

Inquiry 探究

What is it?
是什么?

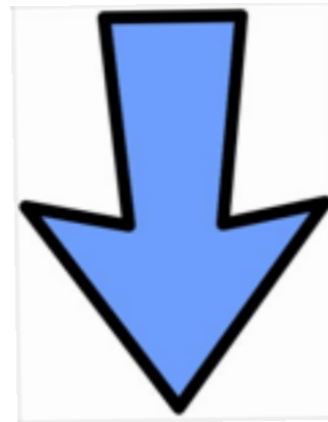


Traditional 传统的方式

Repeat and remember
重复并记住

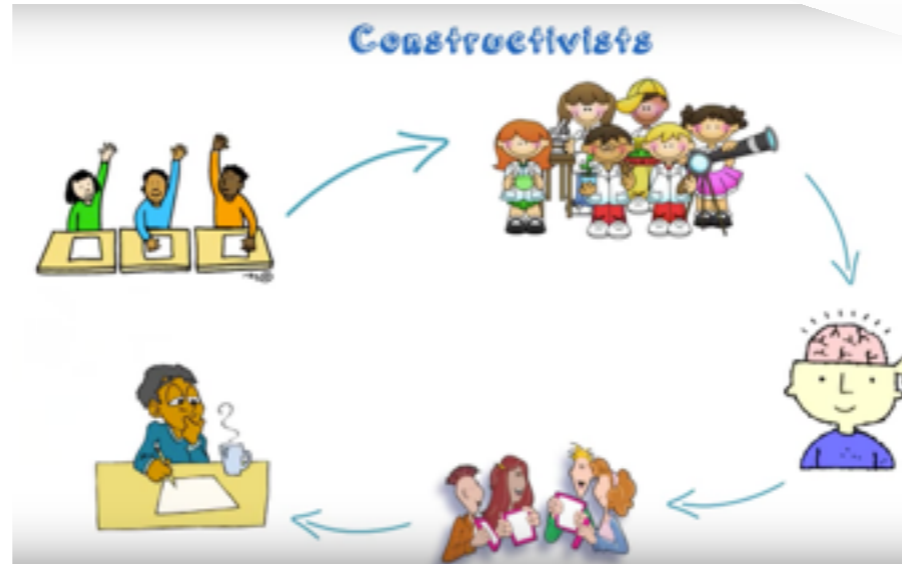


Listen to me
听我说



1 answer
回答

Starts with a question
 从问题开始



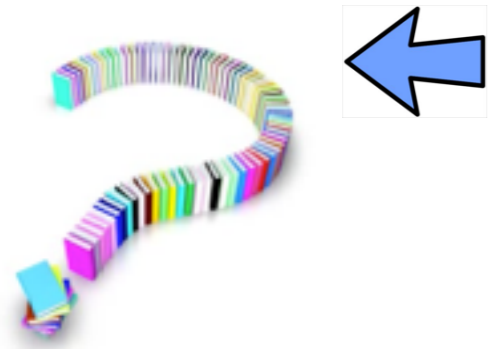
CONSTRUCTIVIST THEORY

Not Teacher Directed
 非教师直接主

导

STUDENTS ARE LEARNING THE SKILLS TO SYNTHESISE, INTERPRET & EVALUATE

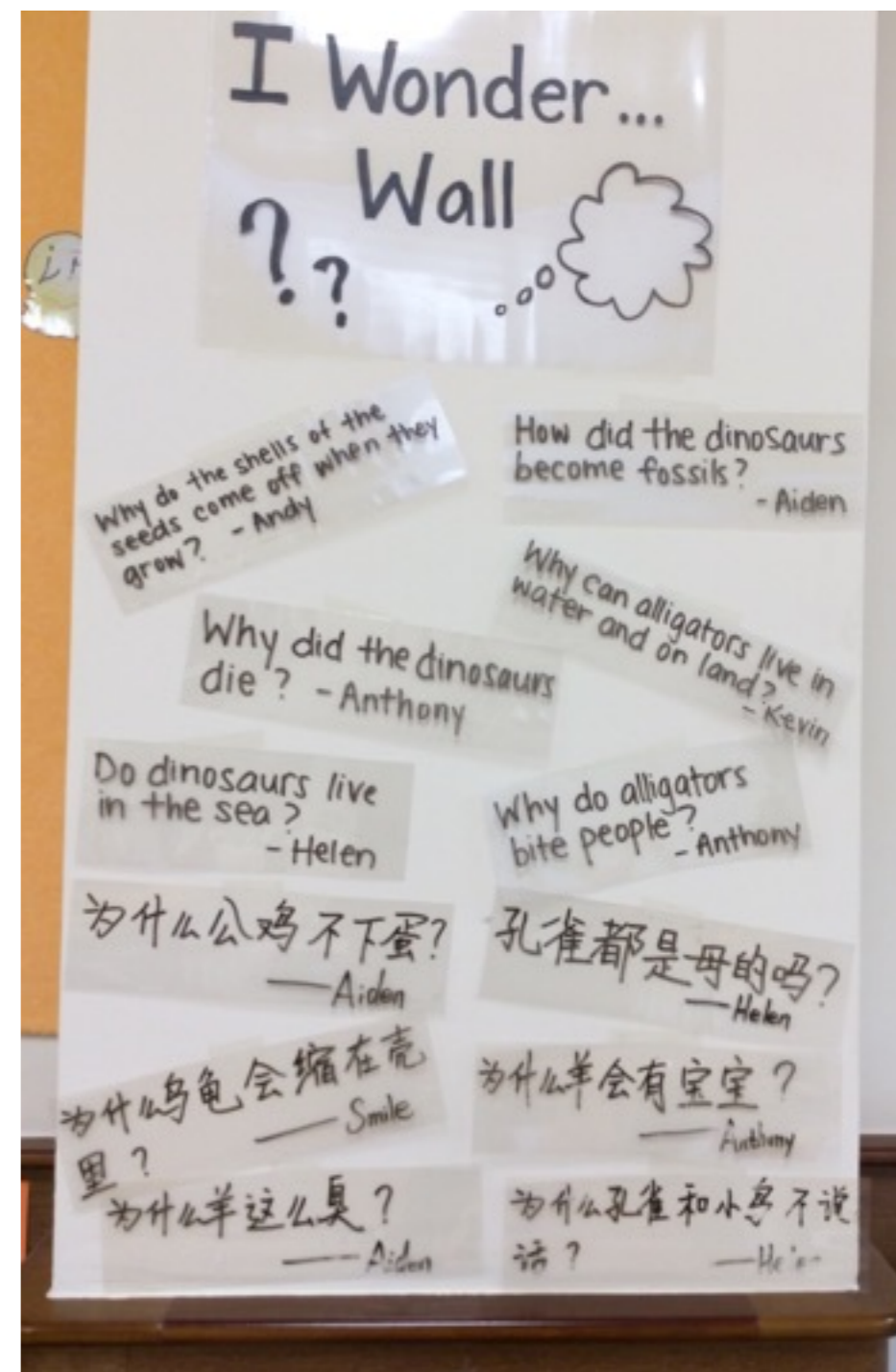
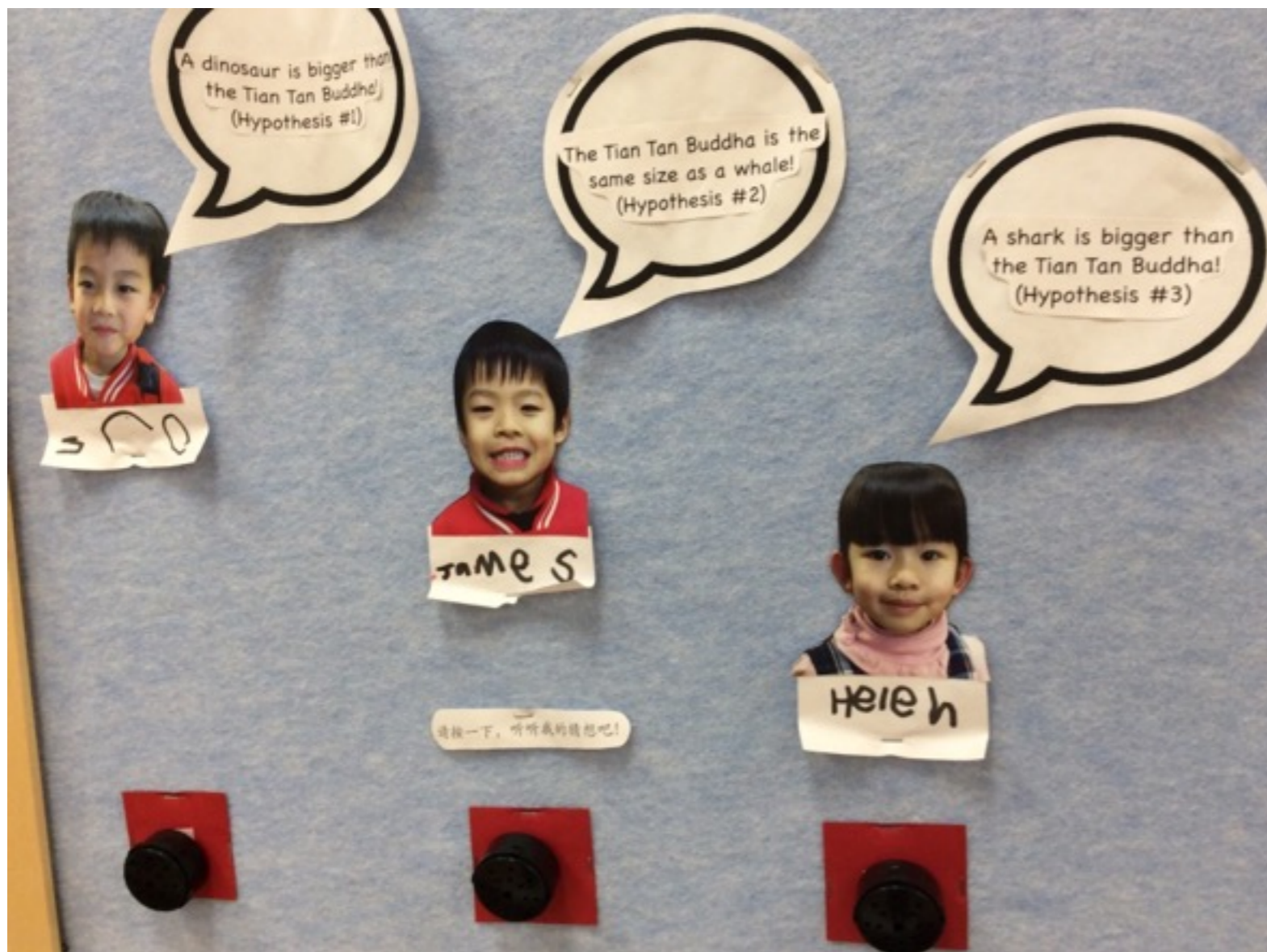
Inquiry-based learning
 探究式学习



Builds on natural curiosity
 以自然的好奇心为基础

Helps us figure out the world and our place in it
 帮助我们发现身边的世界

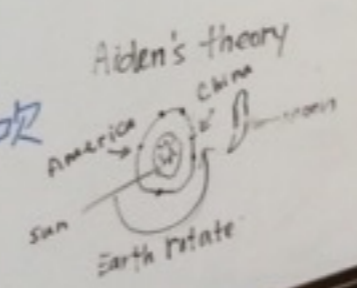
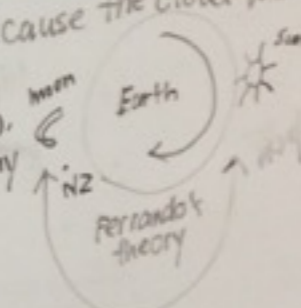
Valuing Children's Questions and Ideas 珍重孩子的问题和观点



And using these to drive our planning....
使用这些驱动我们的课程设计

What do you think makes day and night?

- the sun is hidden behind the moon - Aiden
- in the daytime, the moon is sleeping - everyone
- in the night time, the sun is sleeping - everyone
- the sun comes out in the morning first, it is not possible that the sun hides behind the moon - Helen
- the sun is in the space, when the moon moves around the earth then it is night time. If we are night, (The sun and moon are close together, but I don't know why)
- America is daytime. America is behind the sun. - Aiden, Pascal
- the sun is on one side of the Earth (day time in SZ), the moon is on the other side of the Earth (night time in NZ) - Ferrando
- the sun, moon and Earth will turn/flip so the moon will be on the SZ side and the sun will be on NZ side - Ferrando
- the sun will disappear at night and the moon will come out because the cloud will blow the sun away - Tim
- the wind will blow the sun up (day time) and the moon down, Anthony
- the wind will blow the moon up (night) and the sun down - Helen
- the Earth is constantly moving - Zeon



彩虹, 风, 雨, 云, 地球转动吹

对以各
吾与我
不分

K3 Inquiry Unit: Windows to the world

Part 1: All about China

K3探究单元：通往世界的窗口

第一部分 中国篇



Peking Opera

Our little group research projects about China

Rectangles

为什么中国有熊猫?

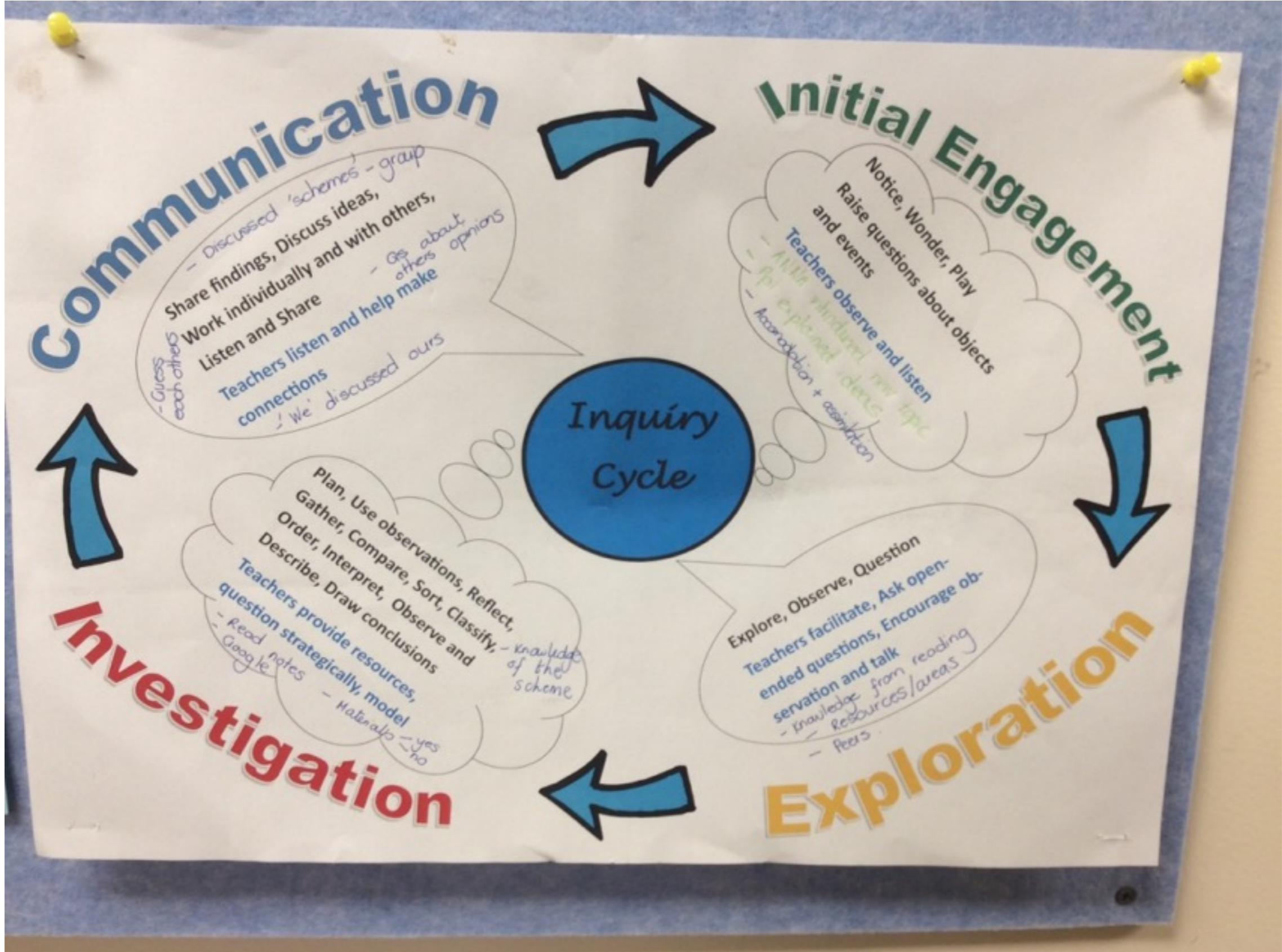
Triangles

中国为什么叫做中国?

Stars

京剧 皮影戏 越剧





Pre School Inquiry Unit Planner

| | | | |
|---|--------------------|--|-------------------------|
| Grade: K3 | Quarter: 1/2/3/4 2 | Unit Start date: 21 Feb | Unit End date: 22 April |
| Teachers: Justine, Xiaotian, Tina | | | |
| Inquiry Unit Title: Windows to the world Big idea: Inquiry into different places around the world offer varied cultural experiences and opportunities. 1. What are the different elements of culture? 2. Features of different places around the world. 3. Identify and compare the different opportunities in the world. | | Curriculum Focuses and planned connection: <ul style="list-style-type: none"> Personal and social Development | |
| Reflection: | | Reflection: | |
| Focus Values and planned connection: <ul style="list-style-type: none"> Mutual respect Internationally minded Service | | Focus Virtue(s) and planned connection: <ul style="list-style-type: none"> Yi Zhi | |
| Reflection: | | Reflection (and addition to wall charts): | |
| Focus HOTS and planned connection: <ul style="list-style-type: none"> Understanding: Compare, contrast, discuss, describe Applying: Illustrate, interpret Analysing: Distinguish, categorise, explain, investigate, differentiate Evaluating: Evaluate, select Creating: Imagine, create, hypothesise | | Focus Tech Integration/ Digital HOTS and planned connection: <ul style="list-style-type: none"> Google earth 2 Create a Story: Draw picture where they have been in China or the world and create and narrate their own story on the class Ipads. | |
| Reflection (and additions to wall charts): | | Reflection (and addition to wall charts): | |
| Initial assessment: Google earth: Small group discussions Whole class-thinking maps "What do you think culture means?" | | | |

| Initial Engagement | Exploration |
|---|---|
| <p>Provocations: Reflection on holiday news (First)</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Where did you go on holiday? • What did you do? • What was interesting/exciting about your holiday? • How was your holiday different to your daily life? | <p>Provocations: (second week) Let parents come in and give a show and tell about their hometown in China. e.g weather, special food, special tradition</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Where are you from? • Can you describe your hometown? • What special foods, traditions, clothes did you wear in your hometown? • Are you proud of your hometown? <p>Provocations: (fifth week) Teacher Anna and Teacher Theresa and Teacher Justine to come and give a show and tell about their country they are from.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Where are you from? • Is your country big or small? • How is the weather? • What special foods, traditions, clothes do you wear in your country. • What is different about your country and my country |
| Communication | Investigation |
| <p>Provocations: (eighth and ninth week) Provocation will be based on the outcome of the investigation process.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Focus on service- giving back to the community | <p>Provocations: (third and fourth week) Let us look at the map of China, identify where we you have been in China.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What cities have you visited in China? • What other cities would you like to visit in China? • What is China well known for? • What special foods, traditions, clothes, houses and weather? <p>Provocations: (sixth week seventh week) Display world map and talk about what we see, where we are situated on the world map and identify countries they would like to know more about.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Where is China on the world map? • What do you see on the world map? • What country would you like to know more about? • Compare how different cultures live, compare poor and rich places in a country. • What is culture? • What opportunities are available to you in that country? |

Inquiry Unit

探索和研究不同的交通运输方式及其对人们生活的重要意义
 Explore and inquire into different types of transport and why it is important to people



不同的交通方式
 Different modes of transportation

Exploration
 开展活动

交通運輸的運作
 operation of transport

Initial Engagement
 初期探究

深入了解
 Investigation

讨论环节
 Communication

交通方式如何
 需求改变人们的生活
 How transport changes the life of people in response to their needs

Focus Virtues
 着重的美德

Zhi
 智

Xin
 信

Focus Values
 着重的价值观

International Rigour
 国际化视野

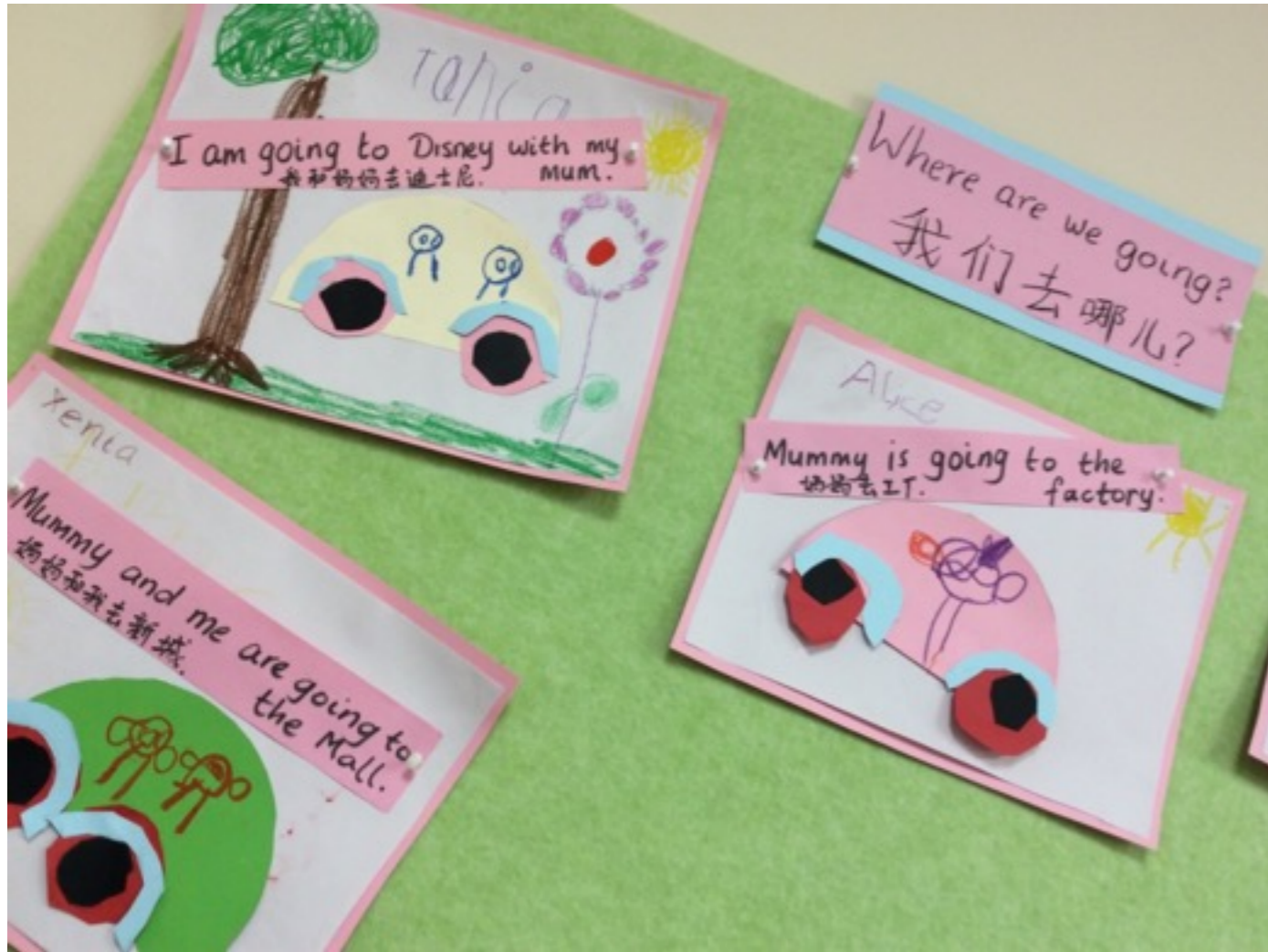
Success
 成功



Initial Engagement 最初的参与



Exploration 拓展



| Car 🚗 | School Bus 🚌 | Walk ♀..... |
|---------------|--------------|----------------|
| Elisa | Harper | Teacher Sophie |
| Marcus | Thomas | Teacher Apple |
| Qiqi | Joy | ② |
| Kathy | Neil | |
| Alan | Zoe | |
| Cherry | AKali | |
| Kelly | ⑥ | |
| Jerry.L | | |
| Nicholas | | |
| Cathy.L | | |
| Dora | | |
| Teacher Leigh | | |
| ⑫ | | |

Investigation 调查



Communication 沟通



Forms of Inquiry?

探究的形式

