

The Week At WHMS
(parent edition)
 Week of April 11, 2022



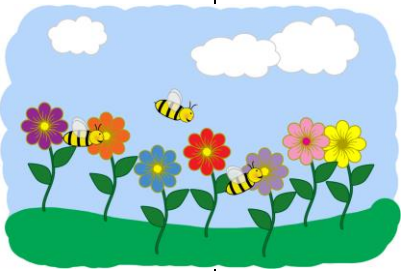
Thought for the week: **APRIL IS POETRY MONTH**

“El recuerdo
 es un papalote.
 Poco a poco le sueltas,
 Disfrutas su vuelo.
 En lo más alto
 se rompe el hilo de tu memoria
 y te sientas a presenciar cómo
 lo posee la distancia.”

(Memory
 is a kite.
 Little by little you let it go,
 enjoying its flight.
 At its height
 the string of memory breaks
 and you sit and watch as
 the distance possesses it.)

– Bricieda Cuevas Cob

Weekly Calendar:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Sat/Sun</u>
4/11	4/12	4/13	4/14	4/15	4/16-4/17
<i>Day 1</i>	<i>Day 2</i>	<i>Day 1</i>	<i>Day 1</i>		
9:30a – Cerrone field trip	<i>All day</i> – JVE trade show at WHHS, select students 3:00p – Department meetings 7:30p – Board of Education meeting @ HS VCR	3 rd period – Kindness and Empathy Activity 1:15p – PST meeting Club Meets: Dignity & Tolerance	SCHOOL IN SESSION – make-up day for snow day on 1/7 Today is <u>DAY 1</u> <i>Great day to focus on mindful habits, SEL needs, and resetting for after the break</i>	SPRING RECESS BEGINS! School resumes on Monday, April 25 th	
					

Instructional tips: (from *Edutopia*)

Using Inquiry to Support Deeper Learning by Jim Heal (full article)

Teachers can use 'effortful' follow-up questions to refine and extend student thinking about important concepts in a lesson.

Have you ever had a conversation, only to think of what you really wanted to say *after* it was over? These moments happen all the time in our everyday lives but are perhaps more significant when they occur within the context of teaching and learning.

As any teacher knows, classrooms are complex places with rich, layered lines of communication and meaning—so it's little wonder that we often end a lesson thinking, "If only I had asked that question!" Planning to respond to student thinking is an important step, so that you aren't left regretting the question left unasked, and your students are more likely to think deeply about the content that matters most.

HOW TO RESPOND TO STUDENT WORK

Drawing from my experience supporting novice and early-career teachers, let's consider the following scenario and what it tells us about responding to student thinking.

You're teaching an elementary math class on fractions in which students must complete this task: *There are nine circles. Color some in and leave the rest white. What fraction of the circles are colored in?*

While circulating, you see that a student has filled in four circles but hasn't written the fraction. What you say in response to this student will determine what they think about next. It will either refine and extend their thinking, or mean they remember the wrong or incomplete information.

In this instance, the student hasn't done anything "wrong" per se. They've successfully completed the first half of the task—coloring the circles—but the most important part, where effortful thinking can and should take place, comes in the second half of the prompt: determining what fraction is represented by the image.

The best way to ensure that this student engages in the rich thinking that you planned for is to offer an [effortful](#) (or elaborative) follow-up question. That is, a question that will make the student think more deeply about the content at hand.

We know this works because [research in cognitive science](#) has shown us that [we are more likely to remember what we process deeply, or effortfully](#), than what we process shallowly.

To help us think about what we would say next, let's consider two criteria for refining student thinking:

1. **Is my follow-up question effortful?** Does it prompt analysis, justification, or detailed explanation?
2. **Is my follow-up question targeted?** Does it prompt students to elaborate on the thing I want them to remember and *not* something else?

Even though formulating a question that fulfills these criteria might seem straightforward at first, crafting an effective, effortful question is difficult to do on the fly. To show how such follow-up questions can go right (and wrong), let's use our criteria from above to explore four ways that a teacher could respond.

HOW FOLLOW-UP QUESTIONS AFFECT STUDENT UNDERSTANDING

Now let's consider the impact that different types of questions would have on student learning:

1. **"What other colors could you use to shade your fraction next time?"**

This question isn't effortful or targeted because it won't prompt students to think deeply about useful information. The color they shaded the circles has nothing to do with determining what fraction of the circles are colored in, and the closed-ended question will lead to short, often one-word answers (like "Red").

2. **"Why are fractions important?"**

This "why" question is effortful, so students may remember their response later. However, it's not targeted or focused on the information that students need to refine their answer. Even if a student answers the question correctly, they're unlikely to get closer to understanding how to determine a fraction from its visual representation.

3. **"The numerator is the number of shaded circles and the denominator is the total number of circles. Count each number with me and write it out. So, what's the fraction?"**

This question focuses on the right information, but it doesn't prompt the effortful thinking required to remember the concept. The teacher is the one doing the effortful thinking in this case, and the student can simply follow along and count their way to the "correct" answer.

4. **"How can you use your picture to decide what to write as the numerator and denominator? How would your fraction be different if you colored in one more circle?"**

This question is targeted at what we want students to learn and prompts effortful thinking about that content. This brings the student closer to answering the original effortful question *and* prompts the type of deep processing that makes it more likely that they'll remember the information later.

If you want to make sure your follow-up questions are both effortful and targeted, here are three strategies for helping students refine and extend their thinking:

1. **Expect and anticipate student misconceptions.** Consider the ways that students might misunderstand or have only partial understanding in answering the question. This will ensure that your follow-ups target the types of support that your students will need.
2. **Script follow-up questions in advance.** Based on the anticipated student misunderstandings, craft follow-up questions that are targeted and effortful. Scripting questions in advance means that you'll be more likely to prompt the type of effortful thinking that will ensure your students remember the content later.
3. **Answer your own follow-up questions.** By responding to your own elaborative prompts, you can determine whether they will move the student any closer to the exemplar response you want them to take away.

For full article see <https://www.edutopia.org/article/using-inquiry-support-deeper-learning>

Items of importance:

- Please see the letter mailed home on 3/30 regarding important footwear and cell phone reminders. The letter can also be found on our APP or website at:
<https://tinyurl.com/2p9a4ves>

- **WEATHER NOTICE:** we have outdoor recess, outdoor AM line-up, and outdoor PE daily unless it is raining. Please make sure your child has appropriate clothing and outerwear. We only stay indoors if the temperature falls below 30° or the wind chill falls below 28°
- We have noticed that some students are taking their Chromebooks home at the end of the day. Chromebooks may not be removed from the building. Please check with your child and ensure that they return any Chromebook or charging cable they may have brought home. Thanks!
- **Have you downloaded the West Hempstead App yet?** It is available in the App Store and Google Play, just search "West Hempstead." This will let you keep track of everything happening in our school and access documents such as this "Week @ WHMS" newsletter.
- *Let me know when you have exciting learning taking place that I can tweet out and be sure to tag @WH_MS RAMS if you tweet yourself*

Items of interest:

- Our club calendar is available on the website at: <https://www.whufsd.com/o/whms/browse/221769>. Students should listen to AM announcements for the most up-to-date information about meeting dates and locations.
- The **extra help schedule** can be found at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1553808/Extra-Help_Schedule_MS_21-22.pdf. Students should take advantage of teachers' availability to do their best work.
- The Homework Center is open after school on Monday, Wednesday, and Thursday. See details below:

Homework Center Information: 21-22

Homework Center is open 2:45-3:45 on the following days

<u>Day</u>	<u>Teacher</u>	<u>Room</u>	<u>Notes</u>
Monday	Ms. Elezi	257	Support available for any subject, or just a quiet place to work after school.
Wednesday	Ms. Geiger	17	
Thursday	Ms. Rogan	16	

"COVID Corner" Information:

- NYS has removed the "mask mandate" from public schools and the decision to wear a mask is a personal/family choice. We will ensure that regardless of your family decision, students are treated with dignity and civility.
- ESPECIALLY in light of the reduced mask use, I cannot say how vital it is that **if your child, or anyone in your home, feels sick, your child MUST REMAIN HOME FROM SCHOOL.** Call the nurse or Mr. Murray for advice on when it is okay to return to school.

- **Please send your child to school with a refillable water bottle.** Our water fountains are “COVID-safe” and only the water bottle filler function is available.

Looking ahead:

Monday, April 25: *Day 2*

- Cerrone – field trip, 9:30am

Tuesday, April 26: *Day 1*

- NYS math exams begin today – alternate bell schedule with full 9-period day
- Select department meetings, 3:00pm

Wednesday, April 27: *Day 2*

- NYS math exams continue today – alternate bell schedule with full 9-period day
- PST meeting, 1:15pm
- Achievement Dinner, 6:30pm @ Westbury Manor – CONGRATS to Dina Gould

Thursday, April 28: *Day 1*

- NYSESLAT testing begins
- Family Literacy Night, 6:30p @ HS auditorium

Friday, April 29: *Day 2*

- **Q3 report cards viewable in PowerSchool**