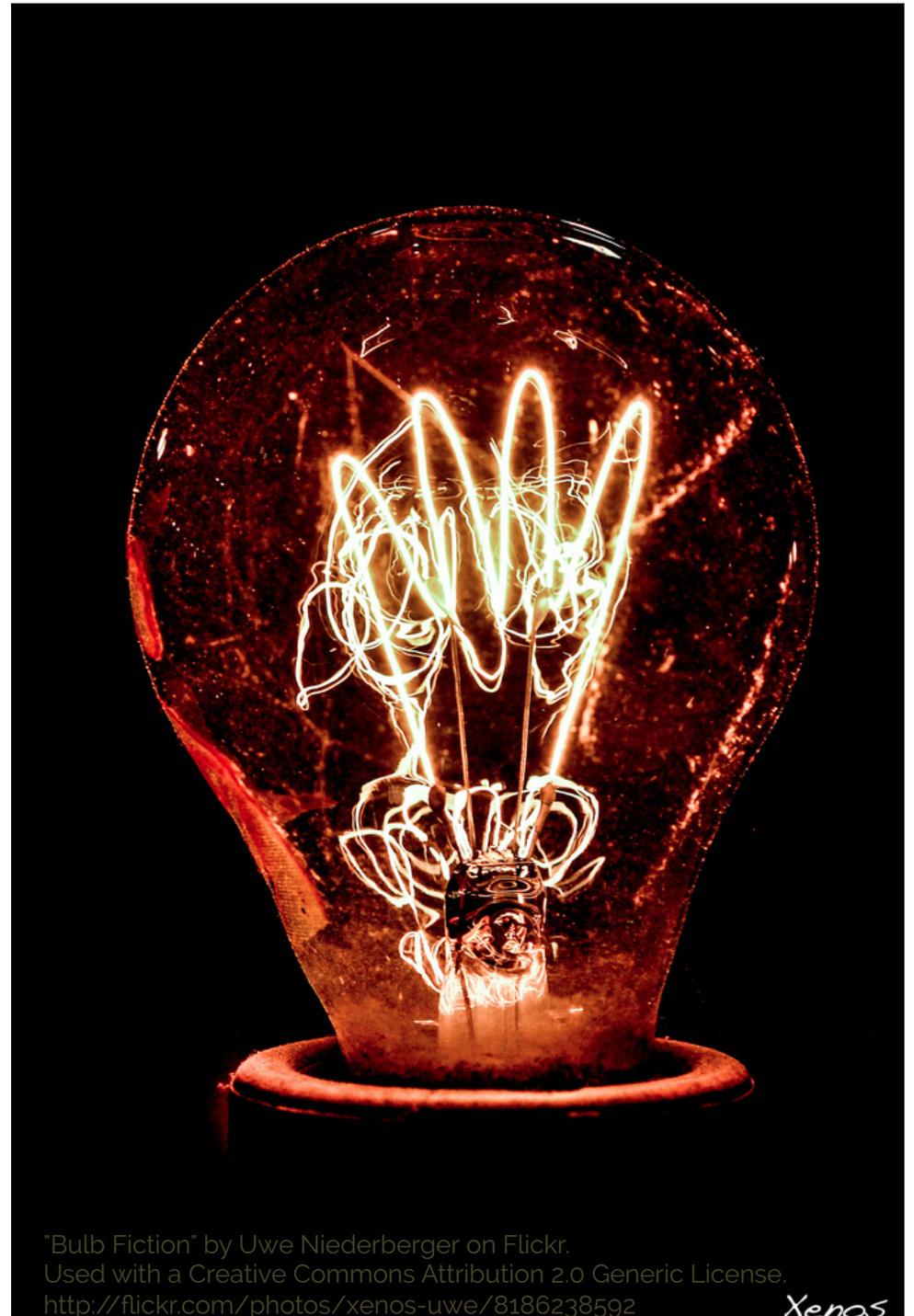


# Inquiry at Kamehameha Elementary, Day 3

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

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@activelearning

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



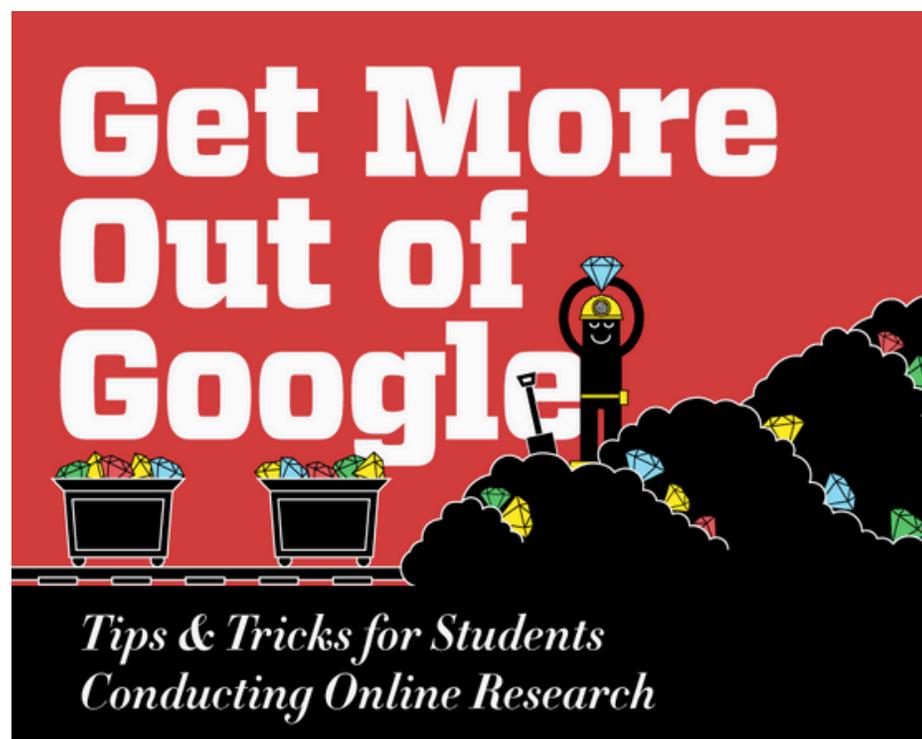
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*Xenos*

# Today

- 8 – 8:50
  - Revisit search strategies to help kids find information faster
  - Give a traditional lesson plan a makeover in small groups (begin)
  - Overview of observed lesson
- 8:55 – 9:40 Lesson in Casey's Room
- 9:40 – 9:55 Break
- 9:55am – 11am Debrief & Finish Lesson Plan Makeover

10 minutes of exploration time:  
Google Strategies  
<http://bit.ly/google-infographic>



# Lesson Plan Makeover

(work until 8:50, then we go to Casey)

- 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.**



What did we learn?

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<http://www.flickr.com/photos/77316550@N00/4387345342>.

Overview of today's lesson in  
Casey's room

Hello, sixth grade!

Here's the problem my friend is  
having ...

What is hacking?

Let's see what others have written  
about the topic so we can get  
some background knowledge ...

<http://bit.ly/keswsj>

# What you learned ... new questions ... search keywords

## **New learning**

- Internet + app helps you track your child's blood sugar
- Type I diabetes
- Invented by parents
- NightScout
- System has some problems
- Not approved by government
- Limited freedom for kids

## **New questions**

- What does the U-M professor think about it?
- What would be best for his child? Would she get more freedom? Or is staying close best?
- How does the monitor work?
- Does anybody else use it?
- Are there reviews?
- What is a healthy blood sugar level?

## **Keywords**

Nightscout  
How to monitor diabetes  
Diabetes treatment pros and cons  
Dexcom  
Joyce Lee

How would you go about getting more information to learn more about this project?

Super Research Dash!

# Red Light Questions

(Levitov; Fontichiaro & Johnson, et al)

- STOPS research from going further
- Require a single factual answer
- Often start with **who, what, where, when, how many**
  - Who did George Washington marry?
  - What happened in the story after Winnie refused to drink the immortality water?
  - Where did the Confederate Army surrender?
  - When did Marie Curie report her findings on radium?
  - How many people live in Tennessee?

# Green Light Questions

(Levitov; Fontichiaro & Johnson, et al)

- May require collection and synthesis of information
- May have words in them like **why** or **how**
- May be focused around finding solutions to articulated problems
- Similar to “essential questions,” “thematic questions”

What did you learn this time  
around? New questions?

**New learning**

**New questions**

If you had more time to research, where else would you look? Who else could you talk to?



“Time” by Sean MacEntee on Flickr. CC-BY-2.0. <http://flickr.com/photos/smemon/4961717384>

# Final thoughts, sixth grade?



"Maui Wowie." by Randy Son of Robert on Flickr. CC-BY-2.0 <https://www.flickr.com/photos/randysonofrobert/618971556/>

Final thought from me:

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

# Faculty Debrief

More work on lesson plan  
makeover

<http://bit.ly/kesinquiry> →

Phase II: Lesson Plan  
Makeover

# **Report Out To Large Group**



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If you can't find info anywhere else about animals, try this (technically too hard for kids as a starter resource, but great!)

animaldiversity.org

Animal Diversity Web

University of Michigan  
MUSEUM OF ZOOLOGY

M

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Stewardship of school & land  
(how can we be better?)

## **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?