

from little things big things grow: i-QUEST PLANNING TABLE

Time line	Inquiry Learning Stage	Bloom's Taxonomy	i-Quest Process Steps	Learning Focus / Experiences	Purpose	Desired Outcomes	Assessment
Week 1	Tuning In	Remembering	Step 1 – Plant the seed	What do we already know? What do we want to know?	Framing & focusing questions; To find out children's prior knowledge; to establish interest	Learning Journal	Commence a self-reflection Learning Journal used ongoing and reviewed at end of unit
Week 2	Finding Out	Understanding	Step 2 – Germination	Finding out more through stories, art and multimedia.	Scaffolding to build knowledge and thinking levels	Creation of class Growth Wall to share findings and inspirations	Teacher Observations as well as the Growth Wall itself throughout unit
Week 3 - 5			Step 3 – See it sprout	Becoming individual experts within a group: Ceremonies, Arts, Medical, Food and Technology.	Locating, organising and analysing evidence	Learning Journal Building research skills	Learning Journals, Teacher Notes, possible student rubric regarding expert learning areas: What do I know now, what is interesting, what is useful...
Week 6 - 7	Sorting Out	Applying	Step 4 – The leaves start to grow	Individuals to share findings with group, which then collaborates on one garden design based on this independent research gathered.	Evaluating, synthesising and reporting conclusions	Written design. Visual representation of design. Oral presentation.	Peer evaluation & Self-evaluation on decision making process of all elements of Garden Design Growth Wall Displays
Week 8	Making Conclusions	Analysing	Step 5 – A flower blooms	Each group to share garden design with whole class.	Oral Communication, justifications	Shared Knowledge and ideas	Teacher evaluation (rubric) Peer evaluation (rubric)
Week 9	Taking Action	Evaluating	Step 6 – Harvesting time	Each student will vote on favourite garden aspect to determine one overall garden design.	Debate, Justifications, Listening skills, Reaching Consensus, Collaboration	Reaching consensus and collaborating on a single class design	Learning Journal. Class Discussion. Teacher Notes. Reflection and Understanding of collaborative process, presenting and then pulling it all together to reach consensus on class design.
Week 10	Going Further	Creating	Step 7 – Pollination	Reflection and evaluation.	Giving consideration to process, knowledge gained and outcomes	Learning Journal	Self-reflection. Unit evaluation.