

APPENDIX 2

Planning an Inquiry

Overall Expectations	
Assessment Tools and Strategies	
Big Ideas	
Essential Questions	
Focus for Learning Possibilities	

APPENDIX 3

Overall and Specific Expectations	Assessment
<p>Personal and Social</p> <ul style="list-style-type: none"> • <i>demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community</i> • <i>demonstrate an awareness of their surroundings</i> • <i>demonstrate the ability to take turns in discussions</i> • <i>recognize people who work in the community, and talk about what they do</i> 	<p>Observations</p> <p>Transcripts of children’s conversations/discussions</p> <p>Work samples (e.g., drawings)</p> <p>What are children:</p> <p style="padding-left: 40px;">Saying?</p> <p style="padding-left: 40px;">Doing?</p> <p style="padding-left: 40px;">Showing?</p>
<p>Science and Technology</p> <ul style="list-style-type: none"> • <i>demonstrate an awareness of the natural and human-made environment through hands-on investigations, observations, questioning, and sharing of their findings</i> • <i>conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating)</i> • <i>demonstrate an understanding of and care for the natural world</i> • <i>describe natural occurrences using their own observations and representations</i> • <i>pose questions and make predictions and observations before and during investigations</i> 	<p>Observations</p> <p>What are children:</p> <p style="padding-left: 40px;">Saying?</p> <p style="padding-left: 40px;">Doing?</p> <p style="padding-left: 40px;">Showing?</p> <p>Transcripts of children’s conversations/discussions</p> <p>Work samples (e.g., drawings)</p> <p>Photographs</p> <p>Audio and Video tapes</p>

Big Ideas and Essential Questions	Inquiry - Focus for Learning
<p>What is Community?</p> <p>What do I do in this community?</p> <p>How do my actions impact on others?</p> <p>What things might we see in our community?</p> <p>Who works in the school/neighbourhood?</p> <p>What jobs are there?</p> <p>What kinds of stores are there?</p> <p>How can we show what we learned, and how can we keep track of it?</p>	<p>* The following are a few examples. As the inquiry unfolds more examples are added to the plan.</p> <ul style="list-style-type: none"> • Find school on maps/"Google maps" • Go on weekly neighbourhood or community walks, sometimes with a focus • Take digital photographs to document the experience and as a basis for later discussion, have children take the photographs
<p>What do you notice?</p> <p>What do you think will happen? Why do you think that is happening? What makes you think that?</p> <p>Where are the green spaces/parks? What do people do there? What would happen if we didn't have green spaces?</p> <p>Where do we see signs of something changing? Why are changes occurring?</p> <p>What can I do to take care of the school/neighbourhood/community?</p>	<p>Essential questions are asked about the community.</p> <p><i>What do you think we will see on our walk? What makes you think that?</i></p> <p><i>What do you notice about ...? (e.g., the vehicles, the trees, buildings? Noticing is based on what children are saying on their walk.)</i></p> <p><i>After the walk – Did we see what we thought we would see? Why didn't we see ...? What was missing? (Make a new list before going out again.)</i></p> <p>If we go on the walk again, will we see the same things?</p> <p>Take photographs and sort the pictures into categories. <i>What are the children's thoughts?</i></p> <p>Discuss other ways to keep track of information.</p> <p>Look at different maps of the community. Create own maps of walks.</p> <p><i>What can we do to take care of our school/community?</i></p>

Overall and Specific Expectations	Assessment
<p>Language</p> <ul style="list-style-type: none"> • <i>communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts</i> • <i>demonstrate understanding and critical awareness of a variety of written materials that are read by and with the educator</i> • <i>use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials</i> • <i>demonstrate a beginning understanding and critical awareness of media texts</i> 	<p>Observation Survey of early literacy</p> <p>Anecdotal Notes</p> <p>Drawings</p> <p>Writing Samples</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • <i>demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships</i> • <i>describe, sort, and classify</i> • <i>sort, classify, and display a variety of concrete objects, collect data</i> 	<p>Photographs</p> <p>Checklist</p> <p>Anecdotal Notes</p> <p>Conferencing</p> <p>Self-Assessment</p>
<p>The Arts</p> <ul style="list-style-type: none"> • <i>demonstrate an awareness of themselves as dramatic artists and dancers through engaging in activities in drama and dance</i> • <i>communicate their ideas through various art forms</i> 	<p>Work samples</p>

Big Ideas and Essential Questions	Inquiry - Focus for Learning
<p>What signs, letters, and words do we see in our community?</p> <p>Why do we have signs?</p> <p>What would happen if we didn't have signs?</p> <p>What do you notice about the words?</p> <p>Where do we see people reading?</p> <p>What are they reading?</p> <p>Why do we write?</p> <p>What kinds of things do people write?</p> <p>Where can I find information and answers to questions?</p>	<p>Use shared reading and read aloud to add to information about community</p> <p>Use modeled writing, shared writing and independent writing to document experiences and record questions and information.</p> <p>Emphasis on non-fiction text (reading and writing through modeled and shared reading and writing).</p> <ul style="list-style-type: none"> • What makes these texts different from fiction? • Why and when are non-fiction texts useful? • What can we learn from pictures? What are the pictures/ signs telling us? • Go on community, school, or neighbourhood walks and pose essential questions in appropriate way for children.
<p>What shapes do you see around you? What do notice about the shapes on our walk?</p> <p>Where do you see patterns around you?</p> <p>How many different ways do we see, e.g., people traveling? How will we keep track?</p> <p>What is the same/different today ... as our walk ...?</p> <p>Where do we see numbers in our community? Why do we use numbers?</p>	<ul style="list-style-type: none"> • Go on community, school, or neighbourhood walk and pose essential questions. • Keep track of data in various ways and displaying data. • Prepare focused lessons, (e.g., sorting the objects found on the walk). • Graph the photographs taken.
<p>What are the sounds we hear in our neighbourhood? How are the sounds different?</p> <p>Where do we hear music?</p> <p>What moves? How does it move?</p> <p>Where do we find sculptures, paintings, photos?</p> <p>What do you notice about the photographs?</p>	<ul style="list-style-type: none"> • Provide materials for children to represent their ideas through visual arts (e.g., sketching, doing rubbings, collages of the sounds, patterns etc.), drama (e.g., in role as people who work), dance (e.g., as objects seen moving and at various tempos), and music (e.g., identifying sounds, pitch, and replicating sounds).