

# Setting the Stage

# Grades 3-6

## Notes

### Considerations

#### Planning the Environment

- What organization needs to be in place for students to be successful?
- What routines and procedures need to be in place for students to be successful?

#### Planning the Project

- How will you group students?
- How will you differentiate for students who need more support? More challenge?
- What do you want students to know and be able to do?
- Who will you call on for help?
- What will the timeline be?
- What will the end product be?
- How will you assess your students' learning?

# CONNECT: Initiating Inquiry

## Considerations

- How will you spark interest in your students?
- What will be the parameters for students to choose a topic?
- How will you guide your students in exploring a topic? What brainstorming strategies might you use?
- What process will you use to have students choose their topics?
- How will you coach them if their topics are too broad or too narrow?
- What audience will students be writing for?

## Notes

# WONDER: Generating Questions

## Considerations

- How will you help students develop thoughtful and helpful questions to drive their research?
- How will you help students focus their questions?
- How will you provide feedback when students' questions are too broad or too narrow?

## Notes

# INVESTIGATE: Gathering Information

## Considerations

- What the teacher/librarian relationship look like?
- How will you help your student find and evaluate sources?
- What research skills will your students need to learn and how will you teach them?
- How will your students take notes about their research?
- How will your students organize their research?
- How will your students cite their sources?
- How will you keep track of your students' research and provide feedback?

## Notes

# CONSTRUCT: Deepening Understanding and Finalizing Inquiry

## Considerations

- How will you support your students to read closely and analyze key resources?
- How will your students reflect on what they have learned and whether they need to know more?

## Notes

**CORE RESEARCH**  
**Research and the Common Core Learning Standards**  
**It's Just the Beginning. . .**

**Reflection and Next Steps**

**What do you plan to do differently in your classroom next week?**

**How will you incorporate the inquiry process into your instructional practice?**

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