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| **CISSL_LOGO** | **GUIDED INQUIRY AT WORK** | syba logo copy |

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|  | **Student-Related Aspects****Learning Dilemmas****Challenges****Observations / feedback****Learning Outcomes****ESS2.6** Identifies some of the features of the solar system and describes interactions that affect conditions on Earth.**UTS2.9** Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks.**WS2.9** Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.**Skills and competencies to be developed**Awareness of Information Search process as a framework for this task and other research tasks. |
| **Key Learning Area / Specifics / Years or Phases of Learning****Science / Year 4**Earth and its Surroundings – The Solar System  | **Student Expectations / Task / Outcomes** Students will develop background understanding of the Solar System and its relationship to the Earth. They will then choose an area to develop an inquiry question. They will research widely to answer their inquiry question.**Expected Difficulties to be aware of**Information availability and accessibilityKeeping tabs on the process part of the assignmentEnsuring link between research and question |

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| **Guided Inquiry Stage** | **Potential Instructional Interventions****(Including IT )** | **Evidence Strategies / Assessment (Formative / Summative; informal, formal** |
| INITIATION | In each classroom, students immerse themselves in all available resources on this theme * Books – fiction and non-fiction
* Bookmarked websites
* Videos

Explain the Information Search Process. Explain how we go through a search process in our daily lives eg when we are choosing to go to a party.Show The River Powerpoint presentation and explain how this is how people research. It is natural to experience a roller coaster of emotions. | Expressing/drawing on background knowledge. |
| SELECTION/EXPLORATION | Students choose an area in which:* They can maintain a long term interest
* They already have some background knowledge or can easily develop it
* The scope of the topic and the available information is not so large, or so limited, as to be unmanageable. At this stage, the students are doing preliminary searching, looking for an overview of their topic.

Some suitable resources can be found at* World Book Encyclopedia
* Online Britannica (Accessed via DMOnline
* Websites bookmarked in Library Weblinks
* 520’s section of our library or your local library
* Clickview videos

In classrooms, each class will form a circle of curiosity to discuss possible research questions.In the library pit, form a grade circle of curiosity to continue the discussion. Students with similar topics will form small groups to discuss possible questions.  |  |
| FORMULATION | Students develop their inquiry question.Use scaffold - Complete Question Stretchers *Beyond Bird Units* Page 205.(Appendix 4) Complete Jigsaw puzzle scaffold. ( Appendix 5) Students to place their main question in the middle. One piece of the jigsaw must have a question relating to the earth in order to cover the outcomes of the syllabus. Differentiation will occur where necessary. | Explain to students, this is a very important step and the question they develop will change as they research deeper for information, but advise them against complete topic changes, as this would waste too much time. |
| COLLECTION | Students are given the Bibliography scaffolds Deep research on topic of choice using the questions from the Jigsaw Puzzle scaffold. |  |
| PRESENTATION | Students write their information reports. Students present their work in any format they wish ensuring their question is answered. | Notetaking sheets, drafts and final copies of information report are to be handed up.  |
| ASSESSMENT | Students to meet with other grades to highlight their experiences of their Guided Inquiry journey and present their products |  |