDNESDAY	753 x 159 TEST	882 x 637 MONDAY	350 x 264 TUESDAY	983 x 476 THURSDAY
541 x 610 TEST	486 x 640 TUESDAY	931 x 893 WEDNESDAY	376 x 199 THURSDAY	287 x 377 MONDAY

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Initiate the Inquiry

HOOKE™

	Universal	Who? What?	How? Why?	What causes? What influences?	What if? What would happen?	Is, or...? Does... or...?
ESSENTIAL	Overarching	How? Why?	What is the cause / effect? What is the consequence?	What is the reason? What is the relationship?	What is the result?	What impact? What influence?
	Topical	How? Why?	What categories? What characterizes? What classifies?	What does it infer? What does it represent? What does it suggest?	What is the reason? What is the relationship? What is the result?	
	Driving	What can you create? What can you design? What can you develop?	How would you innovate? What can you invent? How could you?	What kind of model could you develop and use? What kind of plan could you develop? What kind of story and word problem could you pose?		

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NOW *That's* a GOOD QUESTION!

How could change be scary but good?

What could happen when you try new things?

Why should we be careful not to judge by appearances?

Why should we keep trying even if we don't succeed?

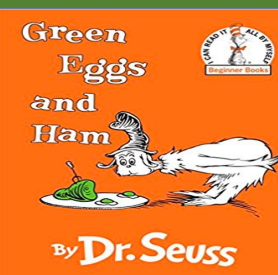


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UNDERSTANDING

How does Green Eggs and Ham by Dr. Seuss address the following ideas?

- Change be scary but good.
- When you try new things, good things could happen.
- Don't judge by appearances.
- If you don't succeed, try and try again.



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NOW *That's* a GOOD QUESTION!

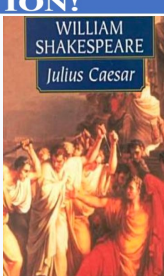
What is a hero?


How could a hero become tragic?

What does it mean to "fall from grace"?

What causes a hero to "fall from grace"?

How could a hero redeem themselves if they fall from grace – or could they?






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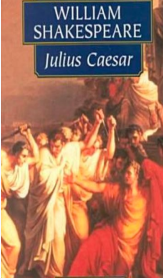
11




UNDERSTANDING

How are Brutus from The Tragedy of Julius Caesar and Macbeth from Macbeth examples of Shakespearean tragic heroes and how are they similar in the following?

- their status in society
- their temptation
- their fall from grace
- their fate
- the role their wives play



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FOUNDATIONAL


Factual	Who?	What?	Where?	When?	(How?)	(Why?)
---------	------	-------	--------	-------	--------	--------

Just the Facts

JUST DO IT.

✓ ANSWER

56

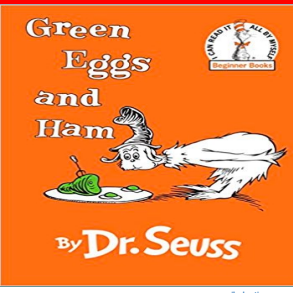


FOUNDATIONAL


What is the plot of Green Eggs and Ham?

Who are the characters in Green Eggs and Ham?

What are the sequence of events of Green Eggs and Ham?

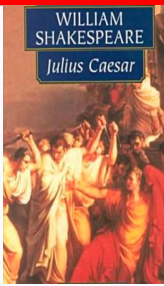



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FOUNDATIONAL

- Who is William Shakespeare?
- What is the plot?
- Who are the characters?
- What is the setting?
- What is the sequence of events?
- What is the conflict?
- What is a Shakespearean drama?
- What is a Shakespearean comedy?
- What is a Shakespearean tragedy?
- What is a Shakespearean tragic hero?

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UNDERSTANDING



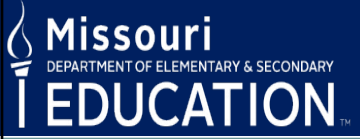

Classify & Categorize


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UNDERSTANDING

Analytical	How does it work? How is it used? How can it be used?	Why does it work? Why is it used? Why can it be used?	What categorizes? What characterizes? What classifies? What distinguishes? What indicates?	What is the function? What is the intent? What part? What position? What is the purpose? What role?	What is the message? What does it infer? What does it represent? What does it signify? What does it suggest? What does it symbolize?
	How? Why?				
Reflective	How did it happen? How did it work? How was it used?	Why did it happen? Why did it work? Why can it be used?	What is the cause? What is the effect? What is the connection? What is the reason? What is the result? What is the impact?	What is the outcome? What is the pattern? What is the relationship? What are the similarities? What is the difference? What is the diagnosis?	






Go to Show-Me Standards









Go to Priority Standards

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DEEP

Analytical	How does it work? How is it used? How can it be used?	Why does it work? Why is it used? Why can it be used?	What categorizes? What characterizes? What classifies? What distinguishes? What indicates?	What is the function? What is the intent? What part? What position? What is the purpose? What role?	What is the message? What does it infer? What does it represent? What does it signify? What does it suggest? What does it symbolize?
	How? Why?	Why? How?	What is the cause? What is the effect? What is the connection? What is the reason? What is the result? What is the impact? What is the influence?	What is the outcome? What is the pattern? What is the relationship? What are the similarities? What is the difference? What is the diagnosis? What are the ways?	
Reflective	How did it happen? How did it work? How was it used?	Why did it happen? Why did it work? Why can it be used?			
Hypothetical	What if?	What could happen? What would happen?	How could? How would?	How may? How might?	What will? How will?
Argumentative	Is... or...? Was... or...?	Does... or...? Did... or...?	Could... or...? Would... or...?	Should... or...? Will... or...?	Which one(s)?

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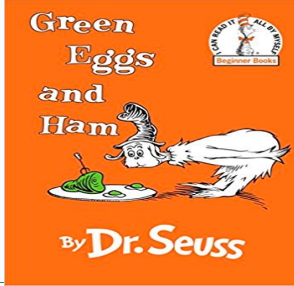


DEEP


What if the Black Hatted Man tried the green eggs and ham at a certain point in the story?

What if the Black Hatted Man tried the green eggs and ham and did not like them?

What if the Black Hatted Man just said, "No!" every time Sam-I-Am asked him, "Would you?" and "Could you?"



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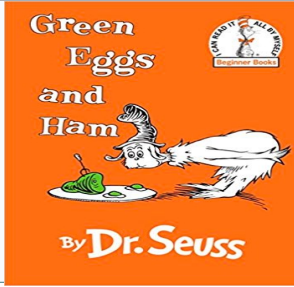


DEEP


How could words and phrases suggest feelings?

Which words and phrases in Green Eggs and Ham suggest feelings?

What are the feelings the words and phrases in Green Eggs and Ham suggest?



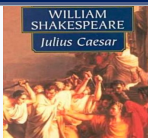
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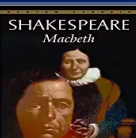
DEEP

How is Anakin Skywalker an example of a Shakespearean tragic hero and what are the similarities between him, Brutus, and Macbeth in the following?


- their status in society
- their temptation
- their fall from grace
- their fate
- the role their wives play




WILLIAM SHAKESPEARE
Julius Caesar



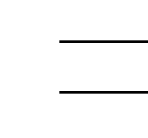
SHAKESPEARE
Macbeth



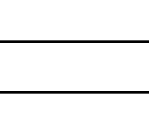
FEAR



ANGER




HATE



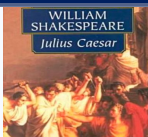
SUFFERING

64

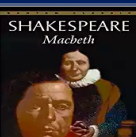


DEEP


- What distinguishes William Shakespeare and George Lucas's perspective of a tragic hero?
- What if Brutus, Macbeth, and Anakin Skywalker resisted temptation and rejected their destiny?
- Could Brutus or Macbeth have redeemed themselves after giving in to temptation or was their fate sealed once they gave in to temptation and fell from grace?




WILLIAM SHAKESPEARE
Julius Caesar



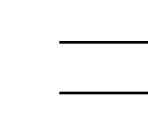
SHAKESPEARE
Macbeth



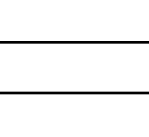
FEAR



ANGER




HATE




SUFFERING

65



DEEP

- Should Pluto not be classified as a planet because of the resolution made at the International Astronomical Union of 2006?
- Should Pluto still be categorized as a planet because according to the reasons given by The Harvard-Smithsonian Center for Astrophysics?
- Should the classification criteria for all the planets within and beyond our solar system be reconsidered or redefined?



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EXPERTISE

Driving

What can you create?
What can you design?
What can you do?
What do you believe?
How do you feel?
What do you think?

Affective

How would you innovate?
What can you invent?
How could you?
How would you?
What is your opinion?
What is your perspective?
What are your thoughts?

What kind of model could you develop and use?
What kind of plan could you develop?
What kind of story and word problem could you pose?
What kind of text could you write and produce?
How can you?
How do you?
What would you do if ...?
What could you do if ...?
What will you do if ...?

PBL PROJECT BASED LEARNING

Publicly Presented Product
Driving Question or Challenge
Need-to-Know
Inquiry & Innovation
21st Century Skills
Student Voice & Choice
Feedback & Revision

SHARE IDEAS OPINIONS

What do you want? What do you need? What do you hope?

COMMUNITIES
FAMILIES & CAREGIVERS
SCHOOLS
CLASSES
CLUBS
SOCIAL AND EMOTIONAL LEARNING
CIVIL ENGAGEMENT
CULTURAL COMPETENCY & CREATIVITY & INNOVATION
Authentic Partnerships
Aligned Learning Opportunities

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EXPERTISE

IT'S ALL ABOUT YOU!

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EXPERTISE

What kind of story could you share that addresses one of these ideas?


- Change be scary but good.
- When you try new things, good things could happen.
- Don't judge by appearances.
- If you don't succeed, try and try again.

Green Eggs and Ham

By **Dr. Seuss**


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EXPERTISE

- Whose perspective on tragic heroes do you agree with? William Shakespeare or George Lucas
- Who is a real-life person or a fictional character you consider to be a Shakespearean tragic hero and why?
- What kind of original narrative could you write and produce that tells the tale of a Shakespearean tragic hero?



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EXPERTISE

FEDERALISTS vs. ANTI-FEDERALISTS

RATIFICATION OF CONSTITUTION 1787

NATIONAL GOVERNMENT

WEALTHY CLASS

ALEXANDER HAMILTON
GOVERNOR OF NEW YORK
VICE PRESIDENT
JOHN JAY

STATE GOVERNMENT

MIDDLE/LOWER CLASS

THOMAS JEFFERSON
PATRICK HENRY
JAMES MADISON
BENJAMIN FRANKLIN

ANTI-FEDERALISTS

GOVERNMENT IS A NECESSARY EVIL

GOVERNMENT IS A NECESSARY EVIL


GOVERNMENT IS A NECESSARY EVIL

Which would you consider yourself to be on certain issues and topics and why?




- Federalist
- Anti-Federalist
- It depends on the topic.

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Where Could Good Questions Come From?



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What does a good question do?

- ✓ Stimulates deeper thinking.
- ✓ Deepens knowledge, understanding, and awareness.
- ✓ Expands knowledge and extends thinking.
- ✓ Piques curiosity, imagination, interest, and wonder.
- ✓ Express and share their learning in their own unique way.
- ✓ Prompts students to reflect before responding.
- ✓ Phrases the instructional focus and purpose as a question.

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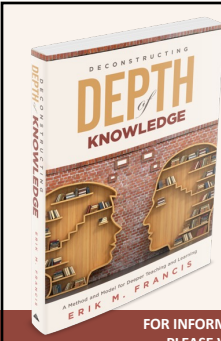


Now That's a GOOD Question!
How to Promote COGNITIVE RIGOR Through Classroom Questioning
ERIK M. FRANCIS



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