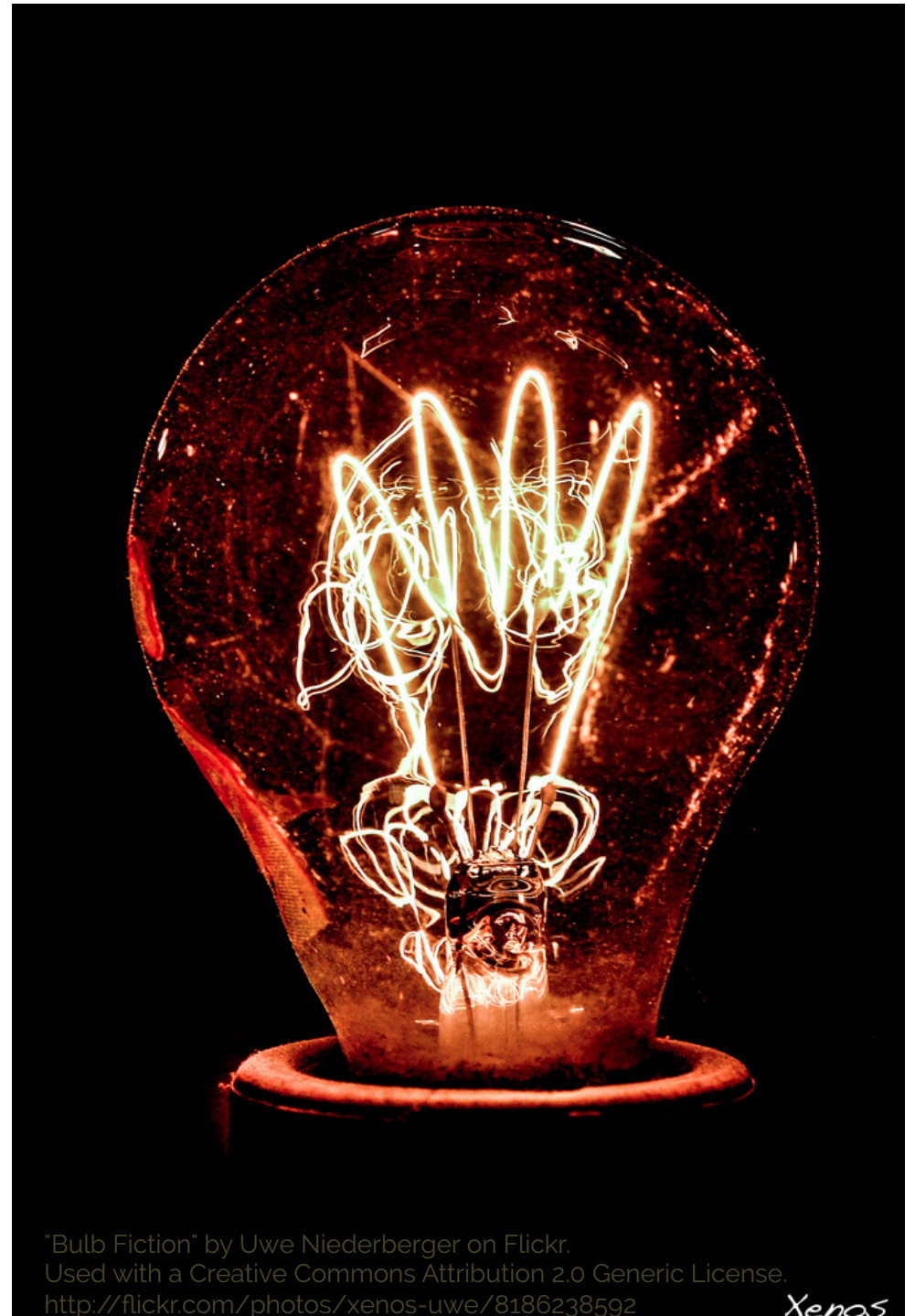


Inquiry at Kamehameha Elementary, Day 3

KES, March 4, 2015, 11:30 – 2:30
Upper elementary & Specials

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



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Xenos

Today

- 11:30 – 12:15am
 - Revisit search strategies to help kids find information faster
 - Give a traditional lesson plan a makeover in small groups (start activity)
 - Overview of observed lesson
- 12:15 – 1:00 Observed lesson in Leah's room
- 1:00 – 12:30
 - Break
 - Debrief
 - Wrap up lesson plan makeover

10 minutes of exploration time:
Google Strategies

[http://mashable.com/2011/11/24/
google-search-infographic/](http://mashable.com/2011/11/24/google-search-infographic/)

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

Lesson Plan Makeover

(until noon – finish this afternoon)

- 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.**

Overview of today's lesson in Leah's room



Hello, Fourth Grade!



Here's the problem we are having in Michigan, where I live:

1. We think our state is beautiful!

2. We have too many unemployed people.

They need work to do.

3. Therefore, we want more visitors from your state!

Here is an introduction to my
state:

- <https://vimeo.com/49133017>
- If any city looks interesting, write it down for later!

Can you help us sell Michigan
tourism to Hawaiians?

What kinds of questions would you need to ask in order to create a Visit Michigan ad campaign?

What did you see?

What questions do you have?

Cities or keywords?

Where would you start if you were going to look online for this kind of information?

Let's do it! Until _____, let's do a **research dash** and try to figure out answers to those questions.

Start here: michigan.org
Follow links from this site that interest you.

What you learned ... new questions

Ideas that would help attract tourists

New questions



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

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<http://flickr.com/photos/jsorbie/2969795119>

Final thought from me:

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



Final
thoughts,
fourth
grade?

"The American Leonardo horse" by LadyDragonflyCC on Flickr. CC-BY-2.0.
<http://flickr.com/photos/ladydragonflyherworld/4514110417>

Faculty Break

Debrief lesson

More work time on lesson plan
makeover (until 2:10pm)

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

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?