**Chapter 3 Planning for Inquiry**

**Planning units**

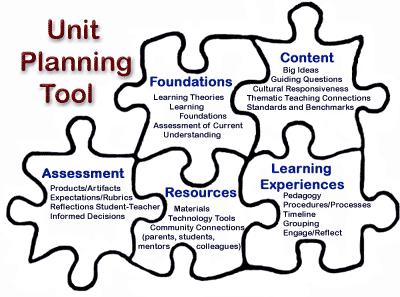
**1.How to determine which generalizations to use**

**2.How to gather more activities, if needed to teach each generalization**

**3.How to introduce, or bridge into , each generalization sequence of activities**

**-the chapters or units of most textbooks are organized into around up to 10 main generalizations**

**-you may want to supplement the chapter’s concepts with other generalizations found in other materials**



**Determining bridges or introductions**

**-use ANT sets or bridges to introduce new generalizations…you may not find one for every topis**

**-good to relate to students experiences and current understandings**

**When supplementing a textbook:**

**1. thoroughly read the unit to grasp what it is about**

**2.look for place where you can use local resources**

**3.look for opportunities to integrate reading, math, language, and other subjects**

**4.look for chances to use concrete activities**

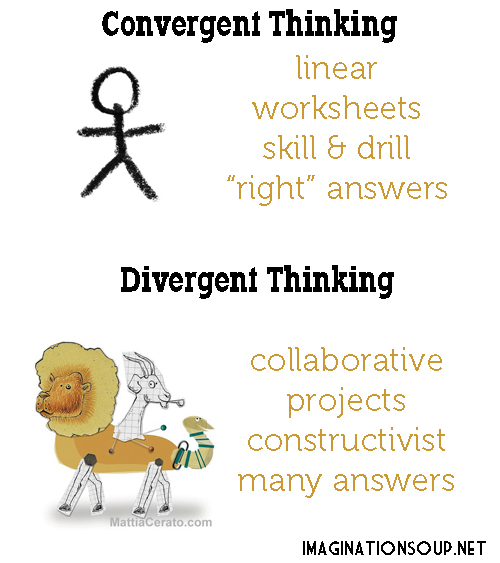
**5.estimate the total time needed to teach the unit and then fit the texts’ s lessons in the block of available time**

**Inquiry teaching**

**Look at table 3-1 and compare teacher vs student directed**

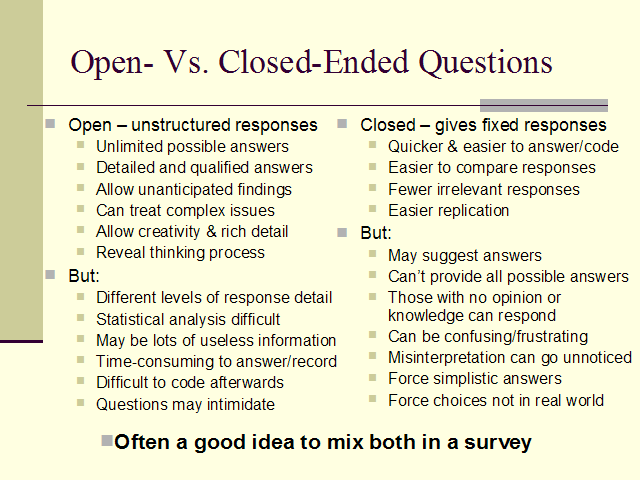
**Convergent questions-converge into a single response**

**Divergent questions-more than one possible answer**



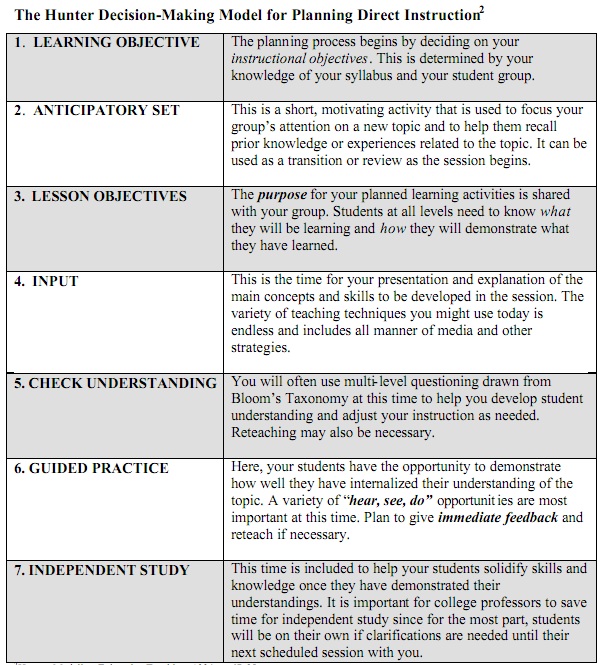
**Closed activities-short and tightly focused**

**Open activities-longer and branch out into many related questions**



**Compare chapter 2 open vs closed activities p55-56**

**Developing a lesson-use Madeline Hunter**



**Direct instruction**

**-generally involves carefully sequenced steps that include demonstration, modeling, guided practice, and independent application**

**-lets you arrange sequence of activities ahead of time so reduces number of teaching decisions that must be made**

**-can be used to help students construct a knowledge base for future applications**

**-may go to fast or to slow for some students**

**Guided discovery learning**

**-less teacher oriented and more student oriented**

**-students are guided in exploration of materials**

**-they observe phenomena, gather data on their own, make comparisons, draw inferences, and arrive at a conclusions….teacher can than go through misconceptions**

**Problem-centered learning**

**-moves further from teacher control**

**-students become involved in the planning and implementation of lessons**

**-children begin to value science as it becomes more relevant**

**-science becomes loss of disconnected collection of facts and more of a coherent meaningful body of knowledge**

**-it is a direct application of multiple intelligence theory provided by Howard Gardner**

