INQUIRY PROCESS: START

Lesson Plan

Purpose: The purpose of this lesson is for students to become familiar with both the inquiry process and the task that is assigned to them.

OUTCOMES

LESSON GOALS	QEP COMPETENCIES
Students will be able to… • Restate their learning task in their own words to ensure comprehension. • Set goals and devise strategies for meeting those goals.	*Arts Education: Visual Arts* 2 – To produce media works in the visual arts *Languages: English Language Arts* 1 – To read and listen to literary, popular and information-based texts 3 – To represent her/his literacy in different media 4 – To use language to communicate and learn *Cross Curricular* 1 – To use information 5 – To adopt effective work methods 6 – To use information and communication technologies 7 – To construct his/her identity 8 – To cooperate with others 9 – To communicate appropriately

Materials:
- Encyclopedias about the topic (or video, or general factual books).
- Handout of the assignment (should be created before the lesson).
- Computers with Internet access.

ASSIGNING THE TASK

1) *Instruct* the class to select group members.
   Depending on the topic you have selected, and any roles you might want to assign to groups, students should select 1-3 other classmates to work with.

   > **Teacher Tip**
   > Before handing out the assignment, you might want to do a small activity with your class to remind them of the topic and generate interest. You can modify the activities we have outlined in our thematic projects (located on the teacher resources page).

2) *Hand out* the assignment.
   This should be prepared in advance and detail your expectations for the project.

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

> **Teacher Tip**
> We have created a rubric and some thematic projects that can be used as an assignment (located on the teacher resources page). The thematic projects contain worksheets and modified activities and should be used in conjunction with these lessons. We have also provided a list of links to other educational sites that provide teacher resources, such as lesson plans, for the inquiry process.

3) *Make sure* students understand the assignment.
   Review the instructions with the class and pose questions to a few students to gage their understanding.

4) *Review* resources that are available to students.
   List the available media that students can utilize in the school and inform them if there are restrictions on resources they can use for their final products.

5) *Log on* to IS-21 and start a new task.
   Each student should start an IS-21 task even if they are working in groups.

> **ePEARL Users**
> ePEARL is a web-based electronic portfolio software. When students create a new IS-21 task, an ePEARL artifact is automatically created. Students can use ePEARL with IS-21 as the two software are often interlinked.
> For more information about ePEARL, please visit:
> http://grover.concordia.ca/epearl/promo/en/index.php

6) *Have* students fill out the **START** step in their new IS-21 task.
   Students should fill out this start step individually, as this step gages their understanding of the task and asks that they set personal goals.

7) *Direct* students to look through encyclopedias or fact books about the topic(s).
   Students mark down anything that they think is interesting and would like to know more about. This not only builds their background knowledge but also starts developing interest in the areas they might want to research.

   Alternatively, you can show a documentary about the subject to generate interest (or present this documentary during phase 2).

> **Teacher Tip**
> You can find some free encyclopedias online. For example, The Canadian Encyclopedia:
> *http://www.thecanadianencyclopedia.com/index.cfm?PgNm=HomePage&Params=A1*

8) *Set* goals for this task to help attain overall ePEARL goals.
Even if you are not using ePEARL with you classroom, students should set goals and monitor the progress that is made towards the goals.

> #### Teacher Tip
> If you do not use ePEARL but want to introduce your class to goal setting, here is an offline method to approach it. Have each student set a few goals that they would like to attain by the end of the school year. These should be general but realistic and attainable. They can write their goals on Bristol boards, which they will share with other class members. The goals can then be placed around the classroom. When you give students an assignment, you can ask them to list how this task can help them work towards that goal. At the end of each term, you can ask students for a progress report on where they stand with meeting their goal(s). If they have met their goal, congratulate them and ask them to set a new one for the remainder of the year.

9) *Call on* a few students to describe the assignment in their own words.
If you notice any confusion about the task then address it and re-explain as needed. Make sure each group knows what is expected of them.

10) *Use* the **Report** feature of IS-21 to review the students' work.

> #### ePEARL Users
> Remember the Report may also be viewed in a student artifact. Think about viewing it there and providing feedback through the Teacher Feedback feature.

REFLECTION

It is beneficial for students to reflect through the inquiry process and not just at the end of the task. IS-21 is set up so that students are encouraged to reflect after each phase. They are welcome to express any feelings or thoughts that they have about the step or process so far. If required, IS-21 has prompts for each phase that students can refer to as well. There are additional prompts listed on the teacher resource page if you would like to have them broken down by each step. Even if reflection is not a big part of your classroom, we recommend that you have students reflect at least once.

This is an individual task. Students should not be completing this portion with their group member(s).

> #### ePEARL Users
> There are two locations that students can reflect- either within their IS-21 task or within the ePEARL artifact that is automatically created whenever a new IS-21 task is started. The reflection ends up in the same place though!