
Appendix 3

COI Curriculum Action Plan Checklist and COI Curriculum Action Plan Form

COI Curriculum Action Plan Checklist

Briefly review your COI Curriculum Action Plan form for the purpose of developing skill in each of these areas for building an emergent inquiry curriculum.

Checklist for Column I

Exploring hypotheses and questions

- Do your action questions pursue or speculate on your better understanding of what children might want to know, gaps in children's knowledge, a child's theory, observed problems, or limits to children's thinking?
- Will your questions lead children to pursue their own questions and theories?
- Do your action questions about recent play connect with earlier play?
- Do your action questions facilitate children to revisit and re-represent their previous experiences and learning?
- Will your action questions engage children in collaboration with peers and adults as a community of learners?
- Did you discover a thread of inquiry among a small group that can be explored with the whole group?
- Do your action questions link together into multifaceted explorations of one Big Idea?

Checklist for Column II

Developing provocation strategies

- Do your provocation ideas focus on the questions you posed for each action question?
- Did you introduce or shift the materials so that they afford increasing exploration for children to make their thinking visible through expressions with the materials, better understand their ideas, gain new perspectives, or learn properties of the materials?
- Did you plan statements that might provoke conversations among the children to further explore their thinking during the new play?
- Did you plan guiding questions to facilitate conversations among the children to further explore their thinking and/or pose their own question during the new play?

Cycle of Inquiry

Curriculum Action Plan

CAP

Tag:
Interpreters:

Date:

EXPLORE WHAT YOU WANT TO PURSUE WITH THE CHILDREN

This is divergent thinking. Be creative but stay grounded in your observations and speculations about the children's play. Looking back at your interpretations of their play, explore different ways to challenge, guide, or question the children to extend their play into the areas you think they are working with. These can become the emerging threads of the curriculum you are developing with the children.

Column I—Action questions: You develop your curriculum from questions you want to pursue about children's thinking or things you think the children want to understand. **Below, write 3 or more questions you could act on to develop threads in your curriculum. You are not creating a sequence of sessions. Each question represents one next possible session with children.**

Column II—Provocation strategies: You guide the curriculum by provoking thought—by providing opportunities and experiences, that deeply engage the children, draw forth their competencies and build mastery. **For each action question in Column I, record the materials and productive questions or statements you will use to guide a next play session centered on your action question. List the many diverse materials, along with several productive questions/statements, that will help children experiment with and extend their theories.**

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Check for Big Ideas. Before you begin planning, reflect on the questions you are pursuing with the children. Pull in the standards. From your perspective as a "knowledgeable other," do you see a bigger picture forming? Jot it down here.