STEP 4 B – **PLANNING FOR LEARNING STRATEGIES**

**The list of learning strategies** belowused when you planned for your inquiry - in step 4A. This list provides you with some strategies and thinking tools that you might use when you are carrying out your learning inquiry. Choose and tick the strategies you used and mention any resource that you used for during the learning process.

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| **Inquiry Stages** | **Learning Strategies and Thinking Tools** | **What/Who are the resources?**  (primary and secondary resources) |
| **Tuning in** | * **Concept mapping, flow charts, Y charts and other visual organizers** * **PMI’s using prior knowledge** * Using visual texts – analysis/captions * Talk to the picture – what does the picture tell you? * Writing/speaking from experience * Interviewing each other (eg. using doughnut strategy) * Post box – collecting data about the class’s prior knowledge * Posing problems or challenges associated with this topic –how would we go about solving this now? (compare later) * **KWL (use sparingly!)** * Exploring related objects – what do we know about these? How are they linked? (placemat to record thinking) * **Mind maps** * Word splash – defining and connecting key words * **NSEW: Need to know, Suggestions for finding out, Excited about, Worried about…** | *“Hello” magazine published by Good company, March 2012 edition* |
| **Finding Info** | * Excursions and incursions – and the organization and recording associated with these.’ * Working with/learning from real people in the community with expertise in the field * Observing and recording real events, behaviors (eg. school grounds, community) * Composing questions and defining terms * Viewing videos/film, photos, paintings and other visual texts as resources – recording information * Interviewing experts on the topic * Interviewing a range of people to seek opinions or gather data * Creating and conducting surveys * Reading a range of print material (fiction and nonfiction books, pamphlets, maps, charts, etc.) to gather information * **Note taking and other record keeping to document research** * Learning from each other – individual or small group presentations on an aspect of the topic * Letter writing * Web searches, use of websites, wikis, clips, simulations etc |  |
| **Sorting Out** | * Artistic representations – (show what you have found out) across all modes of visual arts * Musical composition – instrumental, vocal, using existing pieces and making a sound-scape) raps, chants, songs * Movement and dance – mime, freeze frame, short skits * **Mathematical forms of visual representation, mapping, graphing, Venn diagrams** * Writing across genres * Reading ‘comprehension’ tasks: TS, TT, TW, talk to the author, * **Data charts and other graphic organizers to help sort and represent thinking about the topic** * Using photos for visual and written responses * Drama activities: role play, question in role, conscience game * **DeBono’s Thinking Hats** * Revisiting early work (tuning in) – how has our thinking changed? * **Compare and contrast (with related concepts)** * Creating digital texts –web pages, excel, PowerPoint, etc. * **Mind maps and other visual organizers that emphasize sorting and connections** |  |
| **Going Further** | * Wonder wall. Wonder boxes: following up new lines of inquiry. * Creating small interest based inquiry groups * Individual and/or small group contracts with a range of choices for students * Individualized mini inquiries * Alternative ‘finding out’ experiences – new texts, contrasting experiences * Focused research tasks around unanswered questions or interests * Individual or small group work leading to culminating task * Learning centers/research centers * **Jigsaw – expert groups** * Working in real life problems, issues associated with this topic |  |
| **Taking Action** | * Exhibitions of learning to school and community. What and how can we teach others? * Performances, ‘show offs’ to promote a cause or celebrate learning * Social or environmental action projects – working with local and global communities to make a difference * **Creating pamphlets and other texts to promote, persuade, encourage, inform** * Personal goal setting and action plans * Publishing writing to celebrate the inquiry throughout the unit * **Learning logs/research journals/thinking books…various self and peer assessment tasks** * Reviewing and responding to questions asked during the inquiry |  |
| **Reflection** | * Making summary statements * Reassessing the hypothesis * Self-Assessment/Evaluation & Peer assessment * Peer Discussion * **DeBono’s Thinking Hats** * Publishing writing to celebrate the inquiry throughout the unit * **Think-Pair-Share** * **PMI** * **Thinking Outside The Square** * **Mini Journals** |  |