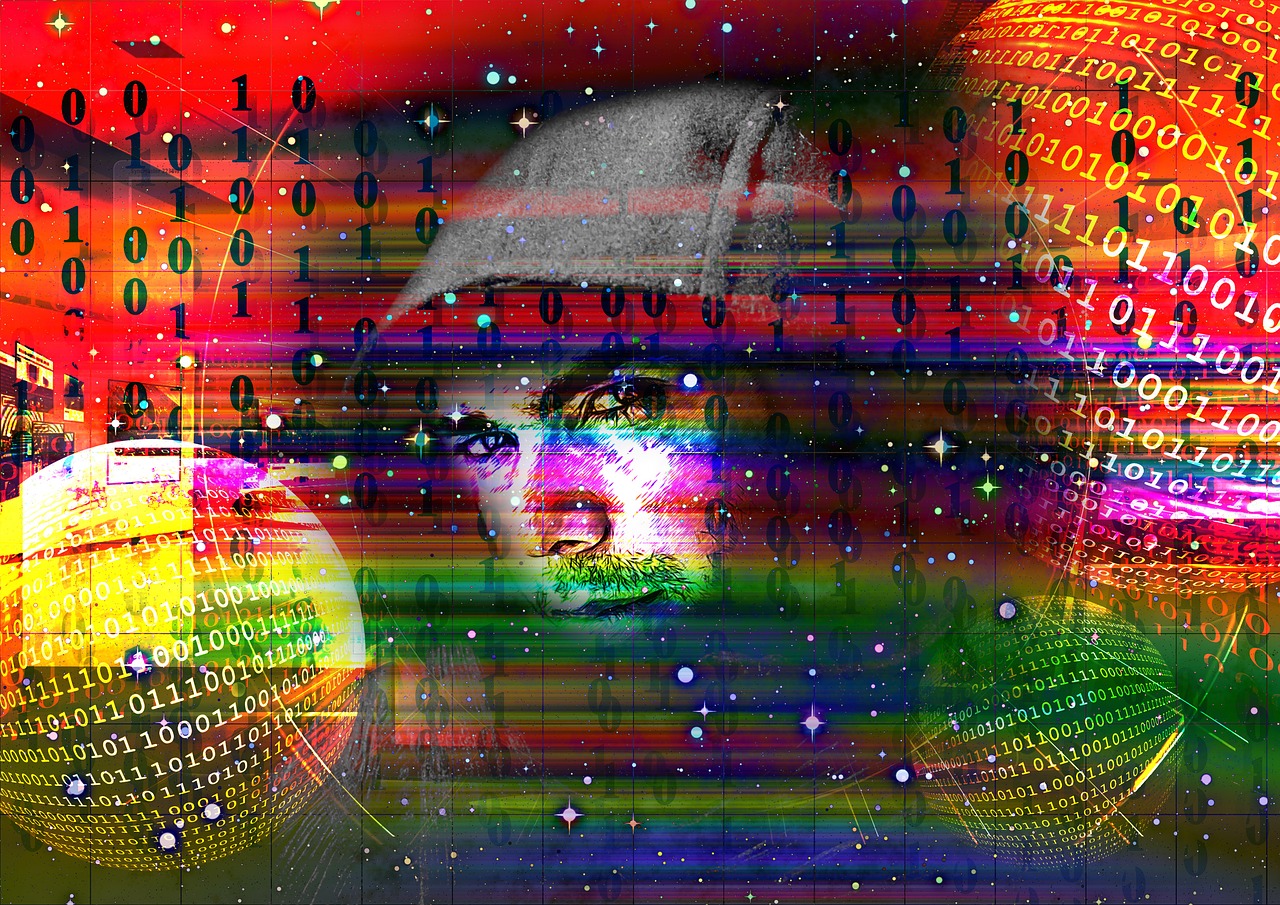
Name: Class:

Computer Science teacher (initials):

Are there hidden computers in my home?

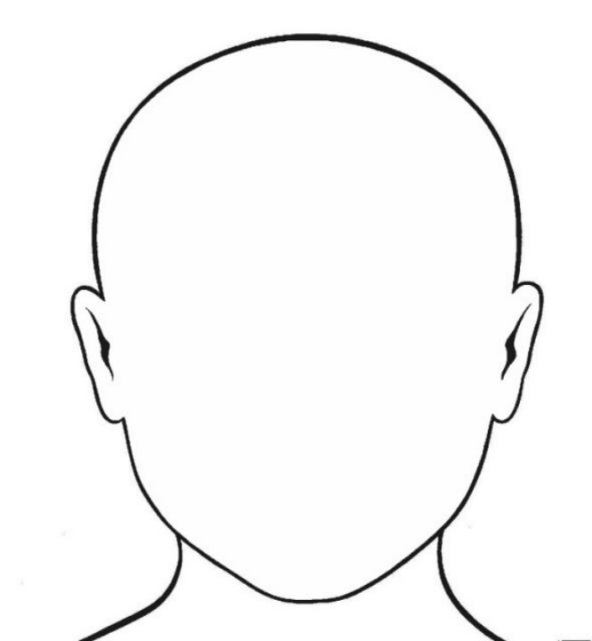


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What computers do I have / know about?

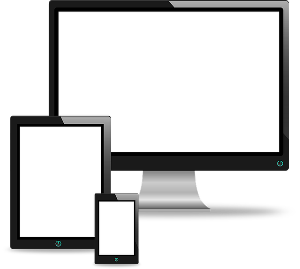
Do my computers have anything in common?



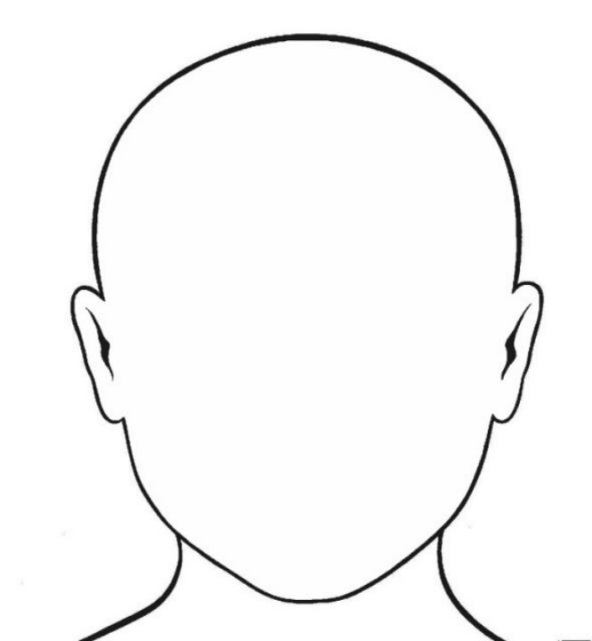
**Computer**

Anything else I know that might be useful:

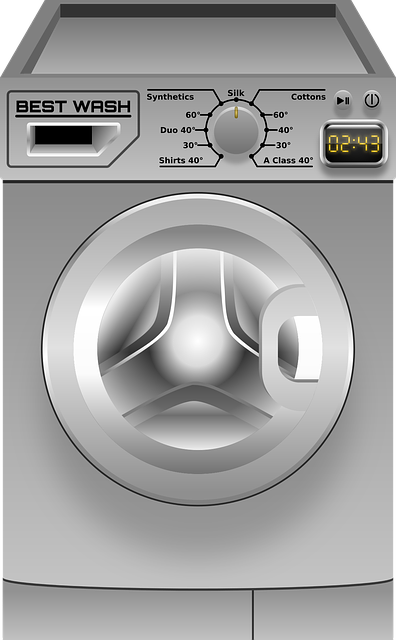
**What do I think I already know about different computers?**

****

What computer hardware do I know?



**Hidden computers?**

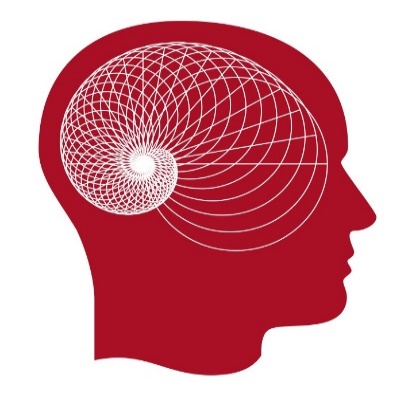


**What things in my home might contain a hidden computer?**

For example:  
my washing machine?

What questions do I need to ask to help me to answer the **inquiry question:**

**Are there hidden computers in my home?**



**Why…?**

**What…?**

**How…?**

**If…?**

**When…?**

**Who…?**

**Where…?**

Which **three** of these questions would be the **most useful** in helping me to answer the inquiry question? Why?

will help me because

1. The question

will help me because

2. The question

will help me because

3. The question

**Investigative Journal**

Use the Resource Pack to make notes that will help you to answer your questions. *Put the ‘source number’ next to each piece of information to show where it came from.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Which of my question(s) am I trying to answer?** | **What information have I found?**  *Don’t forget that any direct quotes must be in quotation marks.* | Source number | **What does this tell me about computers?** |
|  |  |  |  |

**Investigative Journal (continued)**

Use the Resource Pack to make notes that will help you to answer your questions. *Put the ‘source number’ next to each piece of information to show where it came from.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Which of my question(s) am I trying to answer?** | **What information have I found?**  *Don’t forget that any direct quotes must be in quotation marks.* | Source number | **What does this tell me about computers?** |
|  |  |  |  |

**Investigative Journal (continued)**

Use the Resource Pack to make notes that will help you to answer your questions. *Put the ‘source number’ next to each piece of information to show where it came from.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Which of my question(s) am I trying to answer?** | **What information have I found?**  *Don’t forget that any direct quotes must be in quotation marks.* | Source number | **What does this tell me about computers?** |
|  |  |  |  |

**Investigative Journal (continued)**

Use the Resource Pack to make notes that will help you to answer your questions. *Put the ‘source number’ next to each piece of information to show where it came from.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Which of my question(s) am I trying to answer?** | **What information have I found?**  *Don’t forget that any direct quotes must be in quotation marks.* | Source number | **What does this tell me about computers?** |
|  |  |  |  |

**Investigative Journal (continued)**

Use the Resource Pack to make notes that will help you to answer your questions. *Put the ‘source number’ next to each piece of information to show where it came from.*

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| --- | --- | --- | --- |
| **Which of my question(s) am I trying to answer?** | **What information have I found?**  *Don’t forget that any direct quotes must be in quotation marks.* | Source number | **What does this tell me about computers?** |
|  |  |  |  |

**Computer Hardware Glossary**

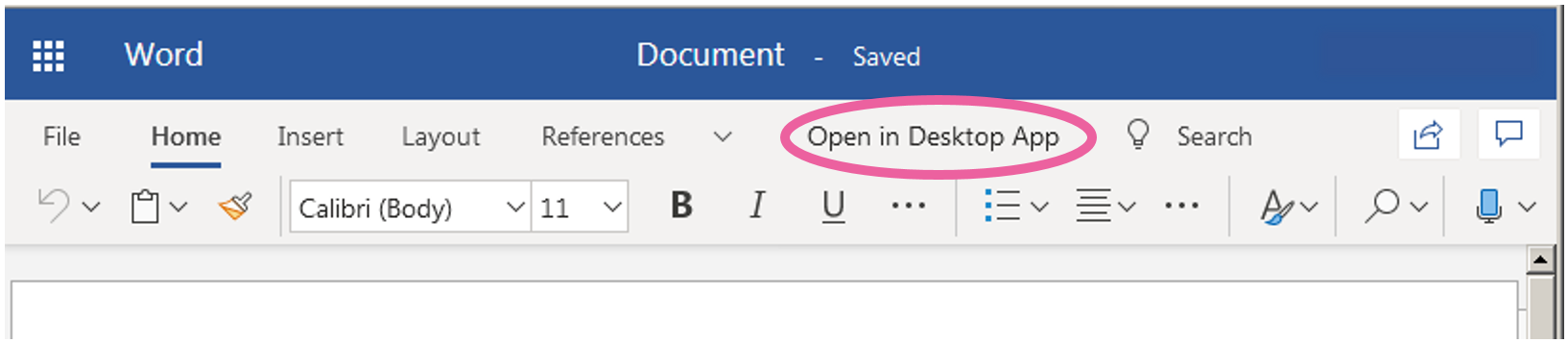
|  |  |  |
| --- | --- | --- |
| **Term** | **Meaning** | **Example of the term in use** |
| *Input* |  |  |
| *Output* |  |  |
| *Processing* |  |  |
|  |  |  |
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**Expressing my ideas**

Use everything you have done so far to help you to write an informative article about the inquiry question: **Are there hidden computers in my home?**

**Setting up my document**

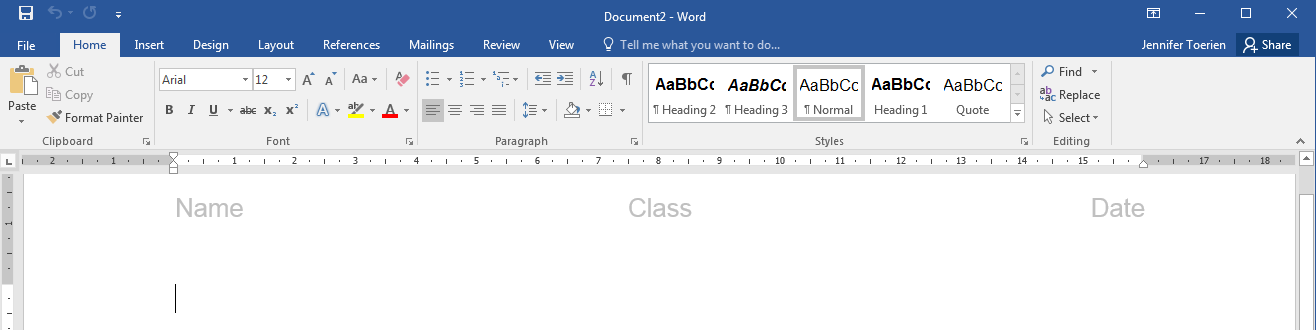
1. Open Word
2. If you have opened Word Online, rather than the Word application, click on “Open in Desktop App” on the top ribbon



1. Open the *Academic Writing Template* by choosing:

|  |  |  |
| --- | --- | --- |
| File -> | New-> School Templates-> | Academic Writing Template |
|  |  |  |

1. Double click in the header and add your name, date and class



**Saving my work**

1. **Before** you start typing, save your document in the Computer Science folder in your Work Drop Box W:\Computing
2. Give it a sensible name, like *Hidden Computers Inquiry DRAFT 1*

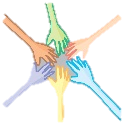


Time to start writing…

Print out your first draft and stick or staple it here

**Redrafting:** In response to feedback

Now that you have written a first draft, work with a partner to improve it. Give your workbook to your partner and try to judge how informative each other’s work is. Fill in the page below **in your partner’s workbook**.



Name of person **commenting**:

**Factual Information**: How much factual information did your partner present about computers? Give examples.

*Think about: Did they: define a computer? Define parts of a computer?*

|  |
| --- |
| **Facts presented (in brief)** |
|  |
|  |
|  |
|  |
|  |

**Inference:** How did your partner build upon the facts they found to draw new conclusions?

*Think about: Have they been able to write about devices in their home that they think are computers? Have they been able to present good reasoning based on facts presented earlier?*

|  |  |
| --- | --- |
| **Device** | **Quality of reasoning (how convincing are they?)** |
|  |  |
|  |  |
|  |  |

**General comments:** (to be completed by the person **commenting** on the opening)

|  |
| --- |
| I thought this worked really well in your first draft…. |
|  |
| I think your next draft would be even better if… |
|  |

Now give your comments back to the person who **wrote** the opening

Print out your second draft and stick or staple it here

**Reflecting on the Unit**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Did connecting what I *already* know about computers / types make it easier to start researching? | | |
| Much easier | A bit easier | Made no difference |
| Explain and/or give an example | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Did the questions my group wondered about **before** we started reading the articles give me ideas about what I wanted to look for in the articles? | | |
| Lots of ideas | Some ideas | Made no difference |
| Explain and/or give an example | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Did the articles I read during my investigation help me to learn about computer hardware? | | |
| Helped a lot | Helped a bit | Made no difference |
| Explain and/or give an example | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Did the time I spent constructing (answering *what does this tell me about computers?*) make it easier to write my first draft? | | |
| Much easier | A bit easier | Made no difference |
| Explain and/or give an example | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Did the feedback my partner gave me help me to make my second draft better than my first? | | |
| Helped a lot | Helped a bit | Made no difference |
| Explain and/or give an example | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Do you think working through the FOSIL Cycle helped you to write a better article than if you had just written it in the first lesson? | | |
| Helped a lot | Helped a bit | Made no difference |
| Explain and/or give an example | | | |