

Inquiry Bursts: Research Mini-Lessons in the New Pacing Guide

| Skill/SBI | Examples | | | | New Ideas |
|---|---|--|--|---|-----------|
| Creating Good Questions 7.9.a.6 8.9.a.7 | ANYTIME Different questioning structures help provide varying degrees of questions to show students which questions are better for research. Selected structures include: Thick-Thin Questions Inch-Foot-Yard Questions Recall-Comprehension-Synthesis | ANYTIME During whole class novel, students write questions they encounter while reading to place anonymously on a Kagan Parking Lot in classroom (or using a tool like Wallwisher). At the end of each week, teacher leads brief discussion identifying the usable research questions and revising the limited questions into deeper questions. | ANYTIME Teacher posts an answer such as “Pearl Harbor” and students develop questions using one of the questioning structures. Starting with the answer provides students with a good opportunity to delve further into an issue or topic that arises during an in-class reading or to make curriculum ties with other disciplines. | ANYTIME In group of 2 or 3, students brainstorm questions, or question-storm , on a broad topic, then color code them according to question type. Groups share out the most “researchable” questions, teacher leads discussion to move the recall/comprehension or (inch/foot questions towards better synthesis/yard questions. | |
| Citing Sources 7.9.d 8.9.e | ANYTIME A solid lesson for a day in the library, students will use the components of citations enlarged and cut into small pieces, students will move these physical manipulatives into the appropriate order. This activity could also be done via SmartBoard. | Grade 7, Unit 2 & 3; Grade 8, Unit 1 & 2 Pairs of students compete to correctly complete a common citation. Using Google Docs projected on a screen allows everyone to see the citations as they are built. Citation Races can also be combined with manipulatives or written out with traditional pen and paper. | Grade 7, Unit 4; Grade 8, Unit 4 Using a collection of books (or selections from the entire library), students create book spine poetry , including the citation for each book used. Teachers could also incorporate this into a lesson early in the year, asking the students to write -- and cite -- book spine autobiographies. | ANYTIME Using a current in-class text, students will find and cite one related article (a piece on the author, an article on a topic mentioned in the reading, anything). Students can submit the article in print, on a Blackboard blog, wiki, or discussion, via Google Docs. An added benefit is that the teacher could then potentially use some of these curriculum connections as paired texts for the class. | |
| Evaluating Sources 7.9.b 8.6.c | Grade 7, Unit 4 & 5; Grade 8, Unit 4 During poetry or literary analysis, students select three different poetry-related sources (for example, a poem, a biography article about the poet, a literary criticism of the poem) and create an annotated bibliography . Students will cite the source and write a two to three sentence explanation as to why they selected those sources. | | Grade 7, Unit 2 & 3; Grade 8, Unit 1 & 2 Incorporating the new media literacy standards and the very current 2012 Presidential election , students will pull 3 articles using 3 different sources on election issues. They will determine the bias of each piece, providing supporting evidence. For additional scaffolding, teacher/librarian could provide a list of sources across a range of viewpoints from which students could retrieve articles. Jon Stewart election video: http://tinyurl.com/biasvid | | |
| Synthesizing Information 7.9.a.2 8.6.b 8.9.a | ANYTIME The librarian will develop book stations , including a book trailer, a short one paragraph review, and the narrative from book jacket. Students will circulate through the stations, writing a two sentence summary for each title, while at the same time connecting with books. | | ANYTIME Summative Assessments <i>Curriculum Connections</i> Using the same idea as mentioned in citations, students take the task one step further by reading and analyzing the resources found. Teachers could apply this concept to required or choice reading. Connections might be found in many places and could include news items, database articles, images, films, music, etc. <i>50 Ways to Leave Your Research Paper</i> http://tinyurl.com/50research . Students are provided with choice in final product, required to incorporate and synthesize a variety of sources on a theme, including text from multiple sources, images, music, etc. | | |

Notes:

For more information, please visit our web site:

www.inquirybursts.com