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.


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
Foster passion, curiosity, and fun.


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.


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.


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.


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
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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.


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


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


*NETS for students curriculum planning tool: A NETS project*.(2012). Eugene, OR: International Society for Technology in Education.


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.


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


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.


Teacher-librarians Constructing Meaning through Inquiry


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