

Setting Goals and Applying My Learning

This lesson supports students as they reflect on their learning following the inquiry unit and then set a personal learning goal.

Time: 25 minutes

- Materials:**
- sheets of paper (one per student)
 - the following 3-2-1 model written on the board
 - 3 interesting things I noticed
 - 2 things I found challenging
 - 1 thing I will do next time
 - anchor chart with the headings “Research” and “Report”

Grouping: whole class and partners

Procedure:

1. Write the 3-2-1 model on the board and tell students they will be reflecting on what they learned from the inquiry unit and setting a personal learning goal.

2. Ask students to divide their paper in three. In the first box, ask them to reflect on their inquiry project and think about three new or interesting things they learned. Have students turn to a partner and share their thinking. Invite a few students to share their ideas with the whole class and model how to jot down their thinking in note form.

Throughout your inquiry project, you learned many different things. If you were telling someone about the inquiry, what would you say were the most interesting or important things you discovered. Share your answers with your partner and then I'll invite a few of you to share your thoughts with the whole class.

3. To complete the second box on their reflection sheet, invite students to think about two things they found difficult or challenging in their inquiry project. Have students reflect on what they did to

Think about your inquiry project and ask yourself whether it was more challenging to conduct the research or was it more difficult to report on your information? What two things were difficult or challenging for you?

research and report information during their inquiry before turning and sharing their thinking with a partner. Ideas might include: read a book, use the Internet, conduct a survey, make a poster, create a blog, etc. Invite students to share their ideas with the whole class as you complete the anchor chart by recording student suggestions under the heading Research or Report. Once the chart is complete, discuss what the students found challenging. Have them record the two things they

found the most challenging on their reflection sheet. They can choose from the class generated list or record an idea of their own.

4. The final box on the reflection sheet allows students to set a goal for what they could do next time to improve their learning or deepen their understanding. As a group, discuss that goals should be specific, manageable, and measurable. Model your thinking as you discuss what makes a goal effective. Then have students turn and talk with a partner about what they would like to improve upon next time. Invite a few students to share their idea with the whole class before they record their goal on their sheet.

When I think about what we did in this inquiry, I remember it was really difficult for us to find enough information about our topic. So, next time, I would check to see what resources were available before I picked my topic. I also noticed that some of your questions were so open ended that you had so many answers to pick from it was hard to organize your information. Next time you might think about giving a limited number of choices to make your job easier. Think about what you found the most challenging with this project and how you could do it differently next time. Record that goal on your reflection sheet.

Teaching Tip: All students, whether they're working on a whole-class inquiry or in small groups, pairs, or even individually, should complete the student reflection in order to reflect on their learning and set a goal for the future.