

Inquiry Mini-Lessons

Interpreting and Sharing Interview Findings

After students have conducted an interview for research, it is important for them to interpret, record their interpreted findings, and share with others to keep the inquiry conversation going. Students need to be prepared, be active listeners, good turn-takers, and be comfortable in the sharing process.

We need to continually demonstrate and prompt to encourage students to express their opinions, build on each other's ideas, share personal perspectives, confirm each other's thinking, and respond to the comments of others.

Time: 30 minutes

Materials:

- class version of the **Interview BLM** (from the “Conducting an Interview to Investigate an Inquiry Question” mini-lesson)
- markers in two different colours
- students' Interview BLMs (optional)

Grouping: whole class, small groups, and partners

Procedure:

Teaching Tip: Arrange the students into small-group **Inside-Outside Circles**. This is best done in small groups of four, six, or eight students.

1. Review with students the class version of the Interview BLM (from “Conducting an Interview to Investigate an Inquiry Question”). Read the sections aloud together.
2. Point out the blank section at the bottom of the Interview BLM, “Interpret My Findings” and explain that we need to think about the information we've gathered in the interview and decide what is important to share with others relating to the inquiry.
3. Model your thinking for students. Explain that preparing some notes makes it easier to share our ideas.

I'm reading the answer to the first interview question and thinking, “What would be important to share with others?” I will write that down in the “Interpret My Findings” section. First, Mrs. Takada told us she gets daily exercise with her dogs. She walks them three times a day! She walks one kilometre each time. I'm thinking, if she didn't have them, her health may suffer. I am going to record, “health may suffer without dogs.”

Teaching Tip: Demonstrate how to highlight or underline the important information in the original answer. For some students, this will help them with interpreting their findings.

4. Have students work with a partner to read the answer to the second interview question and consider what would be important to share with others. Circulate, praising the listening and speaking skills students exhibit. Have students share their

thinking with the whole group and make an appropriate recording on the enlarged version of the form. Prompts might include:

- What do you notice?
- What do you think is going to happen and why?
- What makes you think that? How can you explain that?

I really like how you are listening to your partner with interest and asking questions that help to determine the important information. I heard many good ideas and have jotted some in my notebook. Let's record another important observation that you have uncovered.

Note: You might provide prompt cards or language frames for productive discussions. Prompts might include:

- I agree with you because...
- Can you explain that again? I disagree with you because...
- Our ideas are similar because...
- Can you tell me more about why you think that...?
- I like how you thought about that. I didn't think of that.

Teaching Tip: If students have conducted an interview during a whole-class research inquiry, or in pairs, small groups, or even individually, have them complete the “Interpret My Findings” section of their Interview BLMs. The students’ completed Interview BLMs can be posted as a visual display where information is accumulating in support of the inquiry. Further connections can be made later, as students continue to interpret their findings.

Interview BLM

My Name:
Name of Person Interviewed:
Inquiry Question:
Question: Answer:
Question: Answer:
Question: Answer:
Interpret My Findings