Stage 2 Guided inquiry Australian Animals

Introduction:

This unit is a very pared-down Guided Inquiry designed for 30-40 minute RFF Library lessons, with no collaboration with classroom teachers. It’s not perfect but it’s a start!

Tips for success:

* Don’t rely on youtube clips for your Open phase – Internet connections in DEC schools can be very unreliable or slow. If you don’t have a suitable DVD in your collection, borrow one from a public library
* For the same reason, don’t rely on websites for research. We usually only had a 20 minutes of actual work time in each lesson which was not enough time to wait for computers to start-up and websites to load. Choose a topic you know your non-fiction collection can support, or negotiate a bulk loan form you public library
* Make the time-frame for the unit open-ended. RFF lessons are often lost to excursions or assemblies or sport so it is very difficult to know how many weeks you will need.

Learning sequence

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| OPEN phase – Introduce the topic   * Explain task, inquiry method and booklet * View DVD *Australian wildlife* (Big Fish Productions) and note down things they would like to know more about |
| IMMERSE phase – Build background knowledge   * Teacher models completing Bibliography entry for books * Students browse non-fiction books and complete “Starting to look” scaffold, being careful to record bibliographic information * Teacher models completing “Choosing my topic” scaffold and students complete their own |
| EXPLORE phase – Students build background knowledge of their topic   * Teacher demonstrates useful websites Kidcyber and Animal factsheets * Students use websites and books to complete scaffold “Digging deeper into my topic” |
| IDENTIFY phase – students choose a focus for their research and compose a question   * Teacher models question formulation using fat/skinny question builder * Students formulate their own question and check with teacher – it may take several attempts to compose a rich question that is researchable |
| GATHER phase – students collect detailed information from a variety of sources “Finding out the answer to the question:” scaffold   * **Keywords –** teacher model identifying keywords in question and using them to find information: - as Internet search terms - in books – look for keywords in Contents, Index, skim for them in text - students identify their own keywords * **Evaluating websites  -** View <http://zapatopi.net/treeoctopus/> Hoax website - 3 main questions to ask about any website; Reliable, Relevant, Easy to understand?  - Evaluate Hoax website - Model an Internet search and evaluate websites in search results   Notetaking scaffold   * Teacher model taking notes * Re-emphasise noting full bibliographic details on Bibliography and noting author’s surname on notetaking scaffold |
| CREATE phase – students pull their ideas together to create their product   * Teacher models using notes to draft written response to question |
| SHARE phase – students present their ideas to others, and communicate what they have learned to others   * Students share their presentation either with whole class or in small groups * Audience complete peer evaluation – What I learned; What I liked; What could be better |
| EVALUATE phase – students reflect on their learning   * Discuss the importance of self-reflection for learning * Students complete Evaluation question sheet. |

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