
Appendix 4

COI Inquiry Provocation Plan Checklist and COI Inquiry Provocation Plan Form

COI Inquiry Provocation Plan Checklist

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

Framing implementation by aligning an action question with evidence of children's thinking

- Did you design an action question by revisiting and reframing your action questions in your Curriculum Action Plan form?
- Did you pinpoint evidence in your COI Observation Record form directly related to your question?
- Did you develop a rationale linking your thinking and reasoning about your action question to the children's thinking?
- Did you include a Big Idea that links this provocation to previous and possible future provocations? (The Big Idea you note here might clarify or reframe the Big Idea/s from your previous planning forms.)

Inquiry provocation plan: Materials, environment setup, and productive questions and statements

- Did you choose materials that afford increasing exploration for children to make their thinking visible through expressions with the materials, work toward a better understanding of their ideas, gain new perspectives, or learn properties of the materials?
- Did you design a way to set up the materials that will invite children to play and guide them in their play so that teachers do less and children do more?
- Will children be able to read your presentation of materials in a way that shows them how to enter and respond in relation to your action question?
- Did you design questions and provocation statements that will lead children to pursue their own questions and theories?

Procedures

- Did you organize a fully-developed procedure in which you considered
 - › How you will get children ready for the experience?
 - › How you will introduce the provocation processes, which might include materials, questions, conversations, modeling, listing, or diagramming?
 - › How you plan for the session with children to close?
- Did you describe how you will document the children's play?

Tag:
Planners:

Date:

BRING YOUR IDEAS INTO A PLAN

This is convergent thinking. Use the ideas you've generated from thinking about the children's play to create a planned intervention. Use enough details in each box so that another person could set up and guide the play session that you are planning.

AREA:

PARTICIPANTS:

DATE & TIME:

ACTION QUESTIONS: Keep your intentions clear.

Revisit your action questions. Which question or questions are you pursuing?
Do you see already see a clear thread emerging in the play?

GROUND THE PLAN IN YOUR OBSERVATIONS AND SPECULATIONS ABOUT THE CHILDREN'S THINKING.

RATIONALE: Look back at your observations, memos, and interpretations. Write an interpretation that states why you chose to pursue this action question with children.

EVIDENCE: Revisit the COI Observation Record form and copy selections that pinpoint the actions and words that helped you formulate your questions.

BIG IDEA

Check for Big Ideas. Before you begin planning, reflect on the questions you are pursuing with the children. Do you see a bigger picture forming? Try to see the ways that any of the threads you identify remain consistent from cycle to cycle. If you see a way they link together in any way—you likely have identified a Big Idea/s. Note your thoughts here.

BRING YOUR IDEAS INTO A PLAN

This is convergent thinking. Use the ideas you've generated from thinking about the children's play to create a planned intervention. Use enough details in each box so that another person could set up and guide the play session that you are planning.

DESIGN THE PROVOCATION. Align this with the questions you are pursuing with the children.

MATERIALS: Choose the materials for their affordances and their ability to provoke theory building in the children.

SETUP: Design the play environment to be the third teacher and to invite the children to explore. Write a description of how you will set up the environment so that the materials will guide this play session, so the children will know what to do as they read the set up. The goal is for the children to do more and for teachers to do less.

QUESTIONS: Think ahead about *the many* productive questions you might use when you interact with the children during their play.

OUTLINE YOUR PROCEDURES. Number the steps 1, 2, 3, etc.

How will you introduce the children to your provocation? Will you start with a focused small core group discussion or a focused classroom meeting with the whole class, invite children to explore the materials in a center, invite children to represent their thinking with the materials, enter into a dialogue with the children? These are some of the many strategies you might use. Think through what you will do, including **how you will document the play** so you can evaluate what happened and plan from it. Write your procedures so that another teacher could reasonably follow them.