



The Literacy and Numeracy Secretariat  
Le Secrétariat de la littératie et de la numératie

# Comprehending in Action: Inferring

*Module 1*  
*Sessions 1 to 5*

The Literacy and Numeracy Secretariat  
Professional Learning Series



Ontario

## **On this DVD you will find ...**

1. Overview of the Literacy Professional Learning Series
2. Comprehending in Action: Inferring (booklet)  
Read this first to prepare to use the PowerPoint and the Teacher Resources.
3. PowerPoint Presentation (with video clips), Slides 1 to 100  
Read the notes page with each slide.
  - Session 1, Slides 7 to 26
  - Session 2, Slides 27 to 46
  - Session 3, Slides 47 to 65
  - Session 4, Slides 66 to 85
  - Session 5, Slides 86 to 100
4. Teacher Resources (1 to 21), Sessions 1 to 5

## Aims of the Professional Learning Series

The Literacy and Numeracy Secretariat developed the Professional Learning Series to illustrate that:

- Reading in the junior grades is an interactive, problem-solving process of making meaning from texts.
- All junior students need to use higher-order thinking and critical literacy skills to read and understand increasingly difficult texts.
- Readers need to build and strengthen an integrated system of strategic actions that operate effectively across many kinds of texts.
- Students are motivated to learn when they encounter interesting and meaningful texts on topics that matter to them.
- Reading instruction is based on information about student learning needs gathered by the teacher from a variety of assessments.
- Teachers provide scaffolded support to help their students learn new literacy strategies and skills by using processes that involve modelling, guiding, and supporting students as they practise, and by monitoring independent student achievement.

The sessions are structured to help participants develop a deeper conceptual understanding of the active nature of making meaning from texts. In the past, we have tended to think about comprehension as the end product of effective reading. However, current research, such as that of Fountas and Pinnell (2006), suggests that we need to help students see that:

- Comprehending is an active process that occurs before, during, and after reading text.
- Comprehension strategies (i.e., activating prior knowledge, determining important information, making connections, questioning, visualizing, summarizing, predicting, inferring, synthesizing, evaluating, monitoring, and repairing understanding) work in an interactive and integrated fashion.

## Getting Organized for *Comprehending in Action: Inferring*

These sessions are designed to help classroom teachers, literacy lead teachers, literacy facilitators, literacy coaches, consultants/program coordinators, and/or school administrators (vice-principals, principals) plan and facilitate their own professional learning at either the school or board level. These sessions could be used by individuals or grade partners, in a PLC, a staff meeting or as part of a PA day program.

### Participants

- Classroom teachers, resource and special education teachers, literacy coaches, system curriculum staff, and administrators will bring a range of experiences and comfort levels to the teaching of comprehension strategies.
- Participants will require adult learning support that recognizes their current experience and knowledge while providing them with experiences that challenge their thinking and introduce them to research-supported methods for literacy instruction.
- Some participants may have attended professional development sessions on *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, A Guide to Effective Literacy Instruction, Grades 4 to 6*, or *Shared Reading* through board sessions or Ontario summer professional opportunities.

### Suggested Time Lines

Session 1	Introducing Inferring	60 minutes
Session 2	Thinking Aloud	75 minutes
Session 3	Co-teaching a Shared-Reading Lesson	75 minutes
Session 4	Moving into Independent Reading	75 minutes
Session 5	The Reading/Writing Connection	60 minutes

## General Materials

- Comprehending in Action: Inferring PowerPoint (slides 1 to 100)
- Comprehending in Action: Inferring Teacher Resources, 1 to 21
- copies of *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*, and *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volumes One and Two*
- copies of *The Ontario Curriculum, Grades 1 – 8: Language (2006)*
- computer and LCD projector
- highlighters (one for each participant)
- sticky notes
- chart paper and markers

# Session 1 – An Introduction to Inferring

## PowerPoint Slides 1 to 26

### Overview

This session will introduce participants to the notion that comprehending is an active process that occurs before, during, and after reading. This session will also familiarize participants with the notion that proficient readers use a range of strategies when interacting with text. Participants will analyse the thinking behind their own inferences as well as the expectations that pertain to inferring found in the revised curriculum for language.

### Goals

- Introduce the notion of comprehension as a continuous process as opposed to an endpoint.
- Broaden understanding of comprehension strategies.
- Introduce high-yield strategies for accountable talk.
- Establish links to the revised curriculum for language.

### Required Materials

- Session 1 PowerPoint (slides 1 to 26)
- Teacher Resource 1 – Comprehension is like a ...
- Teacher Resource 2 – KWL
- Teacher Resource 3 – Comic Strip Inferences
- Teacher Resource 4 – Inferring Across the Grades
- one highlighter per person (make sure there are two different colours at each table)
- small sticky notes

### Suggested Time Line

- 60 minutes

## **Before: What Is Comprehension?**

**15 minutes**

After participants have had a chance to introduce themselves to the people at their table, ask them to choose one of the squares of paper on the table that best describes how they would complete the statement, “Comprehension is like a ...” (Teacher Resource 1). Have the participants mingle with other participants in the room until they find someone with the same paper square. Have the partners share their perceptions of comprehension with each other. Ask one or two participants to share with the larger group once everyone has returned to his or her table.

Ask participants to think about the traditional notion of comprehension as a noun – the end product of reading. Ask participants to turn and talk to a neighbour about the quotation on slide 10 from Fountas & Pinnell (2006).

Explain to participants that the focus of this module is to help them begin to think about comprehending as a verb – an active process that occurs before, during, and after reading. This process is aided by a variety of strategies (i.e., activating prior knowledge, determining important information, making connections, questioning, visualizing, summarizing, predicting, inferring, synthesizing, evaluating and monitoring, and repairing understanding) that work in an interactive and integrated fashion.

Have participants complete the individual KWL chart on the topic of comprehension found in Teacher Resource 2. Encourage participants to keep this chart in a prominent spot so it can be revisited at the end of the session.

Debrief the first two activities using think-pair-share and slides 12 and 13.

Review the current research into literacy instruction using slides 13 to 15.

## During: Inferring in Action

15 minutes

Use the cartoon on slide 17 to model the thinking that goes on when one is making inferences. The facilitator should think aloud for the first two frames of the cartoon in a fashion similar to that listed below. Participants can then be asked to complete the same thinking process for the third and fourth frames. Participants can record what they hear and think in the boxes on Teacher Resource 3.

### Think-Aloud Example

“I am noticing in this first frame that the three characters are inside a house but I can’t really tell if the woman in the foreground is just coming home or she is just going out because either way she would have her coat on (**picking out important detail**). She might be feeling a bit frazzled because there are always so many things to deal with when I first come in through the door including homework (**text-to-self connection**). I know that the boy and the woman in the green coat are mother and son and the other woman is the mother’s friend because I have read the comic before (**prior knowledge**). I wonder why the boy thinks plants are so boring (**questioning**). I’m thinking that maybe the boy’s plant is not growing so well and what he’s really feeling is frustration. I can never get those plant experiments to work – the ones where you have to put one plant in the dark and one plant in the light (**text-to-self connection**). In the next frame, I see the mother pointing her finger. I think she is doing that to emphasize her point about the importance of attitude. I tend to do that too when I really want people to pay attention to something I am saying (**text-to-self connection**). But I’m guessing that the finger pointing might not go over too well with her son.”

Have participants share some of the strategies they heard at work in the think-aloud and in their own inferring. Generate a definition for inferring using this information. Compare your definition with the one on slide 19 from the revised curriculum for language.

## **After: Inferring Across the Grades**

**15 minutes**

Have participants work in pairs to analyse the expectations in the revised curriculum for language that deal with inferring across the grades using Teacher Resource 4. Have one person highlight the knowledge and the other person highlight the skills found in each expectation for a particular grade. Use highlighters of two different colours to differentiate the knowledge and the skills. As a group, discuss the aspects of making inferences found in these expectations.

## **Classroom Inquiry**

**15 minutes**

Have participants add information to their KWL charts, including the questions that they wish to pursue. Ask participants to think about one of these questions in the context of their classrooms and come back to the next session prepared to share what was learned.

## Session 2 – Thinking Aloud

### PowerPoint Slides 27 to 46

#### Overview

Through the use of Save the Last Word for Me and a video clip demonstrating a think-aloud lesson of a read-aloud text, this session will build on participants' understanding of the forms and purposes of different comprehension strategies. Criteria to guide the selection of junior resource materials will be discussed and links to *The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario* and *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One*, will be made.

#### Goals

- Introduce the notion of comprehending as a problem-solving activity.
- Introduce the idea of using strategies in an integrated fashion with some in the foreground and others in the background.
- Introduce high-yield strategies for accountable talk.
- Introduce a range of texts to engage junior students.
- Develop criteria for choosing engaging texts for the purpose of inferring.
- Model a range of assessment practices for use in junior classrooms.

#### Required Materials

- Session 2 PowerPoint (slides 27 to 46)
- completed KWL sheet from Session 1
- Teacher Resource 5 – Excerpt from *Teaching for Deep Comprehension*
- Teacher Resource 6 – Demonstration Lesson Plan: Think-Aloud – Grade 6
- Teacher Resource 7 – Linking to Ministry Guides
- Teacher Resource 8 – Exit Slip
- one highlighter for each participant

- copies of *The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario* and *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One*
- examples of junior texts to illustrate selection criteria

## **Suggested Time Line**

- 75 minutes

### **Chatting about Classroom Inquiry**

**5 minutes**

Ask participants to refer to the questions they identified on the KWL chart in Session 1. Using a think-pair-share strategy, have participants reflect on the question they pursued back in the classroom and share any implications their conclusions might have on their practice with the larger group.

### **Before: Can You Teach Comprehension?**

**20 minutes**

Use slides 28, 29, and 30 to summarize the collective insights from the last session, highlighting how different comprehension strategies are used to make meaning from implied and explicit messages.

Use the strategy Save the Last Word For Me and the excerpt from *Teaching for Deep Comprehension* found in Teacher Resource 5 to facilitate discussion of the question, Can you teach comprehension? In Save the Last Word For Me, participants individually read the selected material, highlighting two or three key points. Moving around the table in a round-robin fashion, each person has a chance to make a comment about the highlighted point, but the last word is saved for its originator. Discussion continues in this round-robin manner until everyone has been able to share a highlighted point. Participants are encouraged to avoid any cross talk at the table during the initial discussion of each highlighted point.

Deconstruct the strategy by discussing how it supported accountable talk.

## **During: Video Clip – Thinking Aloud About Inferring**

**30 minutes**

Introduce the video clip by saying:

“In the following video clip, we will watch a Grade 6 teacher conducting a think-aloud lesson using *Two Frogs* by Chris Wormell. We will see the teacher modelling the use of comprehension strategies as he makes inferences throughout the text. During the think-aloud, students will record one thing said by the teacher on each of four sticky notes distributed to them before the start of the lesson. Following the think-aloud, the students will be asked to share their sticky notes with a partner before sorting the notes into categories according to comprehending strategy. The students will then represent the teacher’s thinking on a graphic organizer in order to generate a definition of inferring. The students will do a gallery walk to look at the various graphic organizers.”

Watch the video clip once in its entirety. Encourage participants to listen for language that indicates when an inference is being made. Have the participants discuss their initial reactions to what they viewed with a partner.

Give participants the lesson plan found on Teacher Resource 6. Ask participants to look for examples of language used to indicate when an inference is being made. Compare participants’ highlighting to slide 39.

### **Viewing the Video Clip for Deeper Understanding**

Divide the participants into three groups to watch the video clip for a second time. Assign each group to comment on one of the following to guide their viewing:

the choice of text;

the process of creating the graphic organizer;

the assessment strategies used.

Participants will record their observations in the first column of the graphic organizer found in Teacher Resource 7.

## **After: Linking to Ministry Guides**

**15 minutes**

Ask participants to look for evidence from *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario* and *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One*, to validate their observations. This information will be recorded in the second and third columns of the graphic organizer in Teacher Resource 7.

Have participants form small groups to discuss what kind of learning is most significant to their teaching. This significant learning as well as appropriate page references from the documents should be shared with the larger group. Space is provided on the back of Teacher Resource 7 for participants to make notes on this important information.

In addition to the ideas raised by the group regarding the choice of text, information is provided on slides 43 to 45 to describe criteria for selecting resources for the junior classroom.

## **Classroom Inquiry**

**5 minutes**

Prior to ending the session, ask participants to complete an exit slip (Teacher Resource 8), using the sentence stem: “I wonder ...”. This will form the basis of their classroom inquiry to follow up on during the next session.

# Session 3 – Co-teaching a Shared-Reading Lesson

## PowerPoint Slides 47 to 65

### Overview

In this session, the focus will be on providing justification or proof for inferences made in a variety of contexts. Participants will observe teachers and students jointly constructing a graphic organizer that helps readers connect the invisible information in their heads with the visible information found in the text.

### Goals

- Model the use of comprehension strategies in an integrated fashion with inferring in the foreground.
- Introduce high-yield strategies for accountable talk.
- Provide evidence of the gradual release of responsibility.
- Model the co-construction of graphic organizers.
- Provide direct links to professional readings.

### Required Materials

- Session 3 PowerPoint (slides 47 to 65)
- Teacher Resource 9 – A Look at *Teaching for Comprehending and Fluency*
- Teacher Resource 10a – Shared-Reading Demonstration Lesson: Fiction Text – Grade 4
- Teacher Resource 10b – Anecdotal Record
- Teacher Resource 11 – Say Something
- one sticky note per person
- one sheet of chart paper

### Suggested Time Line

- 75 minutes

## **Chatting About Classroom Inquiry**

**5 minutes**

Have participants pair up with someone who enjoys watching the same type of television programs to discuss the inquiry question about comprehension they took back to their classroom from last session.

### **Before: *Teaching for Comprehending and Fluency***

Have participants read over the review of *Teaching for Comprehending and Fluency* by Gay Su Pinnell and Irene Fountas. Encourage participants to highlight the key information that has been shared in the previous sessions. Compare participants' highlighting with slide 51.

### **During: Shared Reading in Action**

**30 minutes**

Review the gradual release of responsibility outlined on slide 54. Discuss the role of shared reading using the quote on slide 55. Have participants read the quote silently to themselves picking out a key word or phrase. Encourage participants to join in on the reading aloud of the quote when their key word or phrase comes up. This is one method of engaging participants in shared reading.

Introduce the series of video clips by saying:

“In this series of video clips, you will observe a literacy coach and classroom teacher guiding students in the joint construction of a graphic organizer showing inferences made on a piece of fictional text used in multiple shared reading lessons. You can find a summary of this lesson in Teacher Resource 10a.”

Divide the group into partners. After watching the first segment of the video clip, have the partners turn to each other and say something about the clip. Use this same strategy for each of the four segments of the series. Participants may want to record their observations using Teacher Resource 11 prior to saying something.

Use slide 63 to review key information about shared reading.

## **After: Additional Viewing Options**

Two additional viewing options are available to participants:

Option #1 – The literacy coach and a student use a graphic organizer as the basis for a reading conference. Have participants use Teacher Resource 10b to record their own anecdotal notes about this conference while viewing the clip.

Option #2 – The literacy coach and her grade partner debrief the lesson. Have participants listen for the ways that the teacher plans to use the gradual release of responsibility to supplement this teaching.

### **Classroom Inquiry**

**5 minutes**

Ask each participant to jointly construct a graphic organizer with his or her class. Encourage participants to bring samples of these graphic organizers back to the next session for sharing and discussion.

# Session 4 – Moving into Independent Reading

## PowerPoint Slides 66 to 85

### Overview

In this session, participants will reflect on the way they use inferring along with other comprehension strategies to interpret overt/explicit and implied messages when reading/viewing nonfiction text. The video clips in this session demonstrate how students can use graphic organizers to help them understand the thinking behind their inferences. Implications for literacy assessment are a focus, and the features of nonfiction text are explored more deeply.

Time Line: 60 minutes

### Goals

- Model the use of comprehension strategies in an integrated fashion with inferring in the foreground.
- Introduce high-yield strategies for accountable talk.
- Model the use of graphic organizers.
- Introduce the concept of critical literacy.
- Make direct links to professional readings.

### Required Materials

- Session 4 PowerPoint (slides 66 to 85)
- Teacher Resource 12a – Demonstration Lesson Plan: Reading Nonfiction – Grade 4
- Teacher Resource 12b – Demonstration Lesson Plan: Reading Nonfiction – Grade 6
- Teacher Resource 13 – Comprehension Strategies Checklist Rubric
- Teacher Resource 14 – 3-2-1 Graphic Organizer
- Teacher Resource 15 – Scavenger Hunt

- Teacher Resource 16 – A Look at *Nonfiction in Focus*
- Teacher Resource 17 – Here’s What! So What? Now What?
- copies of *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario* and *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One*
- chart paper
- markers

## **Suggested Time Line**

- 75 minutes

### **Chatting About Classroom Inquiry**

**5 minutes**

Have participants do a gallery walk to look at the different graphic organizers jointly constructed with students after the previous session. Have participants share one teaching tip resulting from what they learned while constructing these graphic organizers with the students.

### **Before: What Are You Inferring?**

**5 minutes**

Use slide 69 to show a collage of different images and information about technology. Participants will be asked to metacognitively think about the inferences they are making and the strategies they are using to make these inferences. Using think-pair-share, have participants discuss how the overt/explicit and implied messages associated with the collage demand different comprehension strategies. Connections to the Media Literacy strand of *The Ontario Curriculum, Grades 1–8: Language, 2006*, will be made.

### **During: Videoclips: Moving into Independent Reading**

**30 minutes**

Introduce the video clips by saying:

“In the following video clips, we will see students making use of their graphic organizers to help them understand the thinking behind their inferences in both social studies and science.”

Watch the video clips in their entirety and then choose one video clip to view for deeper understanding. Lesson plans are provided for both lessons on Teacher Resource 12a and Teacher Resource 12b.

## **Viewing the Video Clip for Deeper Understanding**

Choose one of the two video clips to view for deeper understanding. Watch the chosen video clip again. Divide the participants into three groups. During a second viewing of the chosen video clip, have one group record three interesting points, have one group note two connections they are making to their own teaching, and have the last group record one question they still have on Teacher Resource 14.

Complete a 3-2-1 Chart with the whole group.

## **After: Comprehending Nonfiction**

**20 minutes**

Have participants work with a partner to create a scavenger hunt for key ideas to teach comprehension strategies for nonfiction text using *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario* (pp. 61–77) and *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One* (pp. 36–41). This activity (Teacher Resource 15) will help participants find references to the use of comprehension strategies with nonfiction texts found in these documents.

Slides 75 to 84 summarize this discussion as well as raising issues of construction, bias/intent, audience, and form. An introduction to critical literacy will be given. Participants will be given a copy of the page from the review of *Nonfiction in Focus* (Teacher Resource 16).

## **Classroom Inquiry**

**5 minutes**

Ask participants to complete *Here's What! So What? Now What?*, the graphic organizer in Teacher Resource 17, to begin to plan how they might incorporate the teaching or use of comprehension strategies into a content area. Participants should be prepared to share their insights at the start of the next session.

# Session 5 – The Reading/Writing Connection

## PowerPoint Slides 86 to 100

### Overview

The focus in this session will be on establishing clear links between reading and writing by having students analyse and write dialogue. There will also be an emphasis on having students write dialogue that contains both explicit and implicit details. Students will learn the meaning of the word “idiom”.

### Goals

- Review the use of comprehension strategies in an integrated fashion with inferring in the foreground.
- Introduce new strategies for accountable talk.
- Establish links between oral communication, reading, and writing.
- Encourage goal-setting to improve practice.

### Required Materials

- Session 5 PowerPoint (slides 86 to 100)
- Teacher Resource 18 – Storytelling Between the Lines
- Teacher Resource 19a – Demonstration Lesson Plan: Writing Dialogue – Grade 5
- Teacher Resource 19b – Writing Explicit/Impact Dialogue Checklist
- Teacher Resource 20 – The Four Roles of the Developing Junior Writer
- Teacher Resource 21 –Establishing Next Steps
- chart paper and markers

### Suggested Time Line

- 70 minutes

## **Before: Chatting About Classroom Inquiry**

**5 minutes**

Have participants find someone who taught or used comprehension strategies in the same subject area. Have the participants share their insights about teaching literacy across the curriculum.

## **Storytelling Between the Lines**

**20 minutes**

Participants will need to work in pairs for this storytelling activity. Have each pair choose one of the sentence strips found in Teacher Resource 18. Partners should read and discuss the possible characters and plot in their particular scenario. Encourage participants to brainstorm what might happen next, based on their inferences. Ask each pair to write two lines of dialogue to demonstrate their inferences about the characters and plot.

Share a few examples of the dialogue with the group to see if the group can determine the original scenario.

Review the anchor chart outlining the characteristics of effective dialogue, stressing the use of both implicit and explicit details. Discuss the conventions of writing dialogue, including proper punctuation. Brainstorm a list of common idioms.

## **During: The Reading/Writing Connection**

**30 minutes**

Have the participants read the Grade 5 lesson plan in Teacher Resource 19a. Have participants turn and talk to a partner about the lesson plan after the initial reading. Share the insights as a group.

Divide the participants into groups of four to complete the Four Roles of the Developing Junior Writer graphic organizer in Teacher Resource 20 when they analyse the lesson plan for a second time. Have each member of the group carefully analyse the lesson plan in order to determine how the students might be assuming each of the following four roles:

- meaning maker
- text crafter

- text user
- text analyser

There is general information on the graphic organizer to highlight as well as space to record other information.

Have group members share their observations with each other.

### **After: Planning Next Steps**

**15 minutes**

In small groups, have participants brainstorm a list of possible answers to the question, “To help our students infer more effectively, we could ...”. Using the strategy known as ranking ladder, encourage each participant to choose a maximum of four next steps and rank them in order of future implementation. Participants can use Teacher Resource 21 to complete this task. Encourage participants to use the ranking ladder to help them implement the knowledge and skills gained in this professional learning module.

### **Bringing Closure**

Thank the participants for their participation in this professional learning module on inferring.

Discuss the additional professional learning opportunities listed on the final slide.

## Resources and References

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