



MoCo Monday Minute

Monday, August 29, 2016

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2016 Junior Chef State Champions!

Labor Day – There is no school next Monday, September 5th in observance of Labor Day!

Junior Chef Team Won 2016 State Championship – The Montgomery County Junior Chef Team cooked their way through the KY State Fair last week and overcame Boyle County in the championship. MCHS juniors, Mackenzie Green, Hayden Holley, Gabby Hovatter, and Joy Pidgorodetska prepared Farmer's Choice Dirty Rice. You may view the team's recipe by [clicking here](#). Each team member won the opportunity for an \$8,000 scholarship from Sullivan University, plus cook books, and a \$150 cash prize from John Wiley & Sons – a publishing company that specializes in academic publishing. John Wiley & Sons will provide text books free of charge to any Montgomery County Junior Chef team member who enrolls at Sullivan University. Hayden Holley was named Top Chef of the tournament and won an additional \$2,000 scholarship offer from Sullivan University and a cash award from John Wiley & Sons. In September, the team will demonstrate their dish at the first Farm to School Southeast Region meeting in Greenville, S.C. Congratulations to the MCHS Junior Chef Team and their coach, Lee Etta Greer!

Menus Posted – The 2016-17 menus for each of the schools have now been posted to the websites. You can also download the MealViewer To Go App from the Apple App Store or Google Play.

Help Share the Good News – We are always on the lookout for a nice school-related photo or good news to share with the community or place on a webpage. If pictures are taken on a phone, they must be saved as an “actual image” (not reduced) for the size and quality to be appropriate. Please send information to [Amy Mullins](#).

Student Attendance – Mapleton Elementary earned the highest one day attendance and highest weekly attendance percentage with 96.78% on Wednesday, August 24th and a weekly average of 95.84%. Way to go!

Dates:

- Aug. 29-30 – MCIS Musical Auditions for Aladdin Jr.

- Aug. 29-Sept 2 – MSE Book Fair
- Aug. 30 – Mapleton 4th Grade Environmental Camp Parent Chaperone Meeting, 4:30 p.m.
- Aug. 31 – Volunteer Orientation, 10:00-11:00 a.m., MCIS
- Sept. 1 – MSE Family Reading Night
- **Sept. 5 – No School – Labor Day**
- Sept. 6 – Camargo Kindergarten Grandparent's Day
- Sept. 6 – MSE 1st & 4th Grade Grandparent's Day
- Sept. 6 – MSE Camfel Productions
- Sept. 7 – Camargo 1st Grade Grandparent's Day
- Sept. 7 – MSE 2nd Grade Grandparent's Day
- Sept. 7 – MSE 4H Parent Meeting, 5:00 p.m.
- Sept. 8 – Camargo 2nd Grade Grandparent's Day
- Sept. 8 – MSE 3rd Grade Grandparent's Day
- Sept. 8 – Girl Scout Parent Night, 4:30 p.m., Camargo
- Sept. 8 – Read to Win Rally, 5:30-7:30 p.m., MCHS Media Center
- Sept. 8 –Volunteer Orientation, 6:30-7:30 p.m., McNabb Middle
- Sept. 8 –Board of Education Special Session – Tax Hearing, 5:30 p.m., Clay Community Center
- Sept. 9 – Camargo 3rd & 4th Grades Grandparent's Day
- Sept. 9 – MSE Kindergarten Grandparent's Day
- Sept. 9 – Camargo 4-H Meetings (4th Grade)
- Sept. 9 – 4H-FFA Livestock Show & Sale, 6:00-9:00 p.m., Chenault Agriculture Center
- Sept. 10 – ACT Test, 8:00 a.m., MCHS Zone II Lobby
- Sept. 12 – Mapleton Kindergarten Grandparent's Day
- Sept. 12 – MSE Fall Picture Day
- Sept. 13 – Mapleton 1st Grade Grandparent's Day
- Sept. 13 – Mapleton SBDM Meeting, 4:00 p.m.
- Sept. 13 – Volunteer Orientation, 6:30-7:30 p.m., MSE
- Sept. 14 – Mapleton 2nd Grade Grandparent's Day
- Sept. 14 – MSE SBDM Meeting, 3:30 p.m.
- Sept. 14 – Mapleton PTO Meeting, 4:30 p.m.
- Sept. 14 – Camargo SBDM Meeting, 3:00 p.m.
- Sept. 15 – Mapleton 3rd Grade Grandparent's Day
- Sept. 15 – Camargo PTO Meeting, 3:00 p.m.
- Sept. 15 – MCHS SBDM Meeting, 5:30 p.m.
- Sept. 16 – Mapleton 4th Grade Grandparent's Day
- Sept. 20 – High Attendance Day
- Sept. 20 – MSE PTO Meeting, 4:30 p.m.
- Sept. 20 – MCIS SBDM Meeting, 5:30 p.m.
- Sept. 21 – Mapleton PTO Meeting, 4:30 p.m.
- Sept. 24 – Volunteer Orientation, 9:00-10:00 a.m., MCHS
- Sept. 26 – Born Learning Parent Workshop, 5:30 p.m., Early Learning Center
- Sept. 27 - Board of Education Meeting, 6:30 p.m., MCHS Cafeteria
- Sept. 27 – MCHS Work Seal Follow-up Program, 8 a.m. – 12 p.m., Clay Center
- Sept. 29 – Mapleton Fall Picture Day
- Sept. 30 – Camargo Career Fair 3rd & 4th Grades, MCHS
- Sept. 30 – MSE Career Fair, MCHS
- Sept. 30 – MSE Fall Ball
- Oct. 5 – Camargo Fall Picture Day

Continuous Learning through Professional Literature

Priming the Pump to Improve the Questions Students Ask

In this article in *Faculty Focus*, Steve Snyder (Grand View University) describes his efforts to improve the quality and quantity of questions students asked in his humanities courses. Why weren't students asking more questions? he wondered. Was it shyness? Lack of motivation? Not being prepared? He decided a more likely explanation was that students were simply less experienced than professors at interrogating ideas. "So the challenge for me," he says, "was to nudge them from novices to something closer to advanced beginners."

To stretch students' question-asking skills, Snyder developed a set of prompts, paralleling Bloom's taxonomy of learning, and each day asked students to choose the best questions on the primary texts they were reading (either as homework or in the first ten minutes of class).

Level One: Contextuals, Definitions, Clarifications, and Analyzers:

- How was X (an event/text/work) shaped by its time?
- Where did it originate and why?
- Who was its originator and what was he or she like?
- How do you define this word/term/idea/etc.?
- What does this passage/concept/etc. mean?
- What would be a specific, concrete example?
- What parts or features make up the whole of X and what does each part do?
- How do the parts contribute to the whole?
- How is this idea/concept organized and why is it organized that way?

Level Two: Comparatives, Causals, and Evaluatives:

- How is X the same as that? How is it different? What is the opposite of X?
- How are these more or less similar?
- What factors caused X to happen?
- Which of these factors is sufficient? Which factors are contributing or probable?
- On what grounds can we eliminate possible causes or explanations?
- What are the most important features of X?
- Why do you like or dislike X (or agree or disagree)?
- How strong is the case that X is correct?
- What criteria are best for judging X?
- What is the best order of priority for these things and why?
- What is the strongest argument against X?

Level Three: Counterfactuals, Extenders, Synthesizers:

- How would X change if this happened?
- How would things be different if X had not happened?
- How would things be different if X happened to a greater (or lesser) degree?
- How can we apply X to this set of circumstances?
- What can we predict if X is correct?

- What ideas should be added to X?
- What might happen if you added this to X?

Snyder urged students to avoid questions with yes/no answers, specify text page numbers where their questions arose, and ask about areas they struggled with or that aroused their curiosity. He also told students to choose questions on different levels of the hierarchy and identify the kind of thinking required to formulate an answer. The goal was more-active involvement and improving their understanding of the subject matter and its relationship to other subjects.

"Even with some pump-priming," says Snyder, "many of the questions students generate will be non-starters and that's okay. Sometimes this happens because students are simply going through the motions of the exercise, but more often it's because they aren't experts and can't always recognize non-starter questions. Indeed, it's difficult for students to think like disciplinary experts, and it's tempting for us to jump in and speed the process along. I have found that if I can be patient and remain quiet, students will self-identify dead-end questions more quickly than I expect. The discovery of dead ends is in itself a powerful learning experience, one we can short-circuit in our haste. More to the point, we have to work through the bad questions to find the wonderful, thought-provoking questions."

"A Practical Approach for Increasing Students' In-Class Questions" by Steve Snyder in *Faculty Focus*, July 13, 2016, <http://bit.ly/2bJiDVe>; Snyder can be reached at ssnyder@grandview.edu.

Be sure to notify the designated person at your school if you have calendar information that should be added to your website calendar.

Thank you so much for your effort and commitment to children. If you have questions about any of the information contained in this issue of The MoCo Monday Minute, please contact me at matthew.thompson@montgomery.kyschools.us.