

## Questions

### Beam, Focus, Build

**Beam:** (Addressed to whole class) We have just read Little Red Riding Hood, so I want you all to identify, to yourselves, the two main characters in this story and be ready to tell me when I ask you.

**Focus:** Wanda Faye, tell me one of the main characters.

**Build:** (Going from student to student) Jimmy, what about you? Susie, can you tell us one? Billie, please tell us another. etc., etc., etc.

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### Focus, Beam, Build

**Focus:** (Addressed to an individual student) Joe, we have been studying ways to be safe in class the last few days. What lesson can you learn from this story that might keep you safe?

**Beam:** (Addressed to whole class) As Joe is thinking about this, I want all of the rest of you to be thinking about it also, and be ready to tell me when I ask you.

**Build:** Joe, what might be one lesson? Suzer, what might be another? Ruteger, can you add to that? etc., etc., etc.

Beam, Focus, Build  
Direct, Redirect

**Beam:** We have been studying our early Presidents in the last couple of days, so I want you all to think of two ways that George Washington was different from Thomas Jefferson, and two ways these two men were alike. Be ready to answer when I call on you.

**Focus (*Direct*):** Ruteger, what might be one way these two men were alike?

(Student answer: "I don't know.")

(Teacher response: "Okay, Ruteger, keep thinking and I will be back to you.")

*Redirect* (**Build**): Frank, how about you? Suzie, can you tell us another similarity? Wanda Faye, will you add to that, please?

**Closing the Loop:** (Going back to Ruteger) "Okay, Ruteger, how about you? Please tell me one way George Washington was similar to Thomas Jefferson.