

Students Connecting Their Inquiry to the World, Gr. 3

Girl: **[00:00]** So, I brought a game from the arcade that we're doing downstairs, and we're help—we're raising money to help the salmon and, like—because they're endangered species because the people used to overfish and all that stuff, and they're cutting down trees, and, and we're making an arcade to help that. So ...

Male: It's to raise money for that?

Girl: Mm-hm.

Male: **[00:25]** You seem to know a lot about salmon. How did that happen?

Girl: Well, we started raising salmon from when they hatched until they're fry age. And then, and we, and we went on Knowledge Form and we—and lots of people asked lots of questions, like "What(?)"—and we made a Wonder Wall, where everyone would ask their questions, and maybe the next Knowledge Form time, people would answer the questions.

[00:55] And, for example, one of my questions were, "Why do they have to s—why—in their—why, when their eggs do they have to, like, stay in the condo?" as they would call it. And all the eggs would be in there, and when they hatch they'd stay in there for a little bit, and then, and then they would wait. And we would wait and then they hatch and we would release them into the rocks.

[01:16] And once, when, I think it was three of the eggs died, we dissected them. And then we found that once you touch them, once we touched them with the fork or—or knife, they just dissolved right away. So we couldn't exactly dissect them.

Male: **[01:34]** Where did you get the information to some of your questions?

Girl: Well, some—well, the guy, Chris, he, he knew a lot about egg—a lot about the eggs and why they have to be in there and their climate. So we asked a lot of questions to him. And then, and people made theories and so—and then sometimes we even looked up on the Internet this, because we were making a Salmon News, which would also contain information. And, and we needed information for that as well.

[02:08] I did not think that when you were raising them, they had to stay in a condo. I thought that we could just let them go in the rocks. So that pretty much surprised me.

Male: **[02:18]** And what did it feel like on the day—tell us about the day that you released the, the salmon.

Girl: When we released the salmon, it was definitely a hard time being comfortable on the bus. And then when we got there, we, we had a talk, we took pictures and then when we released them, we, we would take, like, three or—you'd take three or two, whatever you felt comfortable with, but three is the most, and then you would release them. And you could even name them. So, that was kind of fun as well, so.

Male: **[02:48]** Thank you so much. Are there any questions for—(inaudible) I think we're, we—that was perfect. Vida(?) and Adam, who would like to go first?

Adam: **[02:57]** I'll go first, I guess.

Vida: Okay.

Male: Adam, what did you bring with you?

Adam: I brought, like, a so—piece of paper and, like, it's for global warming and how it, like, you—why—what you should do to stop it and why—what causes global warming. And I did mine on trains. So we were studying, like, "Why is global warm—like, good or is it bad?" And, like, the re—this is one(?)—like, it can make it, like, hot or cold or rainy or, like, anything really.

[03:34] Because, like, in Antarctica, like, all the icebergs are—ber(?)—just, like, evaporating. And, so the polar bears are dying. So, and, like, yeah.

Male: Thank you. Vida, do you want to tell us what you brought in?

Vida: **[03:52]** I brought ...

Male: You did the same?

Vida: ... something like Adam's, but mine is about planes and why they're really bad for the environment. Because they release bad gases, which relates to global warming, and global warming's really bad for our planet which—and it also causes complex weather patterns. Like, this year it's been really crazy. Like, it was snowing in April and it was raining for so long. Global warming is affecting some of that, and it's really bad for the environment.

Male: **[04:30]** Vida, I remember that you started the year looking at food.

Vida: Mm-hm.

Male: And now you're talking about global warming. Do you remember how that sort of came about?

Vida: Well, it's because when Sarah, our teacher, thought about, "How are—we're going to do different kinds of studies, but how do I put them together?" So she thought, "Food comes(?) of—kind of relates to global warming because there're(?) transportation of the food." So we started with food, and we learned about how the—the, the—where they come from and stuff.

[05:04] And now we learned about global warming, which relates to the food because it's about the transportation that the food takes to come to Canada. Which, like, if you want mangoes that come from Indonesia, you can't just take a train all the way from Asia to North America. That would—you can't even do that. So we had to use planes, which—it causes global warming.

[05:33] So we kind of linked everything together.

Male: So, I have a question. I know that in your classroom, you don't have a textbook about global warming. Where did the questions and the information come from in the Grade 3 class?

Vida: **[05:47]** They kind of came from—well, we don't really know, but we read a lot of books together, and that's basically where we got the information that I know of. But Sarah had all the other information.

[END OF RECORDING – length, 06:24]