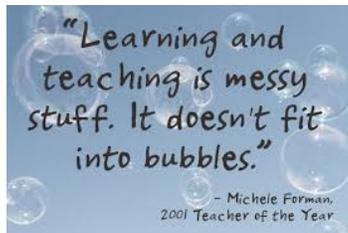


# RBSMS AVID Happenings



September 2019

## WICOR, WICOR, EVERYWHERE



Inquiry is about thinking: thinking that is revealed in questioning, analyzing, and constructing knowledge and understanding. Inquiry in a classroom is both teacher- and student-driven. Teachers pose questions and guide students into deeper levels of thought. Students use questioning processes to probe the meaning of texts, solve problems, or design investigations.

**Focused Observations and Inquiry** is used to develop inquiry skills through focused observations and analyses. Inquiry is natural to humans, as it is how we construct an understanding of the world around us. An authentic method of drawing students into the inquiry process is through focused observations that lead to their natural “wonderings” about the observations. This process is enhanced through collaboration.

### Materials/Set Up:

- Items to observe (e.g., charts, graphs, or tables; short texts or poems; pictures; political cartoons; science demonstrations; postcards; posters; artifacts; sound recordings or video segments; etc.), about which students may be curious and can make multiple observations
- Cornell notepaper

### Instructional Steps

1. Select items that are appropriate for the grade level and content area of the class for the focused observations.
2. Briefly discuss with students why observation and questioning skills are important in their lives as well as in academic areas. Topics for the discussion can include involvement of multiple senses, attention to detail, prompting thinking and learning, and observation as a gateway to analysis and discovery.
3. Ask students to rate their observation skills with a **Fist-to-Five**—a fist (zero fingers) indicates a very marginal perceived rating, while five fingers held up indicates an excellent perceived rating.

4. Model the observation and questioning process for students so they have a chance to view a demo.
5. Ask students to individually record, in the right column of Cornell notes, every observation that they can make of the assigned item. Prompt their thinking with encouragement to notice the less obvious details.
6. Also, ask students to pose “I wonder... (why, what if, when, how)” questions in the left column of the Cornell notes, while making the observations.
7. Have students share with a partner, adding to their own lists (using a pen of a different color) any additional observations and questions that were shared by their partners.

## Making Progress

The AVID Elective students are responsible for maintaining a 2.0 GPA in all classes. If a student does not maintain a **C or higher in each core class** on each *report card*, he/she is placed on Academic Probation.

Here is a snap shot of our current GPA tracker showing current GPA ranges for our AVID Elective Students.

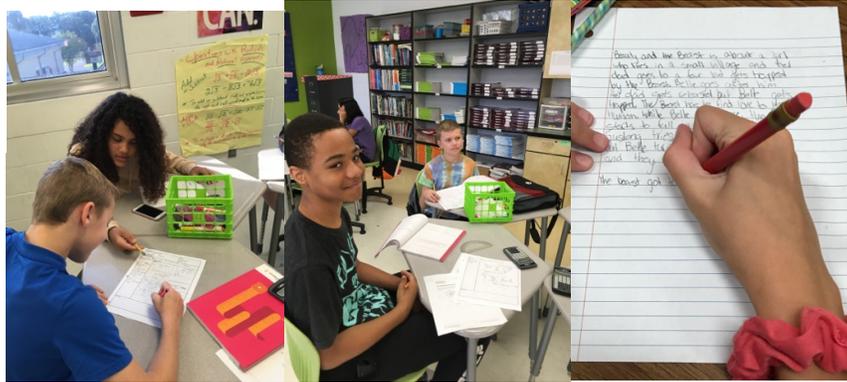


## AVIDtude Kudos

### Open Doors

Thank you to everyone who has participated in an AVID WICOR observations. We have been able to document collaborate groupings, Focused Notes and marking text... All extremely engaging!

“You-all get an A++ for support!”



### Guest Speaker

Thank you to Corporal Kay for speaking to the AVID Elective students. He has visited the AVID Elective students to discuss not only being an SRO and Sherriff’s department, but also the training involved with working in law enforcement.

