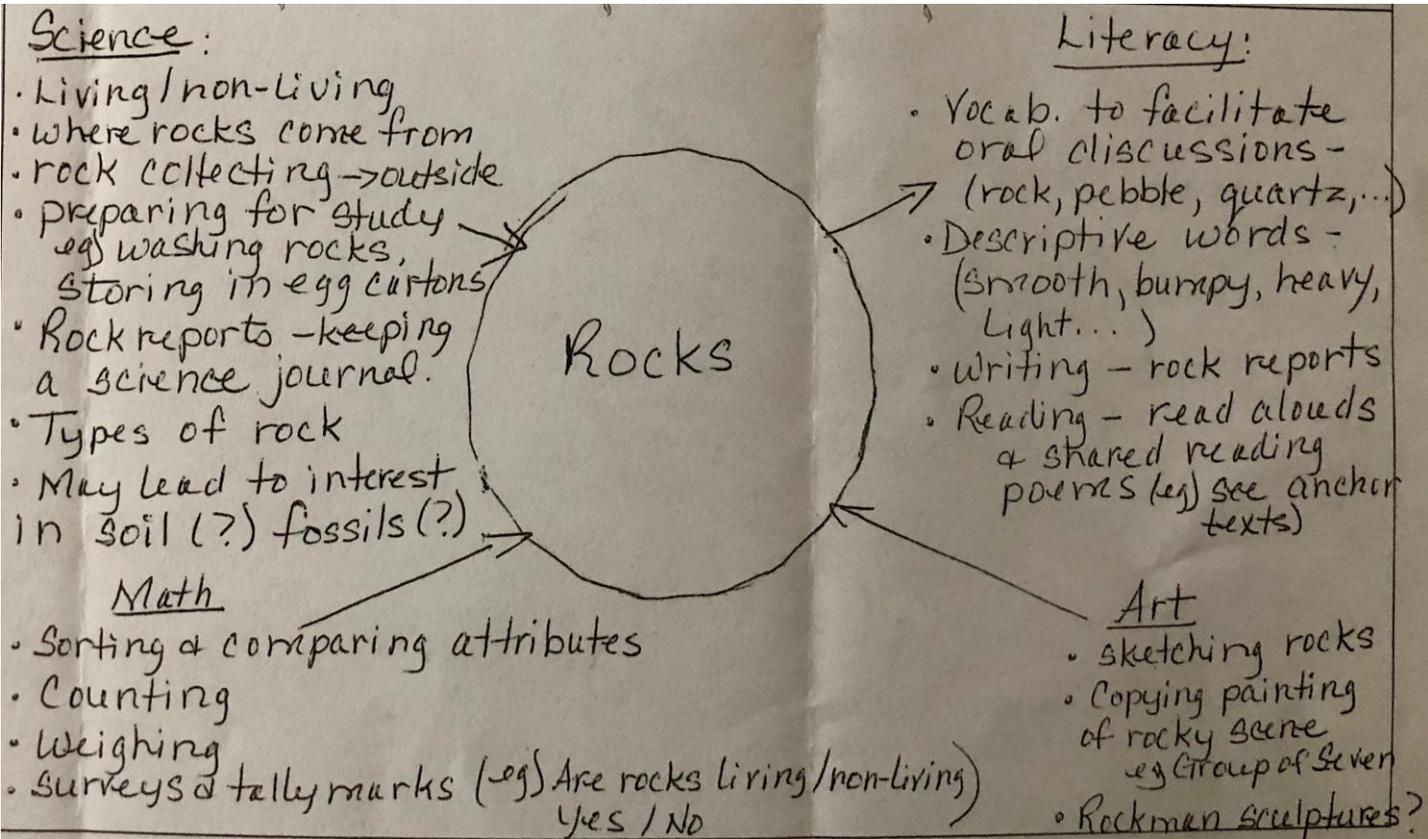


**Inquiry Plan Template - KINDERGARTEN**

<b>Name: Sample Plan</b>	
<b>Inquiry Question</b>	
<p><i>What is the question and/or big idea driving this inquiry? (e.g., Why does snow melt?)</i></p> <ul style="list-style-type: none"> <li>• Big ideas: Rocks are solid. Rocks are not man-made. Rocks are diverse.</li> <li>• Key Inquiry Questions: What do rocks look and feel like? Are rocks living? Where do rocks come from?</li> </ul>	
<b>Description</b>	<b>Learning Opportunities</b>
<p><i>Describe the inquiry that is developing or in progress.</i></p> <p>The students had been noticing all the rocks laying in the schoolyard after the Spring melt.</p> <p>During this inquiry, the students will have the opportunity to explore, handle, collect and think deeply about rocks.</p>	<p><i>Create a web/list of possible learning opportunities for this inquiry. This web/list is intended to be fluid with ideas added/ revised throughout the inquiry and in consultation with the associate teacher. Indicate WG for whole group ideas and SG for small group ideas.</i></p> 
<b>Who is involved?/Anchor Texts</b>	
<p>Curiosity about the spring melt began with a group of 5 children [names removed here for confidentiality] but has spread to the majority of the class.</p> <p><b>Anchor Texts:</b></p> <ul style="list-style-type: none"> <li>• If You Find a Rock</li> <li>• Let's Go Rock Collecting</li> <li>• Rocks and Soil</li> <li>• If Rocks Could Sing</li> <li>• The Gift of the Inuksuk</li> </ul>	

**\*Repeat this page of the inquiry plan as needed based on each new idea you develop from the web/list above.**

**Date(s)/Day(s) # of Inquiry:** May 3<sup>rd</sup>, 2018 (Day 1); May 4<sup>th</sup>, 2018 (Day 2)

Learning Opportunity	Materials and Space Needed
<p><b><i>What is the learning opportunity I plan to implement from the above web/list (following a discussion with my associate teacher)?</i></b></p> <p>Free Exploration of a rock provocation set up at the Discovery Centre.</p>	<ul style="list-style-type: none"> <li>• Collection of rocks, various sizes</li> <li>• Variety of rocks and minerals books from school library</li> <li>• Magnifying glasses</li> <li>• Sketching paper, pencils and coloured pencils</li> </ul>
	<p><b>Observations</b></p>
	<p><b><i>What did I notice the learners doing, saying, and representing? Include examples (process and product). How will I document the learning?</i></b></p> <ul style="list-style-type: none"> <li>• Students were examining the rocks through the magnifying glasses. They were noticing the size, colour and texture of the rocks; a few students noticed the weight.</li> <li>• Many used the paper provided at the Discovery Centre to sketch pictures of the rocks and share their ideas. J focused on the number of rocks at the table and represented all of them on the sketch paper provided. S picked the heaviest rock to sketch. D played with the sounds the rocks made when hitting them against the table. In particular, D noticed that a brown river stone rock was louder than a purple amethyst rock, and that small pieces broke off the purple rock. T observed that some rocks were smooth and others were bumpy.</li> </ul>
	<p><b>Expectations</b></p>
	<p><b><i>What is the most significant learning demonstrated? What overall expectations are being addressed?</i></b></p> <ul style="list-style-type: none"> <li>• OE 1: Communication in a variety of ways, contexts and for a variety of purposes</li> <li>• OE 9: Demonstrate literacy behaviours that enable beginning readers to make sense of texts.</li> <li>• OE 10: Demonstrate literacy behaviours that enable beginning writers to communicate.</li> <li>• OE 11: Demonstrate an understanding of materials read by and with the educator team.</li> <li>• OE 13: Use the processes and skills of an inquiry stance [i.e. questioning, planning, predicting, observing and communicating]</li> <li>• OE 14: Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions and representations of their findings.</li> <li>• OE 22: Communicate their thoughts and feelings, and their theories and ideas through various art forms.</li> </ul>
	<p><b>Next Steps</b></p>
<p><b><i>How will I respond to, extend, challenge, and support learning?</i></b></p> <ul style="list-style-type: none"> <li>• Read “If You Find a Rock” by Peggy Christian and Barbara Hirsch Lember [Day 3]. Take children on a walk to find examples of the rocks in the book (possibly read story outside). Encourage children to find a rock and describe it.</li> <li>• Begin an “I See/I Think/I Wonder Chart to use on a walk.</li> <li>• Look into other possible books to support wondering about rocks, including offering an Indigenous perspective - e.g. “Everybody Needs a Rock” by Byrd Baylor &amp; Peter Parnell. Provide opportunities to learn about the significance of rocks in our local community – e.g. Bell Rock on Manitoulin Island (YouTube:</li> </ul>	

<https://www.youtube.com/watch?v=RQMjJDkGx5c>). Learn more about Dreamer’s Rock, which is also on Manitoulin Island.

- Read “Sam and Dave Dig a Hole” by Mac Barnett and Jon Klassen as a possible lead-in to digging for rocks in the sand table (or even in a space outdoors to see what they discover). Students can first predict and then label/sort what they find.

### Reflections

*What am I learning from my observations of the learners’ words and actions? What are the next steps for learning? What are my next steps? What am I wondering about professionally?*

- There is enough student interest to continue with the inquiry project. The children continue to share observations of rocks and visit the Discovery Centre throughout the day. With each new rock I bring in (or they bring from home) they are making comparisons and building upon their observations and questions. I will continue to document what the children are saying, doing and representing.
- There are some misconceptions about rocks [e.g. thinking shiny bits in the rocks are ‘diamonds’]. As a next step, find some nonfiction books and information to explore what the “shiny bits’ are and why they are in the rocks.
- Are students aware of whether rocks are typically considered to be non-living? I always considered rocks to be non-living but this inquiry has also brought about new learning for me – e.g. a colleague shared with me that Indigenous people believe rocks to be living.