


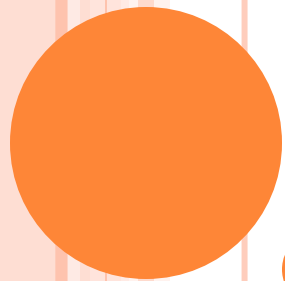
“WE ALWAYS TRY TO KNOW WHAT KIDS WILL LEARN BEFORE WE LAUNCH THEM ON A LESSON OR INQUIRY. BUT AT THE SAME TIME, THERE IS A TENSION BETWEEN HAVING VALID INSTRUCTIONAL GOALS AND LEAVING SPACE FOR AUTHENTIC DISCOVERY. IN OUR WORLD OF STANDARDS AND BENCHMARKS, IT SEEMS LIKE TEACHERS MUST ALWAYS KNOW WHAT KIDS WILL KNOW AT THE END OF A LESSON OR UNIT”

COMPREHENSION AND COLLABORATION, HARVEY AND DANIELS

What do you think about this quote? 

If you could design a perfect school what would it look like?
(You have unlimited funds and no government intervention.)





INQUIRY CIRCLES AT WORK

Interdisciplinary student-driven studies

GOAL:

- Use student interests to create authentic assessments
- Teach kids how to think



WHY INQUIRY CIRCLES?

○ Engagement

- Student directed
- Student interest based
- A recent study by Ivey and Broaddus (2008) showed that kids remember the curriculum much better when their teachers figure out what aspects of it are interesting to them, and **begin** there. ¹
- We focus on the development of kids' thinking first, foremost, and always. ¹
- Boys and reading



INQUIRY APPROACH VS. COVERAGE APPROACH

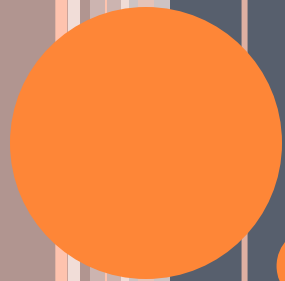
○ Inquiry Approach

- Student voice and choice
- Questions and Concepts
- Collaborative work
- Strategic thinking

○ Coverage Approach

- Teacher selection and direction
- Assigned topics and isolated facets
- Solitary work
- Memorization





WHAT DOES IT LOOK LIKE?

4TH GRADE SCIENCE EXAMPLE

- Listen to the students and coach or guide them
- Earth, Moon, Sun and Sky (E.ST.E.1, E.ST.04.11, E.ST.04.12, E.ST.E.2, E.ST.04.21, E.ST.04.22, E.ST.04.23, E.ST.04.24, E.ST.04.25, E.ST.E.3, E.ST.04.31, E.ST.04.32)
 - Students already have some background knowledge



PHASE I

- Decide on the BIG ideas
 - What do you want every student to know?



PHASE II

- Elicit student background knowledge
 - Possible ideas
 - Class discussion
 - KWL
 - Journal
 - Picture book read aloud (*Good night moon*)
 - Have students draw a picture
- However you decide to do this be sure you have a way of taking notes or recording it so you can go back to understand where the students are



PHASE II (IMMERSE)

○ Your Job:

- Give the BROAD idea
- BE CURIOUS
- LISTEN
- Give examples of how inquiry is used in the “real world”
- Be open! If a student decides that they are interested in Saturn and that is not part of the GLCE’s it’s ok, you will connect it later.



PHASE III (IMMERSE)

- Teacher models questions
- Teacher creates a classroom environment encouraging the students inquiries
 - Have resource books, magazines journals and texts
 - Posters, Visuals, pictures
 - Objects and artifacts
 - Your own discoveries
- Students ask questions
 - Give time
 - Allow for resources
 - Post-its
 - Journals
 - Question boards



RESOURCES FOR FINDING LIBRARY BOOKS

- <http://www.readingrockets.org/books/booksbytheme/>
- <http://www.ala.org/offices/publishing/booklist/booklinks/resources/sciencenovels>
- <http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=76>
- <http://www.nsta.org/publications/ostb/>
- <http://www.pbs.org/teachers/booklinks/bookspages/sciencetech-archive.html>
- <http://www.scilitlinks.org/quickplans.htm>



TYPES OF QUESTIONS₁

- Definition questions:
 - What is it?
 - What is happening?
 - What is going on?
- Consequence Questions
 - Why does it matter?
 - What difference does it make?
 - Why should I care?
- Action Questions
 - How can we get involved?
 - How can we help
 - What can we do about it?



PHASE IV

- Time for the work to start
- Ideally students will work in pairs or groups
- First, they will need to set up their own schedule and assign each other jobs
 - When will they meet again?
 - What is each person bringing to the table?



PHASE IV

- Vocabulary:

- It is important to encourage the students to find 1-2 words that are important to their inquiry and highlight them



PHASE IV

- Students work individually or together to complete their jobs for the meeting.
- Their ownership gives accountability to the students



YOUR JOB

- Help the students answer their questions
 - Find resources
 - Schedule time to use the internet
 - Direct them to one another if they have similar questions
 - Monitor their work
 - Give them the tools they need to keep organized
- Give kids the tools to think while reading. Ask for ideas, give ideas and model, more than just important things.
 - Example: if something is confusing they put a ? Next to it
 - Example: if they knew something already put a ! Next to it.



YOUR JOB CONTINUED...

- Here is the hard part:
- You have to help them make connections by asking probing questions.
 - Example a student wants to know if there is alien life. Your question might be what does life look like on Earth? Why is life on earth possible, what things do we need to have life? These things will help bring the students into the BIG ideas, but stay within their interests and inquiry.



PHASE V

○ Publication

- Students decide how they are going to share their information
- Possibilities
 - Webcast
 - Poster
 - Skit
 - Video
 - Book
 - Poetry
 - Model



PHASE V

- What questions do they still have?
- What can be done? Are there actions they can take?

- Hopefully they won't feel finished. There is a product in the “end” but hopefully it isn't the end. We want the students to continue to be curious.



THE GOAL (AGAIN)

- Get students **THINKING**
- Allow them to make connections and discover the learning
- Give control to the students
- Have student **ENGAGED** and **EXCITED** about reading and researching.



OTHER RESOURCES:

Creating Classrooms for Authors and Inquirers

by Carolyn Burke, Jerome Harste, and Kathy Short

<http://www.cii.illinois.edu/InquiryPage/>

Strategies That Work: Teaching Comprehension for Understanding and Engagement

by Stephanie Harvey and Anne Goudvis



Ideas for this Inquiry model were taken primarily from:

Comprehension and Collaboration by
Harvey Daniels and Stephanie Harvey

