



Teacher-librarians Constructing Meaning through Inquiry

Gallery - References

Note: Entries that are annotated have been used extensively for reference and concepts. Those that are not annotated are source documents for quotes.

Clifford, P. and Friesen, S. (1993-2007). *Creating essential questions*. [electronic resources] <http://galileo.org/teachers/designing-learning/resources/creating-essential-questions/>
Retrieved 15 September 2013.

Crockett, L. & Jukes, I. (2011). *Literacy is not enough: 21st-century fluencies for the digital age*. Kelowna, B.C.: 21st Century Fluency Project.

Daniels, H., & Harvey, S. (2009). *Comprehension and collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann.

This resource has been regularly referenced throughout this website and is recommended for Saskatchewan schools for ELA, Core Resource Grades 3-9 and 10, 20, 30. It provides many examples of inquiry questions in numerous subjects, and offers ways to refine or revise a question. The authors also promote Inquiry Circles with examples at various grade levels.

Chapter 3 highlights students as collaborators. Chapter 7 provides key lessons on the gradual release of responsibility and the four stages of an inquiry: Immerse, Investigate, Coalesce and Go Public.

Chapter 5 features information on preparing an active learning classroom. *The authors proclaim, "When we commit to helping kids develop and use knowledge, we carefully set the scene. We create a culture where everyone can think well together".(p. 76)* The recommended steps for preparing an active learning classroom follow:

- Set up an engaging environment
- Gather great text and resources
- Hone our teaching language
- Provide for rich interaction
- Differentiate instruction for everyone.
- Teacher with the big ideas in mind.
- Promote authenticity and relevance.
- Think about purpose



Teacher-librarians Constructing Meaning through Inquiry

- Foster passion, curiosity, and fun.

Doiron, R. & Asselin, M. (Eds). (2005). *Literacy, libraries, and learning*. Markham, ON: Pembroke Publishers.

Galileo Educational Network. (2013). <http://galileo.org/>

The Galileo organization is an independent, charitable organization that creates, promotes and disseminates innovative teaching and learning practices through research, professional learning and fostering external collaborations. The various links in the left menu offer examples of inquiry projects.

<http://www.galileo.org/inquiry-what.html>

- The following rubric may help teachers to determine the dimensions of inquiry that they have incorporated into their planning and provide ideas for personal growth in the process. <http://www.galileo.org/research/publications/rubric.pdf>
- This resource from the Galileo Educational Network outlines a series of principles for assessment and provides a number of generic rubrics that can be used in assessing inquiry. There are also a number of additional links provided to articles and other resources on assessment. <http://galileo.org/teachers/designing-learning/resources/inquiry-and-assessment/>
- Galileo Discipline-based inquiry <http://galileo.org/wp-content/uploads/2012/10/rubric.pdf>

Gordon, Carol. "The culture of inquiry in school libraries". *School Libraries Worldwide*, January 2010, Volume 16, Number 1, p. 77. Accessed 12 May 2013.

Harvey, C. A. (2012). *Adult learners, professional development, and the school librarian*. Santa Barbara, California: Libraries Unlimited.

Hume, K. (2011). *Tuned out: Engaging the 21st century learner*. Don Mills, ON: Pearson Canada.

Jones, J. & Gail Bush. (2009). "Collaboration." *Tales out of the school library: developing professional dispositions*. Santa Barbara, CA: Libraries Unlimited. Accessed from *ABC-CLIO eBook Collection* on 15 Apr 2013.

Koechlin, C., & Zwaan, S. (2009) "Engage and grow with questions". *School Libraries in Canada*. Vol. 27, Number 3. Retrieved, 15 September 2013 from <http://clatoolbox.ca/casl/slicv27n3/273koechlin.html>.

Koechlin, C., & Zwaan, S. (2007). *Q Tasks*. Markham, ON: Pembroke Publishers.

Chapter 3 explains learning to question in suitable styles for all grade levels. It offers many templates with accompanying pedagogy. There is a question builder chart on page 65 for formulating questions from starters. The chapter also demonstrates a correlation between



Teacher-librarians Constructing Meaning through Inquiry

questions and Bloom's taxonomy. The last six pages specifically address building a research focus or an inquiry focus. Examples provided from pp. 73 & 79 on Student-generated Questions webpage.

Koechlin, C., & Zwaan, S. (2007). *Q-Wheel*. Markham, ON: Pembroke Publishers.

There are three video clips demonstrating the use of this question developing tool in a grade 1 / 2 classroom.

Kohler-Evans, Patty A. "Co-teaching: How to make this marriage work in front of the kids." *Education* 127.2 (2006): pp. 260-264.

Laboratory School, University of Toronto

This resource identifies principles and practices in assessment inquiry-based learning and includes teacher stories of working in inquiry as well as a few student samples to support understanding.

<http://www.naturalcuriosity.ca/environmental.php?pgcat=branch1&sfield=ten>

McTighe, J. and Wiggins, G. (2013). *Essential questions opening doors to student understanding*. Alexandria, VA: Association for Supervision & Curriculum Development.

McVittie, J., Probert, C., & Marcia Klein. (2004). *Circles of learning: Inquiry discourse communities*, Saskatoon: Stirling McDowell Foundation, p. 16. [electronic resource] Accessed 12 May 2013.

http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/project_88.pdf
fNETS for students curriculum planning tool: A NETS project.(2012). Eugene, OR: International Society for Technology in Education.

Nicholson, Judy. "*Who are the Métis? Using the RAN strategy to engage in inquiry.*" *The Medium*. Winter 2010.

The RAN strategy (*reading and analyzing non-fiction*) is an adaptation of the KWL chart by educator Tony Stead. This is a good example of a teaching tool to use with Inquiry and includes a template.

November, A. (2010). *Empowering students with technology, Second Edition*. Thousand Oaks, CA: Corwin, A SAGE Company.

Parker, Dianne. (2007). *Planning for inquiry: It's not an oxymoron!* Urbana, IL: NCTE.

Recommended for use in Saskatchewan schools for ELA, Core Resource PreKindergarten, Kindergarten, Grades 1-9 and 10, 20, 30.



Teacher-librarians Constructing Meaning through Inquiry

- Prevost, Elizabeth. (2010). *Developing a culture of inquiry in elementary schools: The role of the teacher-librarian*. Edmonton, Alberta: Department of Elementary Education, University of Alberta. Accessed 12 May 2013.
- Rheingold, H. (2012). *Net smart: how to thrive online*. Cambridge, MA: MIT Press.
- Rothstein, Dan and Santana, Luz. (2011). *Make just one change: teach students to ask their own question*. Cambridge, MA: Harvard Education Press.
- Rothstein, Dan and Santana, Luz. (2011). "Teaching students to ask their own questions," *Harvard Education Letter*. Vol 27. Number 5, September/October 2011. <http://hepg.org/hel/article/507#home> Accessed online 3 July 2013.
- Saskatchewan Ministry of Education. (2013) *Saskatchewan provincial curriculum*. [electronic resource] www.curriculum.gov.sk.ca
- All subject areas and grade levels are listed on this website including the core and additional learning resources lists for each curriculum and support materials.
- Small, R. (2012). *Teaching for inquiry: Engaging the learner within*. New York: Neal-Schuman Publishers.
- Smith, M. W., & Wilhelm. J. (2002). *"Reading don't fix no Chevys": Literacy in the lives of young men*. Portsmouth, NH: Heinemann. Recommended for use in Saskatchewan schools for ELA, Core Resource Grades 3-9 and 10, 20, 30
- Villa, Richard A., Thousand, Jacqueline S., & Nevin, Ann. *A guide to co-teaching: Practical tips for facilitating student learning*. Thousand Oaks, CA: Sage Publications, 2004.
- Wallace, V. & Husid, W. (2011). *Collaborating for inquiry-based learning: School librarians and teachers partner for student achievement*. Denver, CO: Libraries Unlimited.
- Wiggins, Grant and Jay McTighe. *Understanding by Design*. (Expanded 2nd edition). (2005). Alexandria, VA: Association for Supervision and Curriculum Development.
- Wilhelm, J. (2007). *Engaging readers and writers with inquiry*. New York, NY: Scholastic.
- Recommended for use in Saskatchewan schools for ELA, Core Resource Grades 3-9 and 10, 20, 30
- Wilhelm, J. (2012). *Improving comprehension with think alouds*. New York, NY: Scholastic.
- Recommended for use in Saskatchewan schools for ELA, Core Resource Grades 3-9 and 10, 20, 30



Teacher-librarians Constructing Meaning through Inquiry

Wilhelm, J. (2013) *Dr. Jeffrey Willhelm: Teaching with inquiry and understanding*. [website]. Retrieved, 20 September 2013. <http://jeffreywilhelm.com/>

Wilhelm, J. & Wilhelm, P, & Boas, E. (2009). *Inquiring minds: Learn to read and write: 50 problem-based literacy & learning strategies*. Markham, ON: Scholastic.

Woodward, Tracy. [Building inquiry: You can do inquiry](#). *The Medium*. Winter 2012.

This resource features a LiveBinder presentation with many valuable resources curated by Tracy Woodward, a practising teacher-librarian, using the Live Binder tool.