Envisioning Possibilities: Planning on Paper

Our best planning comes from making predictions and creating conditions for students to engage in particular kinds of thinking (for example, strategies, skills, and content connections).

When planning demonstrations or engagements, it is critical to ask ourselves what kind of thinking, conversations, and learning strategies we want to promote.

Bringing Plans to Life

Curriculum is the transaction occurring among teacher, students, and resources within and across curricular structures; such as morning meetings, reading, writing, and math workshops, and units of study in the social and physical sciences.

Responsive teaching is about identifying patterns in kidwatching data and planning responsively for individuals, small groups, and for whole-class instruction. From kidwatching to curriculum, from moment to moment as well as planning ahead—the teacher designs minilessons deciding what or who to highlight during strategy sharing sessions.

Creating curriculum with and for children to help them think, work, and communicate as readers, writers, mathematicians, scientists, and social scientists by working within an apprenticeship model (working in front of, alongside, and behind students).

(Mills with CFI faculty, 2008)
## Beliefs that Underpin this Inquiry

## Questions to Frame this Particular Inquiry

## Method(s) or Investigation(s) that will Promote Authentic Inquiry

How might students learn the skillfulness of inquiry? Given the questions posed, would observations, interviews, experiments, surveys, controlled studies, or other methods best support this inquiry?

## Key Demonstrations and Engagements throughout this Inquiry

What are the primary teaching and learning strategies to be employed?
Envisioning a Possible Touchstone Experience

Just as touchstone texts are accessed throughout units of study in reading and writing workshop and revisited over and over again to deepen and broaden learning, touchstone experiences are foundational to units of study in the sciences and social sciences. Field studies, visits to the pond, author studies, summer inquiries, science experiments, teaching/learning projects, genealogy projects, and expert projects are a few examples of touchstone experiences. Given the key demonstrations and engagements planned, which one might best serve as a touchstone experience?

Strategies, Skills, Content, and Concepts to be Addressed through Demonstrations, Engagements, and Touchstone Experiences

What standards will be uncovered through this inquiry?

Strategies for Reflecting on and Documenting Learning

How might we demonstrate growth and change? What are our new questions?
Reflexivity: Studying Ourselves and the Implementation of this Unit of Study to Grow and to Change

How did it go? What do we want to hold onto? What do we want to revise?

Data Sources (Primary and Secondary) to Support this Inquiry:
Envisioning Text Sets with Books, Videos, and Artifacts, and Possible Collaborations with Related Arts and Technology

Possible Guiding Questions for Planning

Conceptual

• Perspectives: Which perspectives (reader, writer, mathematician, scientist, and/or social scientist) offer potential insights or strategies for investigating this unit of study i.e., What questions would a social scientist ask and how might she investigate this issue? What questions would a mathematician ask about this topic?
• Systems: What systems are involved in this unit and how are they related?
• Cycles: Are there cycles embedded in this unit of study? How might we gain a deeper understanding of the unit by investigating the natural and man-made cycles?
• Change: Has change occurred over time in relation to this unit of study? If so, how might studying the natural or man-made changes help us better understand the topic?
Unit of Study Planning Template

• Voice: Whose voice is heard or privileged? Whose voice is absent or silenced?
• Power: How might power structures help us better understand this issue?

**Pragmatic/Universal**
• Who developed the idea, invention, or concept?
• Why was the idea or invention created? What was the purpose of the invention give the context and culture of the time period?
• Where did the knowledge or information presented in the materials we are reading in this unit of study come from? Can we trust or believe it? Do we need to access multiple sources to triangulate our knowledge or understanding?
• Have common knowledge, beliefs, or understandings about this topic changed over time? What led to shifts in our beliefs or understandings?

**Personal Knowledge**
• Why does this knowledge or information matter to me?
• How has what I have learned during this unit changed me?

**Social Knowledge**
• Why does the knowledge I’m learning in this unit of study matter in the world?

**From Personal Knowledge to Social Action**
• So what?
• Now what? How might we take action on what we have learned during this unit of study?
• How might we show or demonstrate what we have learned during this unit to others?

(Mills 2013)