**Inquiry-Based Lessons  
May 17, 2011**

**Ice-Breaker – 20 minutes**

[**Fling The Teacher – Social Studies**](http://www.lisd.net/schools/briar/fling/index.htm)[**Fling The Teacher - Math**](http://www.newton.k12.ks.us/tech/fling.swf)

**What makes a good lesson? - 20 minutes**

* What was one of your favorite lessons as a student or as a teacher? Reflect upon this experience, and write down a brief description of the lesson. As a small group, share your experiences. Brainstorm the characteristics that are similar between these lessons.
* As a whole group, share the characteristics your group found. What makes a good lesson?

**Essential Question - How can teachers incorporate inquiry into the lesson design process?**

**Expected Outcomes-**

* Inquiry-based lessons are developed and implemented in the classroom to guide student inquiry.
* Essential questions are created and used to drive inquiry-based lessons with students.
* Inquiry-based lessons are valued as a way to deepen students' understanding, levels of thinking, and questioning skills.

**KWL Chart - 15 minutes**

Using the KWHL chart, record your own ideas. As we share our ideas as a whole group, add to your chart.

* K - What do you already know about inquiry-based lessons?
* W - What do you want to know about inquiry-based lessons?
* H – How will I learn what I need to know?
* L - As the day progresses, fill in things you learn about inquiry-based lessons.

**Making Partnerships – 5 minutes**

**Experiencing Inquiry-Based Learning- 60 minutes** (9:00 – 10:15)

**Expected Outcomes –** Parachute Challenge

* *How are inquiry-based lessons developed and used in the classroom?*
* *How valuable are inquiry-based lessons as instructional approach to deepening students’ understanding, levels of thinking and questioning skills?*

[](file:///\\536-staff\do$\ll007148\My%20Documents\inquiry_webquests_module\Parachute%20Challenge.pptx)**Break – (10:15 – 10:30)**

**Reflection and Putting into Practice -** [**Blog**](http://my.uen.org/myuen/17449/13)

* What characteristics listed on the ‘[What makes a good lesson?](http://www.emints.org/xmodres/activities/inquirybased/researchguide.htm)’ chart were evident in the lesson(s) just completed? ([Lesson Plan Rubric](file:///\\536-staff\do$\ll007148\My%20Documents\inquiry_webquests_module\lessonplan-rubric.doc))
* What were your personal feelings as a student completing this lesson?
* What might be the learning goals for this lesson?
* How did this lesson differ from a traditional lesson?
* What is the role of the teacher in the lesson?
* What is the role of questioning by the student and teacher in the lesson?

Look at ***The Spectrum of Inquiry*** handout from the module. Rate the lesson on a scale of 1 to 5 (1 being most direct and 5 being most open). What aspects are directed? What aspects are open? What might a teacher do to make the lesson more open?

**Essential Questions - 45 minutes**

* In a randomly selected group, spend 10-15 minutes reviewing the information about essential questions. (pg. 16 – 17)
* Create definition of: ***What Makes an Essential Question?***
* Display your definition prominently on one of your screens for others to see in a gallery stroll.  
   **Essential Questions = Enduring Understanding**
* Why should students know or be able to do this?
* How is this knowledge used by adults or in the real world?
* How could you write the standard in grade appropriate language?
* What will students understand vs. know at the end of the lesson?

Sort the set of questions you are given into three groups:

Essential Questions!   
NOT Essential Questions   
Not Sure.....?   
Discuss any thoughts or questions you may have as a group.

**Lunch – 11:30 – 12:30**

## Reflection and Putting into Practice - 45 minutes

* Visit [UEN](http://www.uen.org/core/) to look at the core standards.
* Look at the lesson plans and links provided by UEN.
* Find inquiry-based lessons or lessons that could easily be made more inquiry based.
* Look deeper: What is the standard? What are the CONCEPTS? And.....What could an ESSENTIAL QUESTION be?
* Share your findings with your grade level group.
* **KWL Revisit**
* Fill out the L "What have you learned?" on your KWL chart.