



Inquiry Instructional Strategies

CONNECT

- Read-in
- Video
- Jackdaw
- Photographs
- Internet tour
- Field Trip
- Speaker/demonstration
- Midden box
- ABC Power Point
- Teacher's Trunk
- Immersion in multiple sources of information
- Envisioning guide

FOCUS

- Brainstorming
- Generate questions, question web
- Concept mapping
- Webbing
- Anticipation guide
- Writing a statement of purpose, preliminary thesis
- K-W-L Chart
- Forming critical questions
- Backward planning—start with expected outcomes
- Plans of action by students
- Goal setting

INVESTIGATE

- Create a search strategy
- Use pathfinders
- Skim and scan
- Read for information

- Brainstorm where and how to find information
- Write interview questions
- Gather information
- Take notes

CREATE/CONSTRUCT

- Plan presentation
- Establish assessment criteria
- Examine models
- Organize notes
- Create an outline
- Draft, assess, revise

EXPRESS

- Rehearse, use feedback
- Videotape, critique
- Share, present, engage critical questions

REFLECT

- Brainstorm assessment criteria
- Self-monitor
- Conferencing with teacher or SLMS
- Peer to peer conference
- Construct a comparison matrix
- Use a rubric for phases of inquiry
- Respond to essential questions
- Assess the final presentation
- Work on generalizations
- Reflecting—research logs, journals, blogs

From: *Inquiry Learning Through Teacher/Librarian Partnerships* by Harada, Yoshina