

Inquiry Mini-Lessons

Sharing Your Findings

Sharing is an important part of learning. As students prepare to share with others, they become more reflective and thoughtful about their learning. Near the conclusion of an inquiry unit, provide students with models of presentation formats, as encouragement to think about the best way to share their learning.

Time: 25 minutes

Materials:

- chart paper and markers, or interactive whiteboard
- a variety of examples of presentation formats, both commercial and student-made (These might include brochures, programs from student assembly presentations, posters, student-made booklets, etc.)

Grouping: whole class and partners

Procedure:

Teaching Tip: There are many ways for students to share their learning with others including a product, presentation, or demonstration, drawing, brief report (of all or a portion of students' learning), oral recount, poster, chart, audio recording, PowerPoint presentation, letter, action plan, class newspaper, advertising campaign, exhibition, fundraising plan, poem, readers' theatre. This list is by no means complete. As students work together over time, an extensive list of possibilities can be developed.

1. Explain to students that they should begin thinking about ways to share the work from their inquiry unit investigations with others. Tell them that you are going to work together to explore different ways to share their findings.
2. Ask students to turn to a partner and talk about one way they have used or have seen others use to share their work.

Think back to a time when you shared what you learned. It may have been a picture you drew, a poster, a graph, or simply something you spoke about. Tell your partner quietly and be prepared to share with the whole group.
3. Ask two or three students to share with the whole group, and record their ideas on chart paper or an interactive whiteboard.
4. Show students the samples you've collected and ask them to work in pairs to peruse the formats. Encourage them to look at the text features and styles used in the formats and to decide what makes them effective and interesting.
5. As a whole class, discuss the samples. Add any new ideas to the list.
6. Ask students to begin to think about which format may be effective for use in presenting their independent findings. See the "Considering Possible Presentation Formats" mini-lesson to help students make their choices.

Teaching Tip: If students are working in small groups or pairs, ask them to discuss possible presentation formats and come up with a couple of possibilities to explore further.