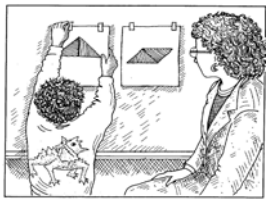
Inquiry?

Feb 21-2:03 PM

In what way is The Four Triangle Problem an inquiry experience and problem for 1st grade?

open ended
Experiment within expectations
room to explore

"How many shapes can you make?"
"What kind of shapes can you make?"



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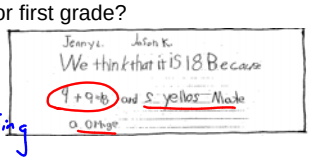
In what way is the lesson Exploring Ratio an inquiry experience and problem for first grade?

Told them colors & asked how many?
Children needed to make the connection to comparing rods



Exploring ratio
how many of yellows = 9 orange ←

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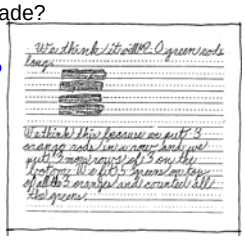
In what way is the lesson Exploring Ratio an inquiry experience and problem for third grade?

Comparing measurements with different units

Orange = 10
Yellow = 5
Dk green = 6.



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23. Windows, Dinos, and Ants: Kids come up w/ ideas how to measure
Measurement Investigation
First grade explain:

In what ways/to what extent is this an inquiry lesson?

"how long is it?"

- **How does the lesson start?** Question: what can we use to measure?
- **How are instructions given?** Reminders - how to use ruler.
- **What do children do?** Made choices measured
- **When and how does the lesson close?** What the question is
  - checks presented ideas & solutions
  - checks the plans before they started

http://learner.org/resources/series32.html

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Which of these lessons has a stronger inquiry component and why? 5.28 & 5.29 pgs. 151 & 152

ACTIVITY 5.28

Money Counts

Explain to the students that they will start counting by one number and at your signal they will shift to a count by a different number. Begin with only two different amounts, say, 25 and 10. Write these numbers on the board. Point to the larger number (25), and have students begin to count. After three or more counts, raise your hand to indicate a pause in the counting. Then lower your hand and point to the smaller number (10). Children continue the count from where they left off but now count by 10s. Use any two of these numbers: 100, 50, 25, 10, 5, 1. Always start with the larger. Later, try three numbers, still in descending order.

Van de Walle pg 151

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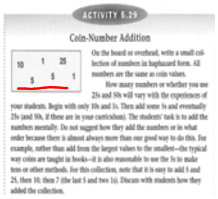
Which of these lessons has a stronger inquiry component and why?


ACTIVITY 5.29

Coin-Number Addition

On the board or overhead, write a small collection of numbers in haphazard form. All numbers are the same as coin values.

How many numbers or whether you use 25s and 50s will vary with the experiences of your students. Begin with only 10s and 1s. Then add some 5s and eventually 25s (and 50s, if these are in your curriculum). The students' task is to add the numbers mentally. Do not suggest how they add the numbers or in what order because there is almost always more than one good way to do this. For example, rather than add from the largest values to the smallest—the typical way coins are taught in books—it is also reasonable to use the 5s to make tens or other methods. For this collection, note that it is easy to add 5 and 25, then 10, then 7 (the last 5 and two 1s). Discuss with students how they added the collection.

← More inquiry

Investigate how to add up. >

Explain answer/ process

Van de Walle pg 152

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Assignment:

Compare the inquiry components in two lesson segments (from Van de Walle) Activities

Find and analyze a lesson that has an inquiry component.

- Identify the central question
- How does the lesson begin (introduction/launch)?
- How are instructions given?
- What do children do?
- How does the teacher close the lesson?

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