



Inquiry Space Implementation Guide (DRAFT_July 2022)

Overview and Purpose of the Inquiry Space

The purpose of the *Inquiry Space* is to provide teachers and students with a centralized, digital place to record, collect, and synthesize concepts from each lesson as they go through a K.L.I. module. Each component of K.L.I. provides opportunities for teachers and students to engage with the Inquiry Space, as summarized in Table 1.

Table 1: How the K.L.I. Components Contribute to the Inquiry Space

| Component | Ways to Engage with the Inquiry Space |
|-----------------------|--|
| Discovery Reading | <ul style="list-style-type: none">• Review ideas from the Inquiry Space at beginning of lesson• Add words in the spotlight and/or other key concepts from the texts to the Inquiry Space• Add the answer to the guiding question at the end of each lesson |
| Confident Reading | <ul style="list-style-type: none">• Reference the Inquiry Space when discussing how each text relates to their ongoing learning about the topic |
| Uncover the Structure | <ul style="list-style-type: none">• Add the group's text summary to the Inquiry Space at the end of the lesson |
| Breaking Words | <ul style="list-style-type: none">• Reference the Inquiry Space when using new words in sentences• Choose one or two important words/concepts from each lesson to add to the Inquiry Space |
| Sentence Workshop | <ul style="list-style-type: none">• Reference the Inquiry Space when discussing how sentences relate to their ongoing learning about the topic• Add mystery sentence to the Inquiry Space |

Simply collecting these new ideas and concepts is not enough to help students construct new knowledge of each topic. Teachers and students must also re-engage with the knowledge they have built throughout each module. The Inquiry Space is a resource for students to refer back to on the Inquiry Space days scheduled throughout each module and at the end of the module as they prepare for their final presentations.

There is no one right way to construct the Inquiry Space. It could be anything from a piece of chart paper with sticky notes to a digital format. In this guide, we provide an example of a digital Inquiry Space. There are several reasons why a digital format is the best option when implementing K.L.I.: a) it's portable, b) it's interactive, c) it gives students more equitable access to the content, and d) multimodal components such as video, photographs, etc., can be easily included.

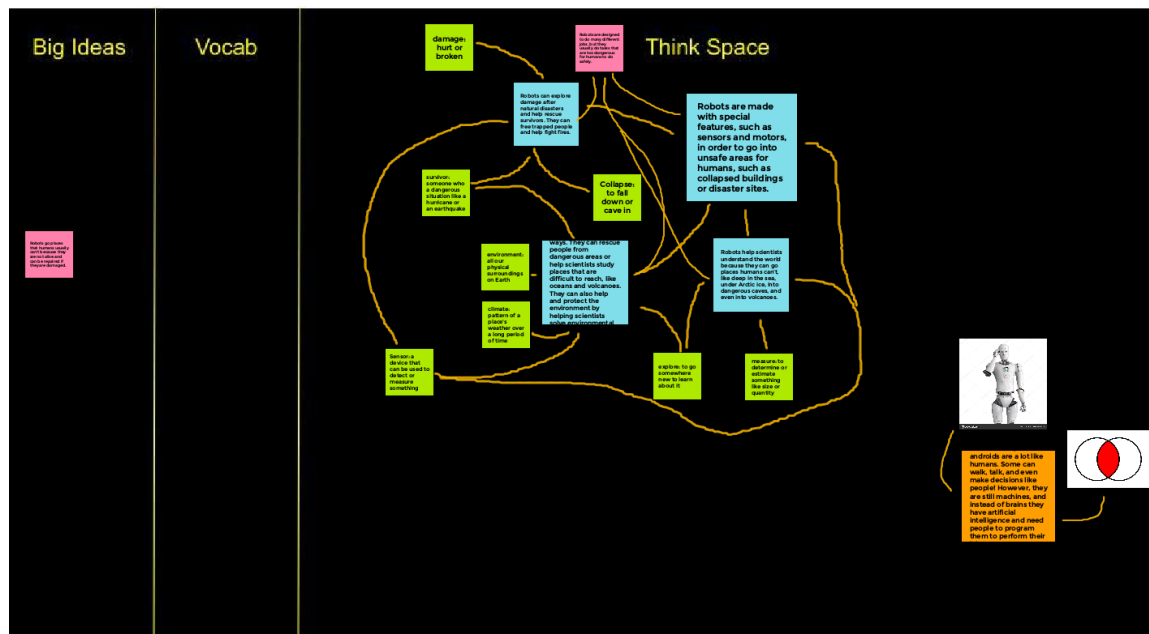
Implementation Example

To illustrate how the Inquiry Space could look and evolve, we are going to take a tour of a sample Inquiry Space. We have included some suggestions for organization including a sample layout and a simple color-coding scheme. It will be up to teachers and students to ultimately decide how their Inquiry Space will look for each group.

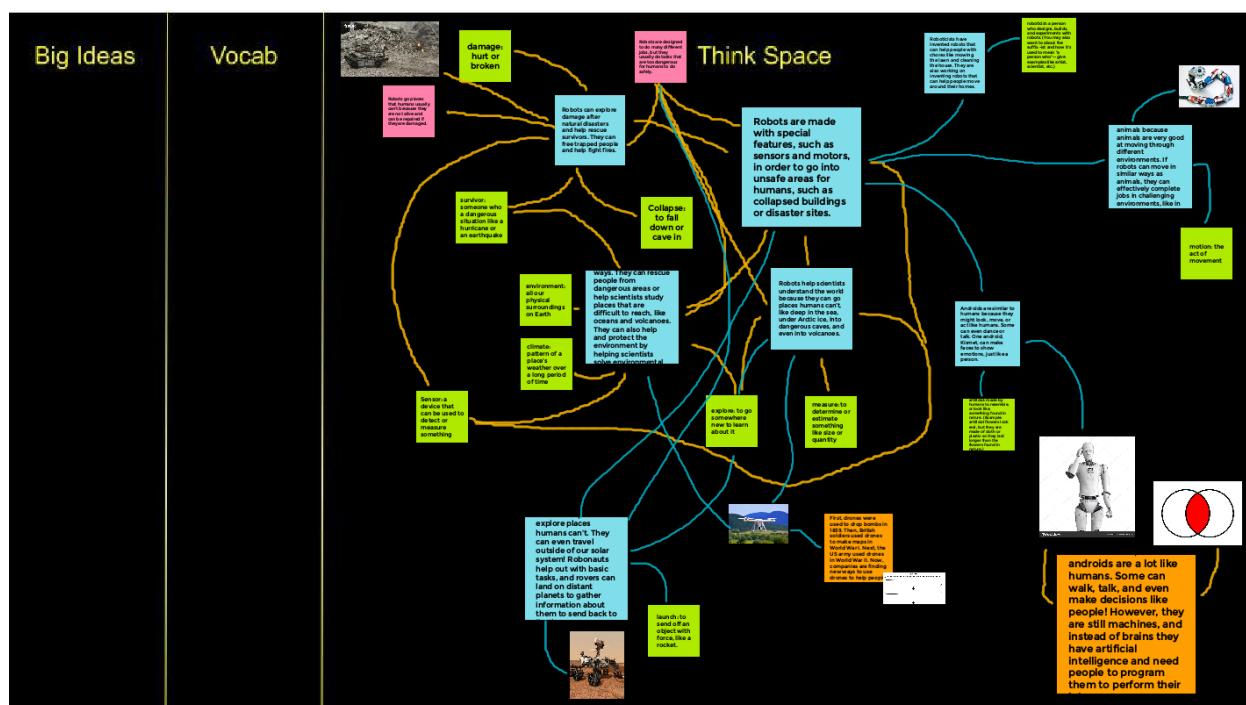
The image below shows how the Inquiry Space might look in the early days of the Robots module. Here, two columns provide space for groups to record and categorize their new learning from the week's lessons. One column holds the answers to the Big Questions from DR (blue sticky notes), the Mystery Sentences from SW (pink sticky notes), and the summary from UtS (orange sticky notes). The second column provides a place for new vocabulary words (green sticky notes). Notice that at this point the “Think Space” is empty. That part of the Inquiry Space will be used later, during a specified day in the module lesson sequence.



The next image shows how the Inquiry Space might look after the first scheduled Inquiry Space day. Here, students have re-engaged with the concepts and ideas they learned in the first few DR, SW, CR, and UtS lessons. The “big ideas” from the collection columns have been brought into the main think space, where teachers and students can manipulate them, grouping certain ideas together and linking others by drawing arrows. Notice also how size has been used for emphasis: the more important the idea, the larger it is in comparison to others. Also, a few visuals have been added. As groups become more familiar with the Inquiry Space, visuals representing important ideas such as photographs, diagrams, etc., should be selected and added by the group.



The final image shows how the Inquiry Space might look after additional lessons have been completed. New information has been mapped into this group's previous work, with newly acquired ideas and connections layered into older learning, while still leaving room for new knowledge as the module progresses. This example by no means represents a "finished" Inquiry Space. In fact, teachers and students are encouraged not to pursue a "finished" space: this is a workspace, not a final product. The Inquiry Space should, however, serve as an aid as teachers and students develop their final presentation at the conclusion of the module.



Final Informal Presentation

As teachers and students work through each module, they should be developing ideas for how they want to communicate their learning outside of the group. Several days at the end of each module are set aside for groups to finish organizing their new knowledge within the Inquiry Space and to plan an informal presentation to share with others. This step of the intervention is crucial: students should be given the opportunity to creatively show what they have learned to classmates and adults outside of their K.L.I. group.

The presentation can take many forms, including these possibilities:

- Students can work as a group to explain the main ideas from their Inquiry Space with another group of students; this works well when multiple groups in a school have been completing different modules that they can share with each other.
- Students can divide up the important ideas they have captured on their Inquiry Space, and each student can create a short summary on their assigned idea with another group or class.
- Teachers can arrange an inquiry showcase for parents to attend to celebrate the end of a module; students can take turns giving short presentations, with slides or posters, about what they learned.