

Inquiry at Kamehameha Elementary, Day 2

KES, March 4, 2015, 8-11am
or 11:30 – 2:30
Lower elementary teachers +
Specialists

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



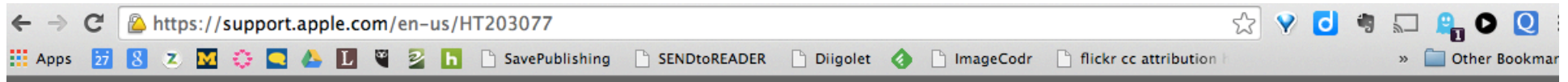
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<http://flickr.com/photos/xenos-uwe/8186238592>

Xenos

To recap

- Monday we did a quick overview of the inquiry process
- Today we will ...
 1. Think like a student and take inquiry for a spin
 2. Look at scenarios as way to frame and scaffold the inquiry process
 3. Give a traditional lesson plan a makeover
 4. Work on our own ideas
 5. Think ahead to next week
- Housekeeping: AHA buttons, Parking Lot, Text-to-Speech

Text-to-speech feature iOS8



How to use Alex with VoiceOver and Text to Speech on your iPhone or iPad

Apple has brought Alex to iOS in iOS 8. Learn how to use Alex as your English-speaking voice for VoiceOver, Speak Screen, and Speak Selection.

What you need to start using Alex

If you have one of these devices, you'll have the option to download and enable Alex.

- iPhone 6
- iPhone 6 Plus
- iPhone 5s
- iPad Air
- iPad mini with Retina display

Your device needs at least 870 MB of available free space to use Alex.

Inquiry and You-As-Student



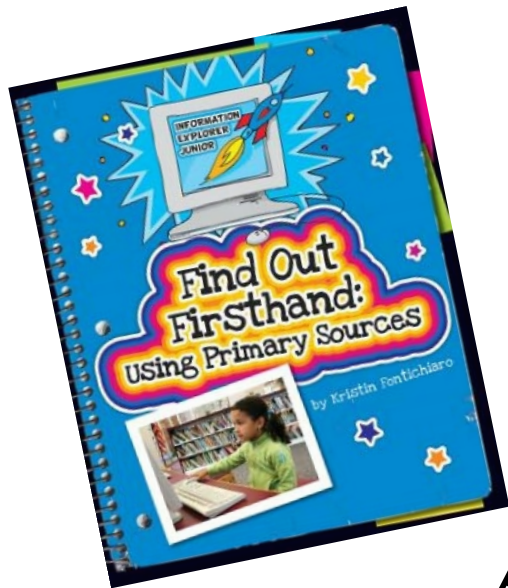
<http://www.boredpanda.com/famous-landmarks-zoomed-out/>

Inquiry and You-As-Student



<http://imgur.com/nW3HPSw>

<https://vimeo.com/92248829>



Turn and Talk:
What do you see?

SEE
think
WONDER

Think? Wonder?

Today's slides: <http://bit.ly/fontblog>

Wonder

Your Task (until 8:55am)

- Select one of the **wonders** from the previous slide to explore
- **Work alone** so you hear your own voice as a researcher
- Focus on your **process** – what are you doing? What sites are you choosing? How you decide your next steps?
- *Do not worry about producing a product.*

Share With Those Sitting Next to You

- What **topic or concept** did you explore?
- What **information about that topic or concept** did you discover?
- What can you **infer** or **deduce** from what you discovered?
- What **new questions** do you have?
- What did you notice about **your process**?

Sharing Out

Content

Process

Think, Pair, Share: Think Like a Teacher

- Where do you think students would need your **support**?
- Where do you think they might **stumble**?
- What might a shift to inquiry-oriented work **demand of you** that you haven't dealt with before?
- What would you need to do to **prepare**?

Share Out With the Larger Group



BREAK
UNTIL

"SAF #2" by Roberto Ferrari on Flickr. CC-BY-SA-2.0. <http://www.flickr.com/photos/52485003@N00/281640001>

In lower el, think about ...

- Shorter length
- Inquiry around picture books
 - Books that either set the stage for questions or answer them
 - Non-fiction, too!
- Inquiry with experts or with hands-on exploration (e.g., FOSS)
- National Geographic Creature Feature for multimedia research for young children

Think, too, about ...

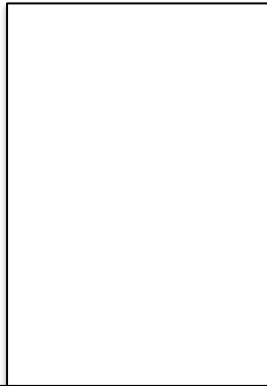
- Lower el kids can tell you more aloud than they can communicate in writing
- Drawings as touchstones for larger conversations
- “Can you guess?” or, “What is my?”
- Moving from 3rd person to 1st person writing as a steppingstone activity

I have wings but do not fly. I am white and

black. I live in cold places. I swim!

Who am I?

Who's Knocking at My Door?



Penguin



A frame to help elementary kids
with the Investigate phase

Frame the Project

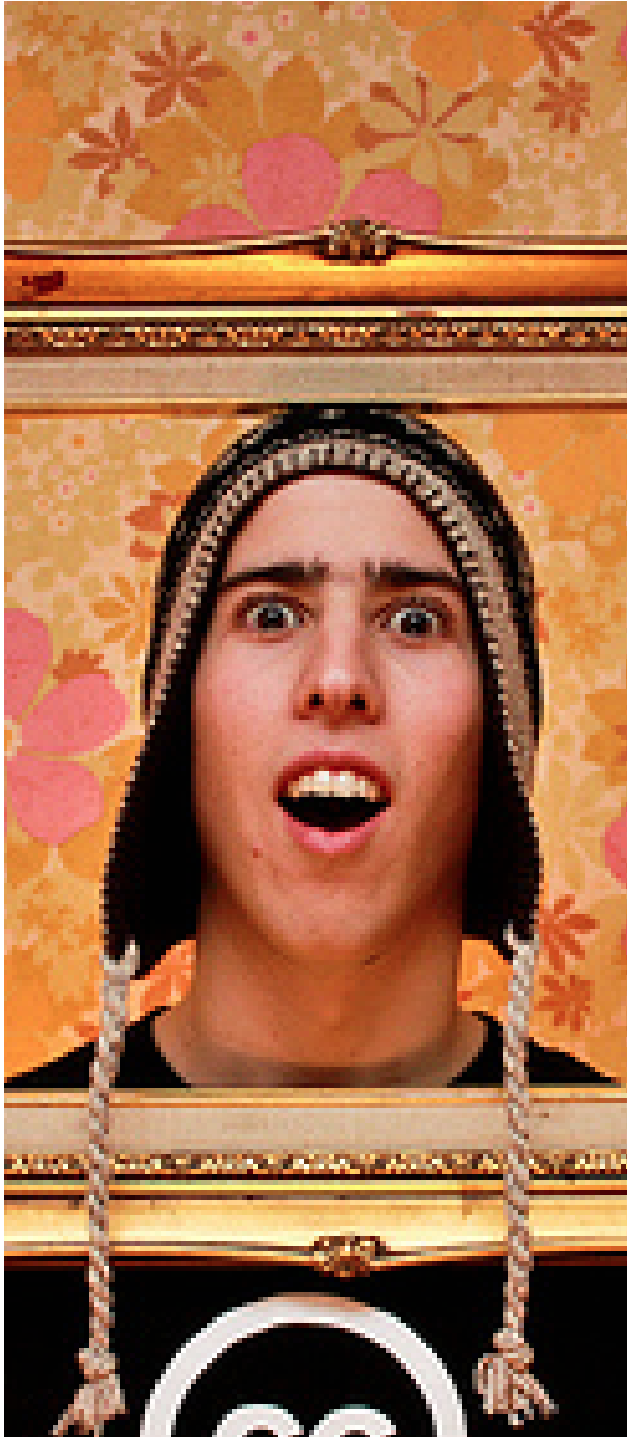
Scenarios

Project-Based
Learning

Problem-Based
Learning

Real-World
Situations



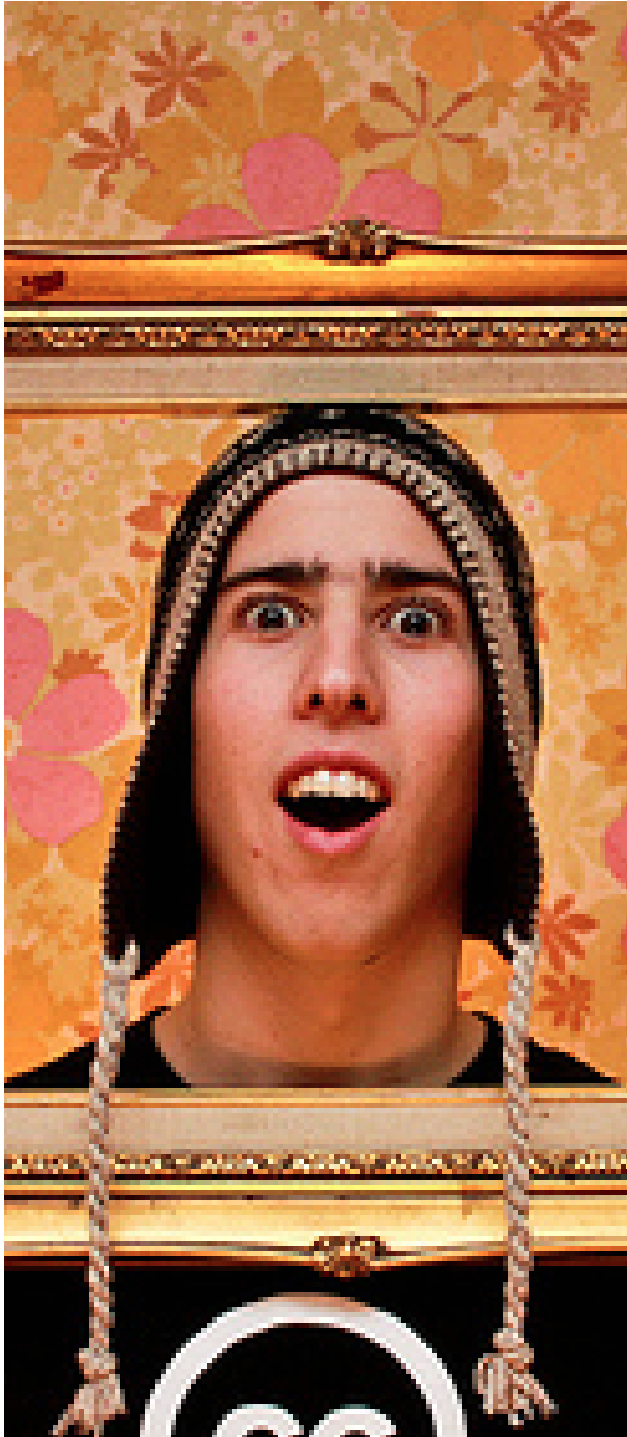


Frame the Project

Select a lighthouse. Tell us the history of the lighthouse, its first keeper, the kind of lens it has, where it is located, and whether it is on the mainland or an island. *Spelling and grammar count!*

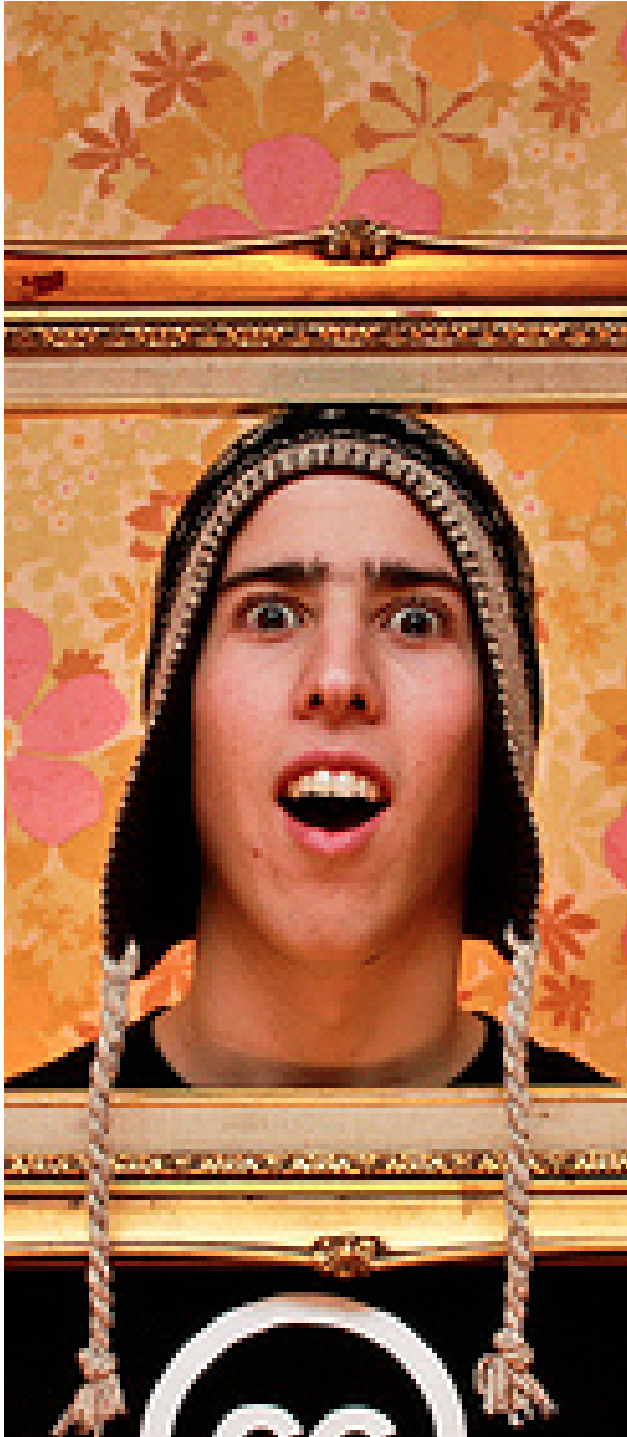
OR

The Governor of Michigan has proposed selling off ten lighthouses in order to reduce state costs. Identify an existing lighthouse that could be turned into a new kind of business to profit our state. Use PowerPoint to create a proposal you can share at her next open meeting. Think about your audience when planning!



Framing Strategies

- **Situate the topic in the student's home, work, school, or social life.**
 - How would this impact your family?
 - What if this were in your backyard?
 - How should the principal react to ____?
- **Tell a story. Ask students to do research to finish it.**
 - The three pigs want to build another house. The hardware store is out of straw, wood, and brick. What would be another good insulator? Why?
- **Flip history.**
 - How might the U.S. be different today if the war ended at Gettysburg instead?
(upper el only)

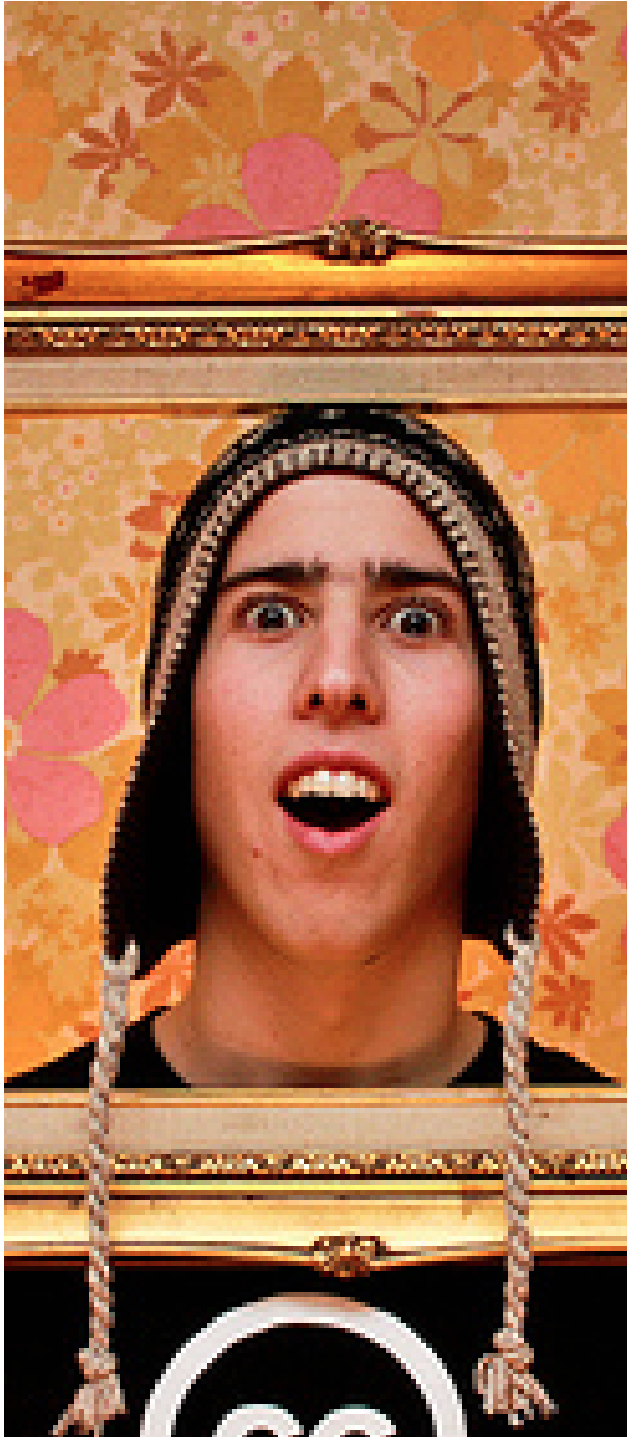


Your Turn: Turn and Talk

- **Situate the topic in the student's home, work, school, or social life.**
- **Tell a story. Ask students to do research to finish it.**
- **Flip history.**

How would you revamp?

- Describe an alternative energy.
- Research a pet you would like.
- Describe one of the ancient cities along the Nile.



Your Turn!

- Go to our home base:
<http://bit.ly/kesinquiry>
- Click on “Your Framing Strategies for Classic Research Topics”
- Add your ideas!
 - Rules of thumb to ponder as you come up with possible ideas:
 - “Will students be able to explore my topic with their own path of questions and findings?”
 - “Will all projects have the potential to have unique solutions?”

**Two options to complete your
day here (stop 15 minutes
before end of day to debrief):**

Lesson Plan Makeover

(approx. 40 min. + break = back at ____)

- I've pulled a common elementary lesson from the Web. Find the link at <http://bit.ly/kesinquiry>
- Suggestion: Work across grade level teams (e.g., your group should have folks from multiple grades in it).
- Read through the lesson plans. All are solid traditional research plans, but none are 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

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?

OPTION 2: WORK TIME ... YOUR OWN WORK + SEEKING FEEDBACK FROM OTHERS

- Select a topic you currently work on
- Explore possibilities for
 - Connect / Wonder / Investigate / Construct / Express / Reflect
- Seek guidance from colleagues or Kristin as you need it
- Remember that you can seek the help of librarians if you need a picture book or web site to kick off a lesson/unit (they get excited when you ask for their assistance. Go Ahead. Make Their Day.)



What did we learn?

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

Sharing Out

Plans for Day 4 or 5

- How can we best serve you inquiry learning needs?
- Go to <http://bit.ly/kesinquiry> → VOTE
 - * for top choice
 - + for second choice
 - Comments/notes below
- Watch for an email from Nalani for updates!

Final Thoughts From You?