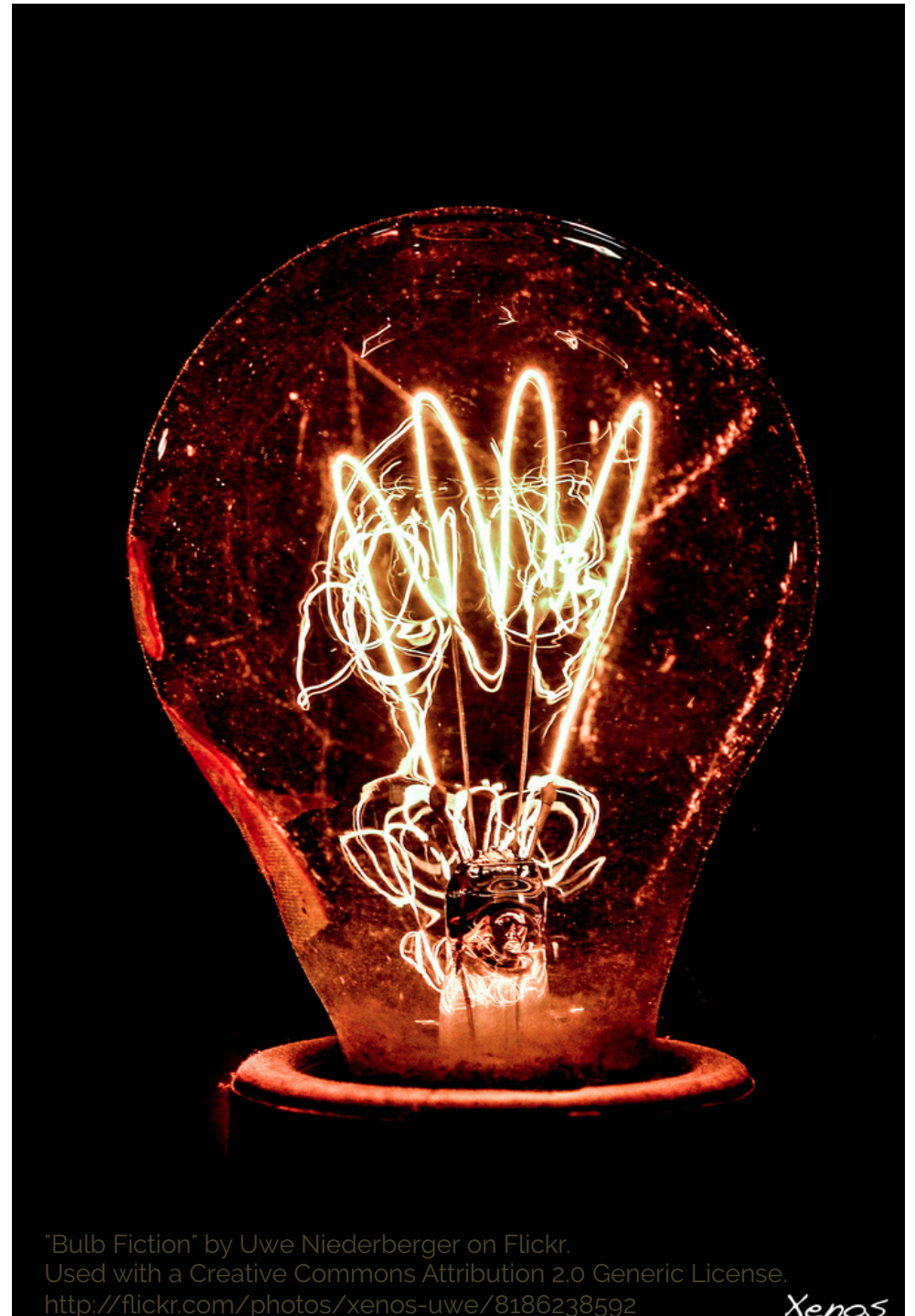


Inquiry at Kamehameha Elementary, Day 3

KES, March 4, 2015, 8-11am
Lower elementary & Specials

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SLIDES:
<http://bit.ly/fontblog>



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Xenos

Today

- 8 – 8:25am Conference Room
 - Revisit search strategies to help you (and maybe your kids) find information faster
 - Overview of observed lesson
- 8:30 – 9:15 Lesson in Michelle's room
- 9:15 – 9:25 Break + Pick Up Snack!
- 9:25 – 9:45 Debrief
- 9:45 – 11:00 Lesson Plan Makeover

10 minutes of exploration time:
Google Strategies

<http://bit.ly/google-infographic>

Then share out w/group: Which
seem particularly useful to you?

Overview of today's observed lesson

Hello, Third Grade!

I hear KES had a Jackson
Chameleon on campus this week!





Hmmm ... they don't have
Jackson chameleons runnin'
around where I live in Michigan

But we do have ...

SQUIRRELS!



SQUIRRELS!

What do you think you know about squirrels?

- Look like mongooses
- They're mammals
- Look like chipmunks
- Different types
- Live in trees sometimes
- Eat ants?
- Store nuts for winter?
- Save nuts in mouth?
- Hibernate?

What do you wonder about squirrels?

- Are they nocturnal?
- Are they related to chipmunks?
- What is their predator?
- Why do they have big mouths?
- What other kinds of foods do they eat?
- How long can they live?
- Do they like to run around?
- Do they have diseases?
- Do they carry diseases?
- Why don't we have them on Hawai'i?
- Do they live where they are native?
- Can they fly?

LEARNED: Eat nuts and seeds, carry diseases like pox to red squirrels, can destroy trees, people are part of the problem, some are not native, they can come in people's houses and live in your attic, big problem, take red squirrels' nuts (ROBBERS!), can kill red squirrels with the disease they carry

I wonder how many of your questions we can find out by reading about them.

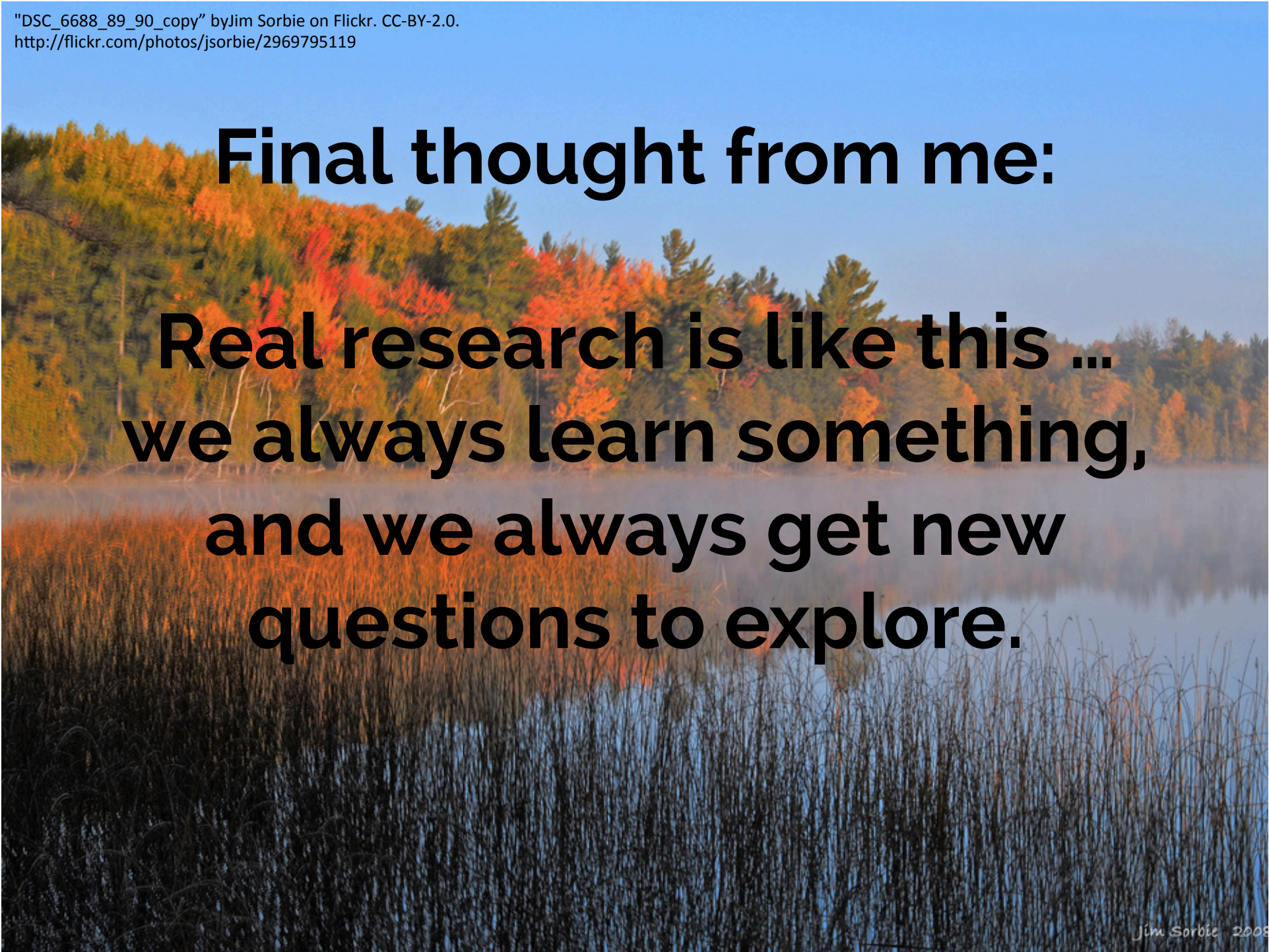
<http://bit.ly/kes-squirrel>

What did you learn? What new questions do you have?

What you learned

New questions

Based on our quick research,
which is the bigger pest, the
Jackson chameleon or the
grey squirrel?



Final thought from me:

**Real research is like this ...
we always learn something,
and we always get new
questions to explore.**

Faculty Break: Snack Break!

Debrief w/faculty

Lesson Plan Makeover (until 10:40am)

- Go to **<http://bit.ly/kesinquiry>**
- Select the Humane Society lesson link.
- Work in groups (your option to work by grade level or not) through the lesson.
- It is a traditional research lesson, but not inquiry.
- Discuss as a group: how would I frontload these to encourage more inquiry?
- Take a look at the rubric. What is being assessed? What isn't? What should be in an inquiry lesson?
- See the directions for sharing your thoughts on the home base page.
- **Spend your time discussing, not rewriting. The goal here is to recognize opportunities for inquiry.**

Report Out To Large Group

- Choose a juicy tip or tidbit from your group's discussion. These could be (but are not restricted to):
 - what jumped out at you that immediately felt “inquiry” or “not inquiry”
 - how you identified priority areas to make over
 - what you learned

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Home » Plant Quarantine Branch » Travel & Shipping Information » Importing Animals to Hawaii from the U.S. Mainland

IMPORTING ANIMALS TO HAWAII FROM THE U.S. MAINLAND

Hawaii has strict laws regarding the importation of animals. Some animals that may be allowed as pets in other states or countries may be restricted or prohibited in Hawaii. Importing an illegal animal carries a penalty of up to three years in prison and fines up to \$500,000.

- For information on **rabies quarantine for dogs and cats**, [click here](#).
- For information on transporting **livestock**, [click here](#).
- Not all types of pet birds are allowed to be imported. For instructions on permits required for importing **birds and poultry**, [click here](#).

PLANT QUARANTINE BRANCH

- [Amnesty Program](#)
- [Certified Nurseries](#)
- [Export Inspection Program](#)
- [Import Program](#)
- [Interisland Inspection Program](#)
- [Invasive Species Information](#)
- [Penalties for Possession of Illegal Animals](#)
- [Plant Quarantine Office Contacts](#)

A few things I like to keep in mind re: rubrics:

- Rubrics vs. checklists
- Non-uniformity of “boxes” means better range of grades (Humphry and Heldsinger 2014)
- Avoid rubric items that count quantities
- Add up the points: how many are going to format? How many to process? How many to thinking? Are you comfortable with those proportions?

Final Thoughts From You?