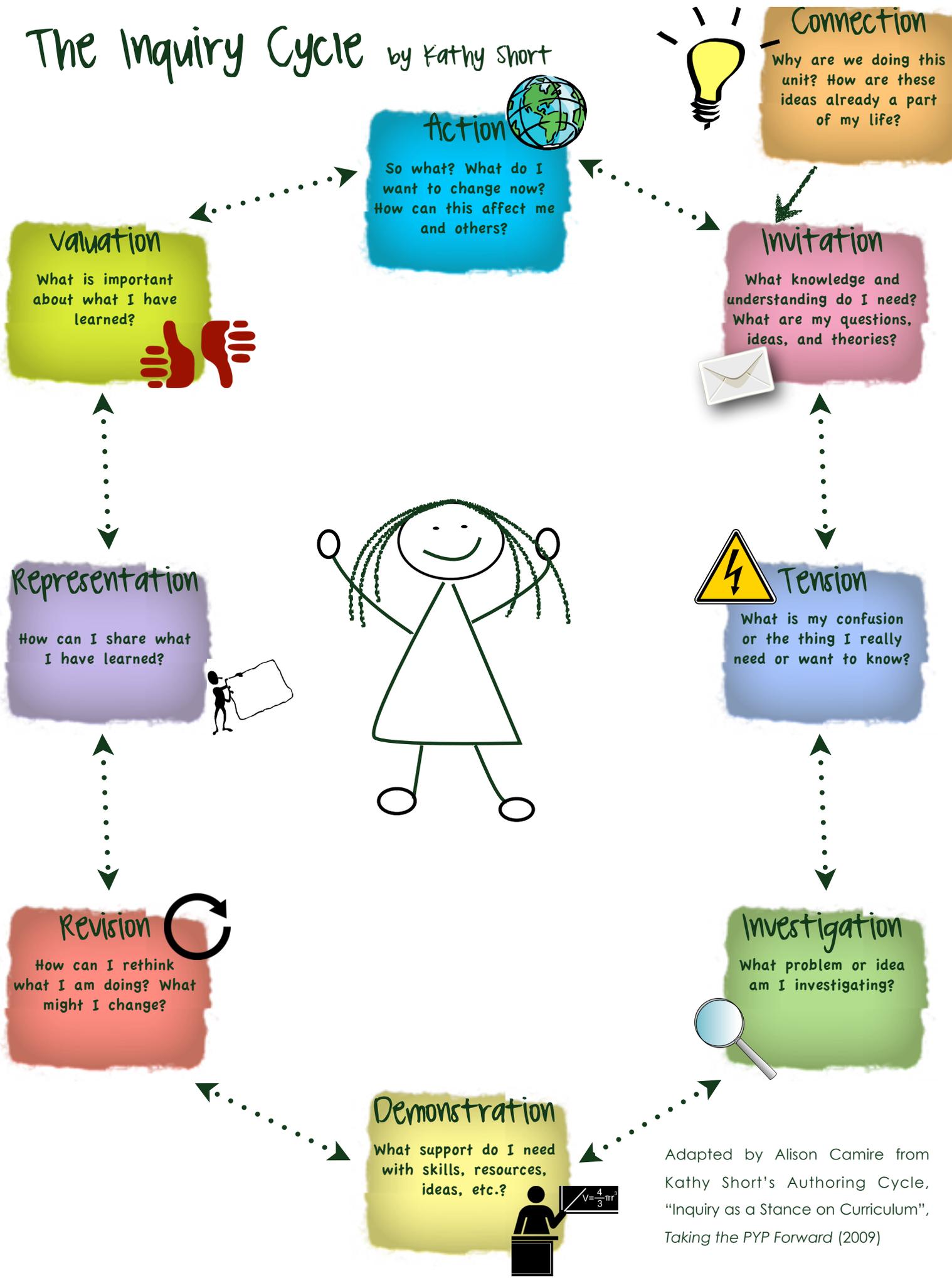


The Inquiry Cycle by Kathy Short



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Connection

- The 'why' of the unit (not the 'what')
- Students are immersed in engagements to explore their current understandings
- Getting at the essence of the central idea
- Consider how the concepts and idea are already present and significant in children's lives

Invitation

- Students go beyond their current understandings and expand their knowledge, experiences, and perspectives.
- Active exploration
- Guided inquiry --> addresses lines of inquiry
- Start with what is closest and most relevant to students
- Documentation: Keep track of student's wonderings, ideas, questions.

Tension

- We move from information and fact based questions to issues that students find compelling.
- Teacher guided inquiry gives way to student-driven inquiry.
- Think: What tensions have emerged through the Invitation that students want to pursue in greater depth

Investigation

- Problem-solving and in-depth investigation
- Students work in partners or small groups to support each other through dialogue and research
- Teachers plan structures for supporting organization of investigations, but do not determine their focus

Demonstration

- Responds to student needs
- Offers students possibilities for what they might do, rather than modeling what they must do
- Often involves research strategies or tools

Revision

- Students continuously reflect on and make sense of their learning
- Making connections between the ideas and their own thinking
- Creating a unity or vision of the understandings that guide their inquiry

Representation

- Learners pull together their learning and go public with what they have learned (need not be final)
- Supports students in recognizing how much they have learned and what they still need to know.

Valuation

- Reflecting on what is of value from our learning: for ourselves, for the world, and for future inquiries
- Question: How does my learning reposition me in the world?

Action

- Question: "So What?"
- What difference does this study make in the broader context of the inquirer and the world?
- What are the new questions or tensions to pursue based on new understandings?