

# Inquiry Mini-Lessons

## Using Checklists and Rubrics to Reflect on Learning

This lesson supports students as they work through a series of questions to reflect on their learning following the inquiry unit.

**Time:** 20 minutes

**Materials:**

- paper sentence strips for a pocket chart with “Reflections” on one strip and “What” and “How” prompts on separate smaller strips
- pocket chart
- chart paper and marker
- enlarged copy of *Student Reflection of the Inquiry Unit* BLM

**Grouping:** whole class and partners

### Procedure:

**Teaching Tip:** This mini-lesson uses the *Student Reflection of the Inquiry Unit* BLM, but the lesson may be adapted for other checklists or rubrics you wish to use.

1. Set up a pocket chart with the heading, “Reflections” and the two prompt strips: “What” and “How” beneath.
2. Tell students they will be thinking about what they learned and how they learned when completing their inquiry unit.  
*Thinking about what and how you learned will help you to be even better learners the next time you work on a research or inquiry investigation.*
3. Display an enlarged version of the *Student Reflection of the Inquiry Unit* BLM and read the first question with students. Pull the “What” strip from the pocket chart and ask students to think about what they learned.
4. Have students turn to a partner and share their answers. Ask a student to share with the class, and jot down the key ideas on the enlarged copy of the *Student Reflection of the Inquiry Unit* BLM.  
*You learned many things about clean water in our unit. If you were telling someone about the unit, what would you say was the most important thing you learned? Share your answer with a partner, and then I’ll ask you to share with the class.*
5. Together, read the second question on the BLM. Have students think about what was their greatest challenge during the inquiry. Provide support to get students thinking about the question. Pull the “How” label from the pocket chart and ask students what they did to gather and report information during the unit, e.g., read a book, conducted a survey, made a poster. On chart paper, create a list of activities sorted into two categories: gathering and reporting. Discuss what students found most difficult.  
*Did you find it more difficult to gather information or more difficult to report your information? Look at our list and decide which of our activities was easy for you and which one was most difficult.*

6. Read the last question from the BLM, “What would you do differently next time?” Think aloud, demonstrating your thinking process when considering this question. Refer to the list of activities generated under gathering and reporting in your example(s) on chart paper.

*When I think about what we did in this unit, I remember it was really difficult for us to report all the information from our survey. So next time I would only have us ask three questions. What would you do differently next time?*

7. Ask students to complete their own Student Reflection of the Inquiry Unit BLM.

**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 of the Inquiry Unit BLM in order to reflect on their learning.

# Student Reflection of the Inquiry Unit

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What have you learned in this unit?

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What was your greatest challenge?

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What would you do differently next time?

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