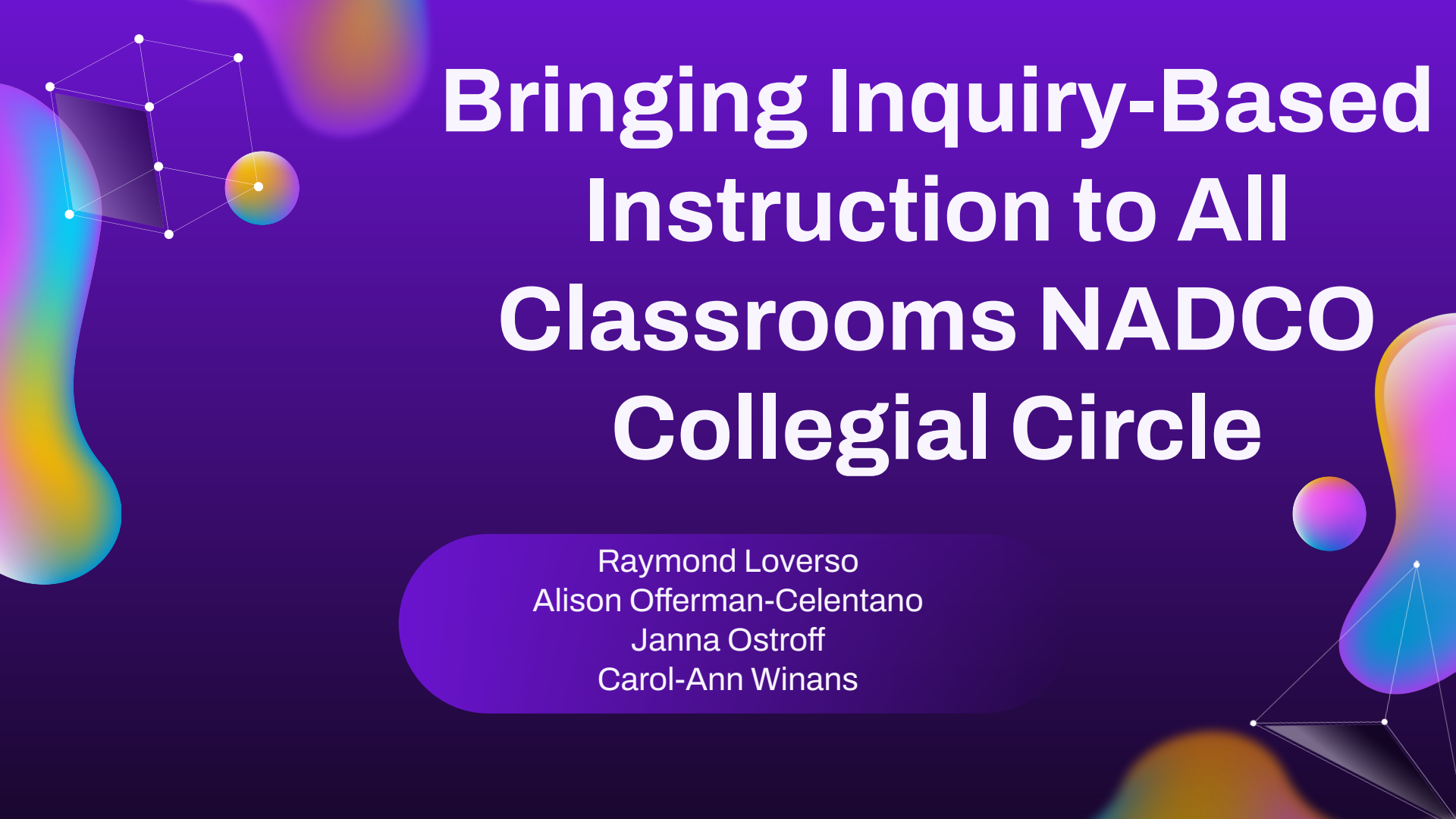


The background is a deep purple. On the left, there's a wireframe cube with a sphere attached to one of its vertices. On the right, there's another wireframe cube. Scattered around are several colorful, blurry, organic shapes in shades of blue, green, yellow, and pink. The main title is centered in large, white, bold, sans-serif font.

Bringing Inquiry-Based Instruction to All Classrooms NADCO Collegial Circle

Raymond Loverso
Alison Offerman-Celentano
Janna Ostroff
Carol-Ann Winans

Using 5th - 8th Teaming to Inspire Interdisciplinary Problem-based Learning Opportunities

Climate Change - Human Impact

Problem/Phenomenon - When will the Arctic see its first ice-free summer?

- Geography
- Climate Standards
- Data Analysis and Graphing
- $y=mx+b$
- Debate and Persuasive Essays with Counter-Argument/Evidence

Western Expansion

Problem/Phenomenon - Should the Wantagh USFD have to change its mascot?

- Geography
- United States History
- Immunology
- Debate and Persuasive Essays with Counter-Argument/Evidence

SEP	OCT	NOV	DEC	JAN	MAR	APR	MAY	JUN																									
Week View Week of <i>October 3-7</i> <table border="1"> <thead> <tr> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td> ELA EQ: Growing writers make sure we have correctly cited our resources within the body paragraph where appropriate. MMI: Workshop </td> <td> ELA EQ: Ready MMI: </td> <td> NO SCHOOL  </td> <td> ELA EQ: Ready MMI: </td> <td> ELA EQ: Drawing on their team their draft into a polished piece by connecting our paragraphs and developing an idea that captures our readers attention. Workshop MMI: </td> </tr> <tr> <td> Math EQ: Type here: MMI: </td> <td> Math EQ: Type here: MMI: </td> <td></td> <td> Math EQ: Type here: MMI: </td> <td> Math EQ: Type here: MMI: </td> </tr> <tr> <td> Science EQ: Are we really "what we eat?" MMI: virtual lab - teams </td> <td> Science EQ: Why do we eat carbs/proteins/fats? MMI: Jigsaw - teams </td> <td></td> <td> Science EQ: Who stole the missing sandwich? Biomolecules and indicators MMI: Hands-on lab - teams </td> <td> Science EQ: Review / catch up day MMI: Bingo game </td> </tr> <tr> <td> Social Studies EQ: How did new business positively and negatively impact development in the west? MMI: Individual primary source analysis </td> <td> Social Studies EQ: Same as Monday MMI: Partners Image analysis </td> <td></td> <td> Social Studies EQ: Same MMI: Video and graphic organizer (whole class) </td> <td> Social Studies EQ: Same MMI: Homestead Act advertisement drawing - individual </td> </tr> </tbody> </table> Possible Interdisciplinary Options Type here: Key EQ - Essential Question MMI - Main Mode of Instruction									Monday	Tuesday	Wednesday	Thursday	Friday	ELA EQ: Growing writers make sure we have correctly cited our resources within the body paragraph where appropriate. MMI: Workshop	ELA EQ: Ready MMI:	NO SCHOOL 	ELA EQ: Ready MMI:	ELA EQ: Drawing on their team their draft into a polished piece by connecting our paragraphs and developing an idea that captures our readers attention. Workshop MMI:	Math EQ: Type here: MMI:	Math EQ: Type here: MMI:		Math EQ: Type here: MMI:	Math EQ: Type here: MMI:	Science EQ: Are we really "what we eat?" MMI: virtual lab - teams	Science EQ: Why do we eat carbs/proteins/fats? MMI: Jigsaw - teams		Science EQ: Who stole the missing sandwich? Biomolecules and indicators MMI: Hands-on lab - teams	Science EQ: Review / catch up day MMI: Bingo game	Social Studies EQ: How did new business positively and negatively impact development in the west? MMI: Individual primary source analysis	Social Studies EQ: Same as Monday MMI: Partners Image analysis		Social Studies EQ: Same MMI: Video and graphic organizer (whole class)	Social Studies EQ: Same MMI: Homestead Act advertisement drawing - individual
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Providing Anchoring Experiences



Providing Spaces for Sense Making



Building our Outdoor Classrooms to Bring Inquiry Out in the Open





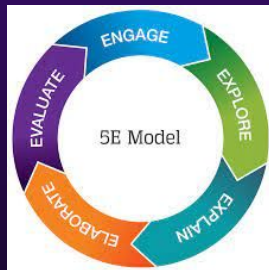
POGIL

Process Oriented Guided Inquiry Learning

"To support educators with the implementation of student-centered learning environments."

FLINN
www.flinn.com

Silent Conversation



QUESTION FORMULATION TECHNIQUE

The QFT on one slide...

- 1) Question Focus
- 2) Produce Your Questions
 - ✓ Follow the rules
 - ✓ Number your questions
- 3) Improve Your Questions
 - ✓ Categorize questions as Closed or Open-ended
 - ✓ Change questions from one type to another
- 4) Prioritize Your Questions
- 5) Share & Discuss Next Steps
- 6) Reflect

1. Ask as many questions as you can
2. Do not stop to discuss, judge or answer
3. Record exactly as stated
4. Change statements into questions

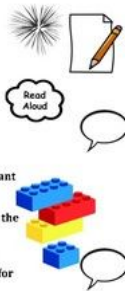
Closed-Ended:
Answered with "yes," "no" or one word

Open-Ended: Require longer explanation

Save the Last Word for Me

Discussion Protocol

1. While Reading:
 - a. Find 1-2 items you find important, surprising, interesting, or thought provoking.
 - b. Explain your thinking.
2. While in Groups
 - a. First Person Role:
 - i. Read aloud a passage to the group.
 - ii. Say: "Save the last word for me."
 - b. Other Group Members:
 - i. Build on why the given passage was important
 - ii. Share what it makes you think about
3. After everyone else has spoken the first person has the "last word".
4. Repeat the procedures, each member taking a turn with reading aloud and saying, "Save the last word for me."



WRITTEN CONVERSATION PROTOCOL



1. Students will work in pairs writing simultaneous notes to one another swapping papers every 2-3 minutes when told by the teacher for a total of 3 exchanges
2. Activity is done in silence and the students must write for the entire 2-3 minutes. It can be notes, phrases, questions, connections, ideas, wondering anything related to the topic
3. Spelling and grammar do not count. Think of them as text messages.
4. After the 3 exchanges, the students are then told they can speak to each other
5. Follow with short whole class discussion where pairs are asked to share one highlight of their discussion.

