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| **Chapter** | **Page** | **Prompt** | **Response** |
| Intro | 2 | “And the longer you teach, the more evident it becomes that there is no best way to teach effectively.”Share an example of something that worked great for one group of students, but not for the other. |  |
| 1 | 11 | “Contrary to what many students and teachers (maybe even you) believe, school doesn’t have to be boring. It can be exciting. It can be fun.” What type of shifts need to happen for this to become the norm?How can chasing a “fun” classroom go wrong? |  |
| 2 | 18 | “Preparing a lesson takes research and new ideas to push the learning toward the objective. Lesson planning, in contrast, is the step-by-step nature of a given set of objectives.”How would you describe the difference between lesson planning and preparing a lesson? |  |
| 3 | 39 | The focus on content over culture is natural early in a teacher’s career. Managing class culture comes second, though content and culture are closely related.” What struggles are present in finding the balance between content and culture?  |  |
| 4 | 51 | “A long appetizer is not a time suck but a chance to build genuine excitement for a lesson”Share a story of when you spent extra time building interest. Did it pay off?  |  |
| 5 | 59 | “A negative [teacher] response to incorrect answers cements the idea that going back to correct an error is more foolish than stepping up to admit a mistake.” How can we turn student mistakes into learning opportunities? |  |
| 6 | 69 | “No matter how far back you stand from your artwork, it’s impossible to escape the vacuum of your own perspective.”How can we ask our teammates for input? Share a story of when a colleague improved your practice. |  |
| 7 | 80 | “A key thing to remember when serving an entree is that the build-up to the reveal is much more important than the reveal itself.”When is a “reveal” tough to design? What keeps teachers from serving up a real entrée? |  |
| 8 | 82 | “Be bold about asking community members to come and speak about their profession.”What is a lesson next year that would benefit from a community member’s voice? |  |
| 9 | 92 | “Holy shit! That’s a big shark!”For Alan, the lesson didn’t click until the class went outside. How have you helped students make connections in your class? |  |
| 10 | 98 | “What purpose does education serve, if not to prepare our students?”What other skills do you embed into your class to better prepare students? |  |
| 11 | 106 | “Mrs. Duncan patiently waits, though the ten seconds of silence feel like an eternity. At this point in the year, the students are much better at handling silent think time. So is the teacher.”How do you train yourself to give students “think time?” |  |
| 12 | 119 | “When students see you value the process of teaching, they will begin to value--and take responsibility for--the process of learning.” How do you let students see you love your job? |  |
| 13 | 127 | “Side dishes … are meant to be consumed sparingly… Too many math ‘carbs,’ and your class feels bloated and needs to take a nap.” Have you ever worked too hard on the side dishes, but the entrée was lacking? |  |
| 13 | 135 | “Perhaps some normalcy is precisely what’s needed to keep [students with troubled home lives] going.”Share a story of when you supported a student with a rough home life. |  |
| 14 | 139 | “Curiosity is far more powerful than engagement.” - Karl Lindgren-StreicherHow have you used “side dishes” in your class to get students curious about content? |  |
| 15 | 155 | “I want my students to know they are smarter than me about something.” How do you celebrate students’ individual intelligences and interests? |  |
| 16 | 171 | “By eighth grade, [Ysela] had learned that the three magic words ‘I don’t know’ would get teacher to skip over her in most other classes. Enough skips would get her ignored entirely.”How do you coax answers from every student in your class? |  |
| 17 | 182 | “Unflinching vulnerability reveals two things to students: first, we are serious about improving as teachers, and second, our students’ opinions matter to us.” How do you ask for students’ opinions about your class? |  |
| 18 | 191 | “Hopefully, somewhere in these pages, you saw something that would be a risk for you to try.¨What is one risk you can take to become more of a Classroom Chef? |  |

Last Question: What’s something you’ll try **next week** that involves taking a risk and stepping out from your usual?