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| STUDENT-DRIVEN INQUIRY |
| **INSTRUCTIONAL PLANNING USING THE 5 E SCIENCE MODEL OF INQUIRY***This is a structured inquiry model based on the 5 E Science inquiry process.* | Macintosh HD:private:var:folders:3j:wcw6pr9x7gj4_wfld82kqsf40000gn:T:TemporaryItems:imgres.jpg |
| **ENGAGE**In this this stage, teachers ‘tune in’ to what the students know, gather prior knowledge, and lay the foundation for the inquiry. Students formulate wonder questions. Students are guided by these questions:* What do I know about the topic?
* What ideas am I interested in?
* What are my wonder questions?
 | **EXPLORE**In this stage, the students develop a plan and gather information.Students are guided by these questions:* How am I going to go about answering my wonder question?
* Where might I go to find more information?
* What resources will I use?
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| **EXPLAIN**In this stage, students sort out what they have learned.How can I sort the information I have found?* What information helps answer my questions or the questions of others?
* How is the information connected to what I already know?
* How are my ideas changing?
 | **ELABORATE**In this stage, students ‘go further’ into their own thinking. Students reflect on the following:* Have I considered the different points of view on this topic?
* Have I found enough information?
* How can I plan to show the connections I have made?
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| **EVALUATE**In this teachers are provided with an opportunity to assess students’ knowledge and provide feedback on performance. Informal assessment and feedback may be provided throughout the inquiry learning process to reassure, encourage, or direct students.  |  |
| **FOR**LEARNING | Formative Assessment: What formative assessment strategies will you use to assess student learning? |  |
| AS LEARNING | Reflection/Self-Assessment: What opportunities will there be for students to reflect on their thinking and feelings as part of their learning? (e.g., self/peer evaluations, partner talk, goal setting, journaling, etc.)  |  |
| OF LEARNING | Summative Assessement: How will students demonstrate their understanding of the curricular connections listed above (performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students?  |  |
| **DIFFERENTIATED INSTRUCTION***How will learning be made accessible for ALL students to succeed?* |
| TRANSFER/EXTENSION *How will student learning be extended into the real world?* |
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| SUPPORTING MATERIALS/RESOURCES |
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