

Structural Features of a Project

- Discussion
- Field work
- Representation
- Investigation
- Display

DOCUMENTATION – noting, reviewing,
discussing, representing, evaluating and
sharing what is being learned

DISCUSSION



Listening carefully and hearing what children have to say





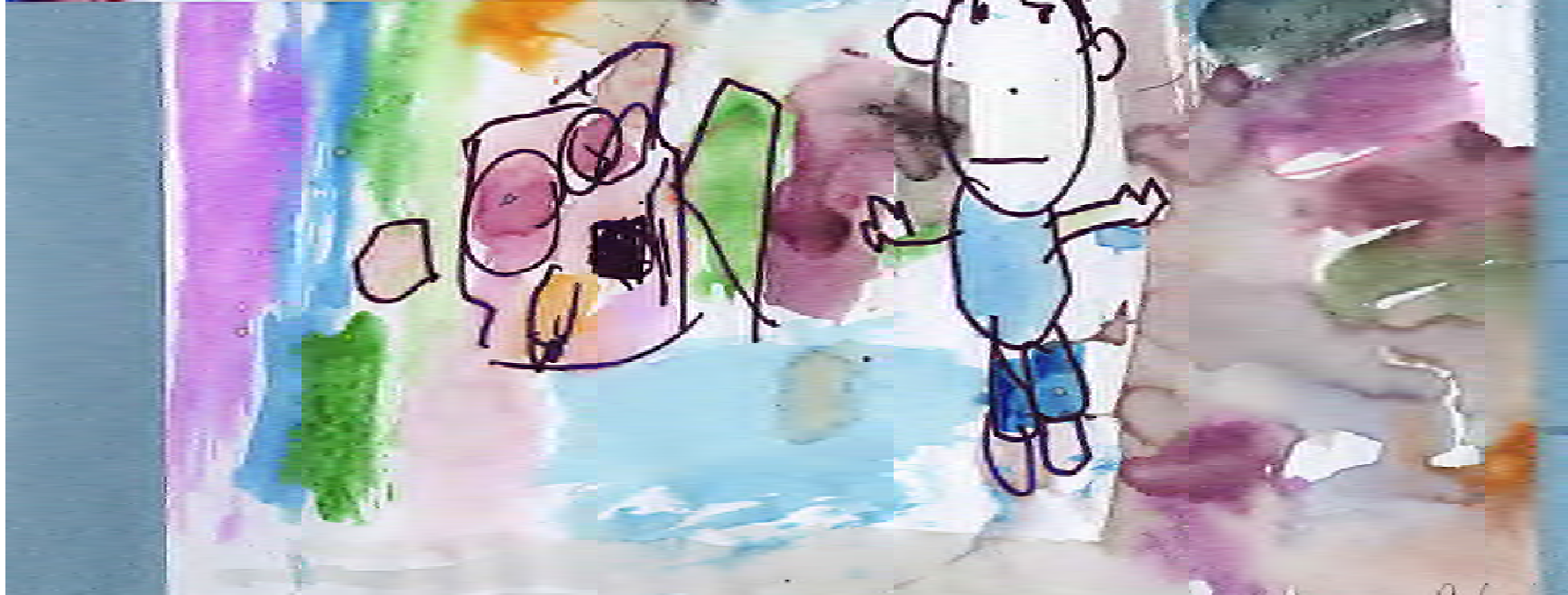
FIELD WORK

PHASE 1

Personal Story



Rafael told a story about jam,
ham and lettuce sandwiches and
then drew about it.



INVESTIGATION



DISPLAY

stories

Rocks

WHAT WE KNOW

- Rocks are hard, solid, and smooth.
- Some are big, some are small.
- Some are smooth, some are rough and jagged.
- Some are flat, some are round.
- Some are light, some are heavy.
- Some are smooth, some are rough.
- Some are light, some are heavy.
- Some are smooth, some are rough.
- Some are light, some are heavy.

The children, at school, have been asked to draw a picture of a rock. They have been asked to draw a picture of a rock that is smooth, round, and light. They have been asked to draw a picture of a rock that is rough, jagged, and heavy. They have been asked to draw a picture of a rock that is flat, and they have been asked to draw a picture of a rock that is round.



What we want to find out?

- Why do rocks have different colors?
- What can we use rocks for?
- Are all rocks hard?
- Can rocks break?
- Why are some rocks smooth?
- Why are some rocks rough?



Project Planning Chart

	Discussion	Field Work	Represent- ation	Investig- ation	Display
Phase 1					
Phase 2					
Phase 3					









Project Practice

How much project work can the
younger children do?



Field visit to the school's bathroom.



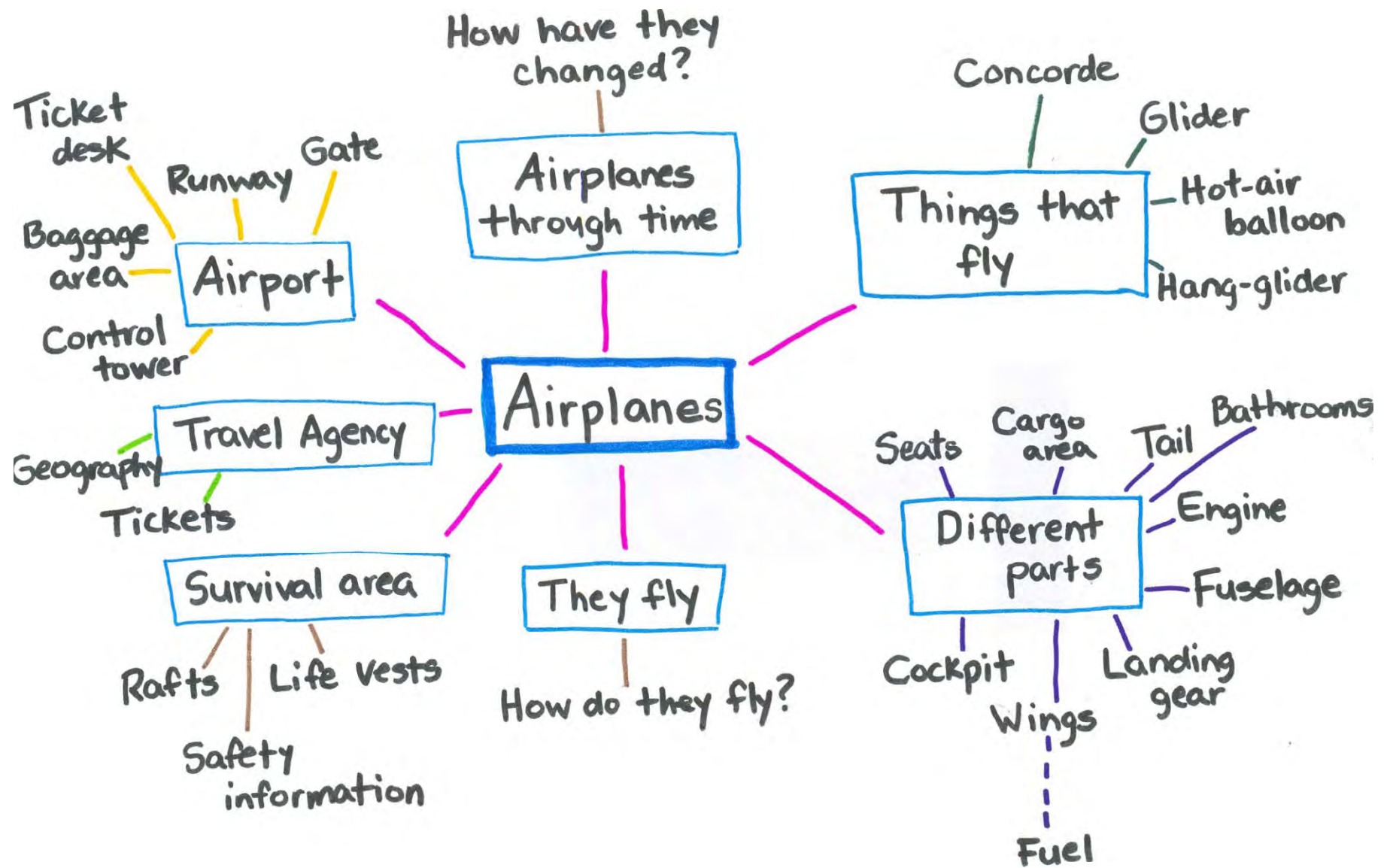


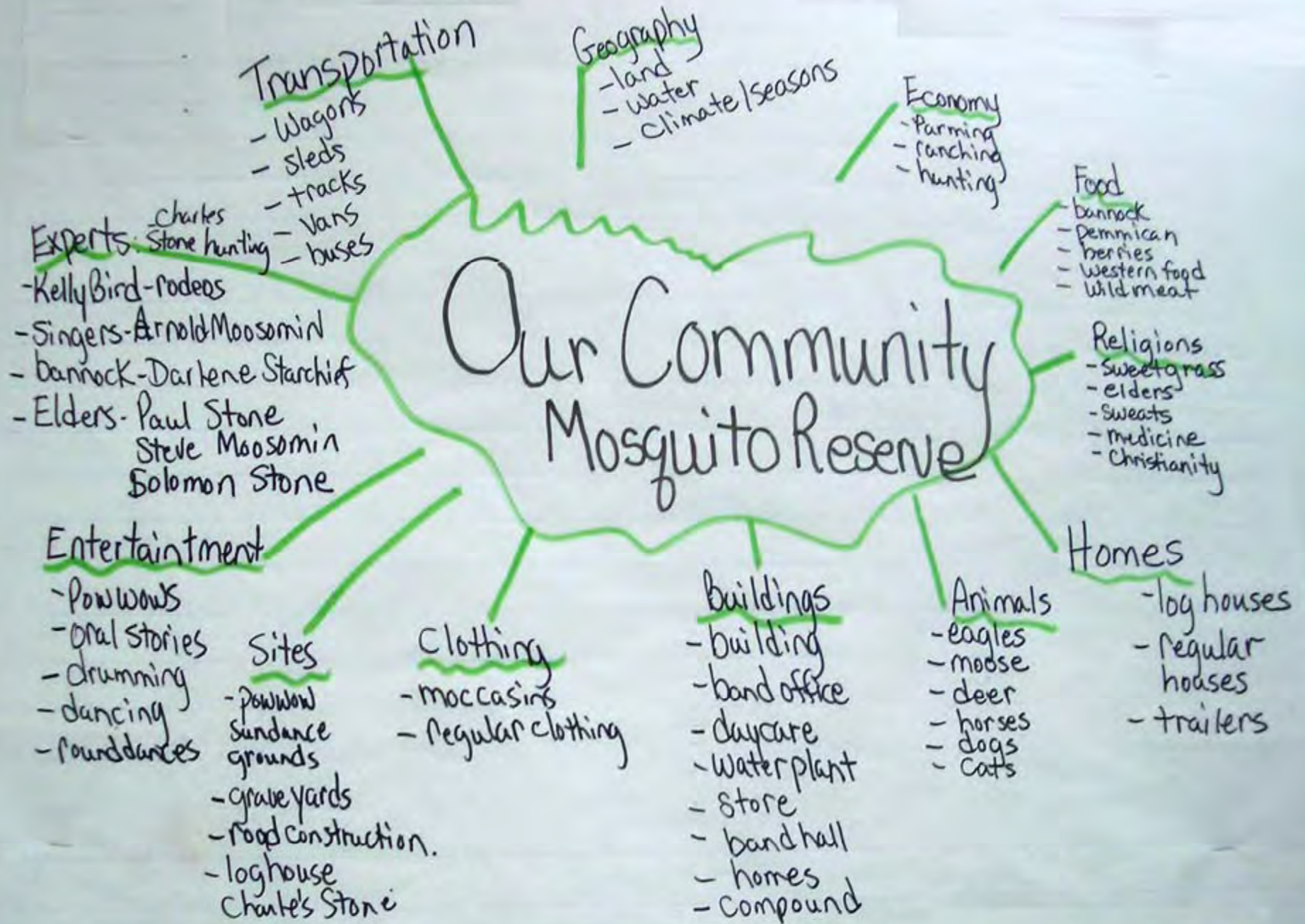
After the visit: discussing things they saw.



Representations







dust
snowflakes
old water
pieces of clouds
hard / soft
heavy / light

Jobs

Snow

Ice

freezing water
icicles

Machines/Tools

grater
shovel
bobcats
snow plow
snow blower
bull dozer
dump truck
chisel

Places

back yard
mountains
Canada
Arctic
Fernie
Northpole
Jasper

Measuring

deep
body
feet

Snow and Ice

Weather

clouds
temperature
water drops
cold
freezing
storms
avalanches
blizzards
hail

Clothes

layers
vest
boots
snow pants
hood
hat
gloves
mittens
long johns
muff
scarf
head band

Animals

tigers
penguins
rabbits
snow leopards
seals
birds
owls
husky
polar bears

Activities

skiing
skating
snow boarding
building
walks
sledding
making snow angels

Equipment

helmets
padding

Art	Math	Science & Natural Resources
<p>Observational drawings and paintings of chickens and parts. Model? Painting with feathers, Creating a nest box for the chicken in the classroom. Painting and drawing eggs, egg tempera, making clay eggs, egg shell art, Pin the tail feathers on the chicken, egg sticker paintings, chicken wire as stencil</p>	<p>Counting eggs, chart of number of days until hatching (gestation), how many chickens on the farm, how many eggs does a chicken lay in a week?, "one dozen", how much food does a chicken need? How much does a chicken weigh? Counting body parts, counting toes, matching games with breed pictures</p>	<p>Incubator, egg investigation and cooking with eggs, collecting egg recipes, candling eggs, eggs in vinegar, how to tell hard-boiled from raw, incubation chart, breed chart, visit from chickens and farmers from "Eatwell Farms", observation/examination of the chicken coop</p>
Music, Movement, & Dance	CHICKENS	Construction & Technology
<p>"Chicken dance" "The Chickie in the Egg" Moving like a chicken, "funky chicken" "Old Mac Donald" chicken noises: cluck, crow, peep, pio, "Los Pollitos"</p>		<p>Making a nest, building chicken coop in the blocks, putting together incubator</p>
Language & Literacy	Books to Develop Topic	Imaginative Play
<p>Body parts, breeds, veterinarian, farmer, roost, crow, feather, egg, oval, gestation, incubator, thermostat, brooding, candling, hatch, hen, rooster, chick, pullet, yolk, albumen,</p> <p>Stories about chicken observations Stories about chicken pictures Cooperative stories</p>	<p><u>Henny Penny</u>, <u>Dora's Eggs</u>, <u>The Rooster's Gift</u>, <u>Across the Stream</u>, <u>The Chick and the Duckling</u>, <u>Rechenka's Eggs</u>, <u>The Egg</u>, <u>Rosie's Walk</u>, <u>Inside an Egg</u>, <u>A Chick Hatches</u>, <u>The Painter Who loved Chickens</u>, <u>The Little Red Hen</u>, <u>The Bossy Gallito</u>, <u>Good Morning Chick</u>, <u>The Joy of Chickens</u>, <u>My Hen Is Dancing</u>, <u>Chickens Aren't The Only Ones</u>, <u>Mother Hen</u>, <u>The Chicken Book</u></p>	<p>Vet's office Farmer</p>

Phase 1 – Getting Started

- Telling stories of experience
- Responding to a provocation
- Discussing
- Wondering about the topic
- Asking questions
- Predicting possible answers

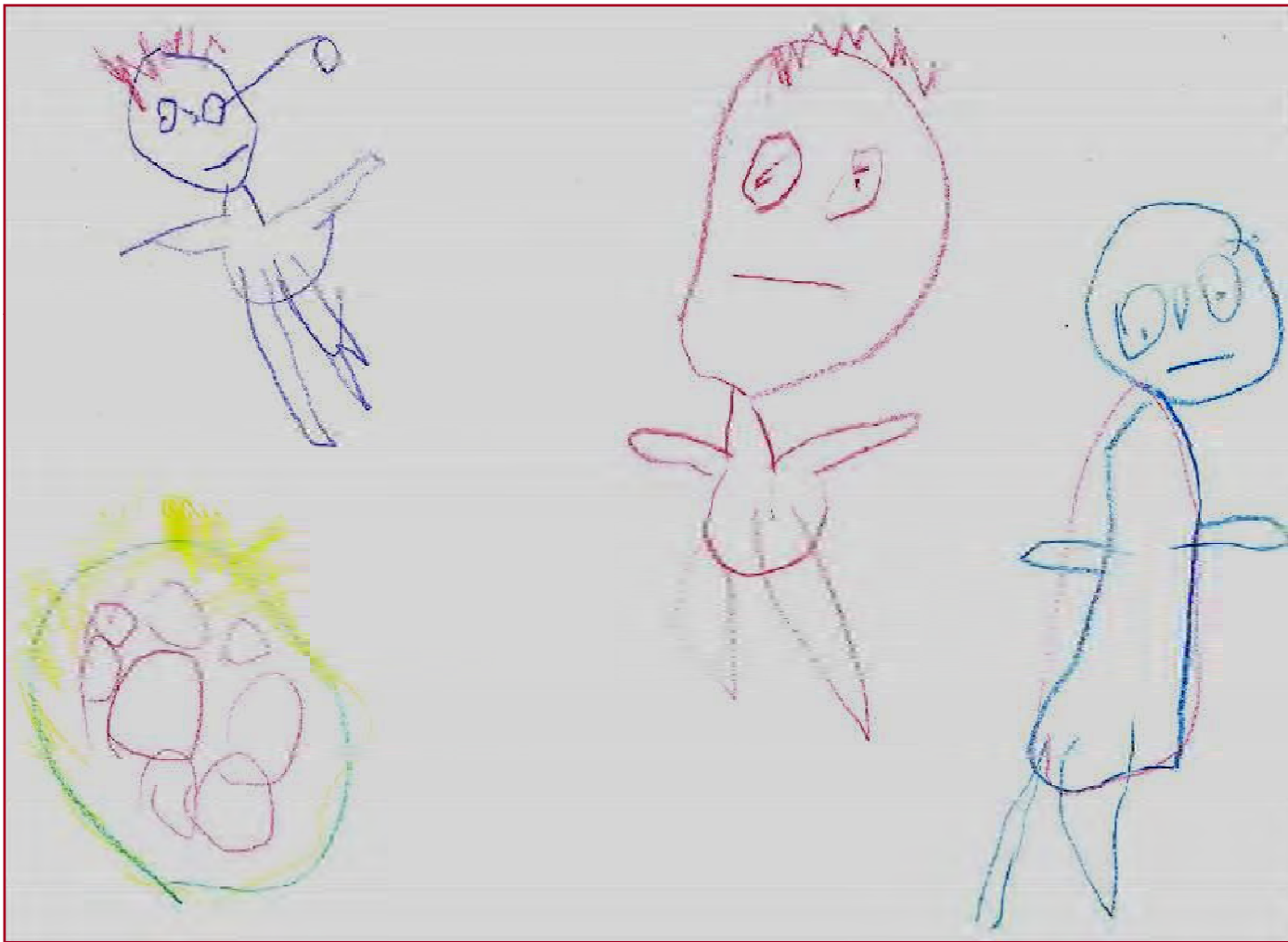
A provocation to introduce the topic



Different kinds of bread were put out for the children at snack time

Personal Stories

The children shared their personal experiences about bread.



"I went to a restaurant and I ate pepperoni pizza with my brothers."

- There are different types of bread
- We can buy bread in:
 - supermarkets
 - bakeries
 - "tiendita"
 - restaurant
 - markets
 - "pueblos"
- "Some bread comes in a box"
- "We make bread in something hot"
- "Bread has different shapes"
- "We can make bread in a machine"
- "We need "ingredients" like flour and oil to make bread"

What we know



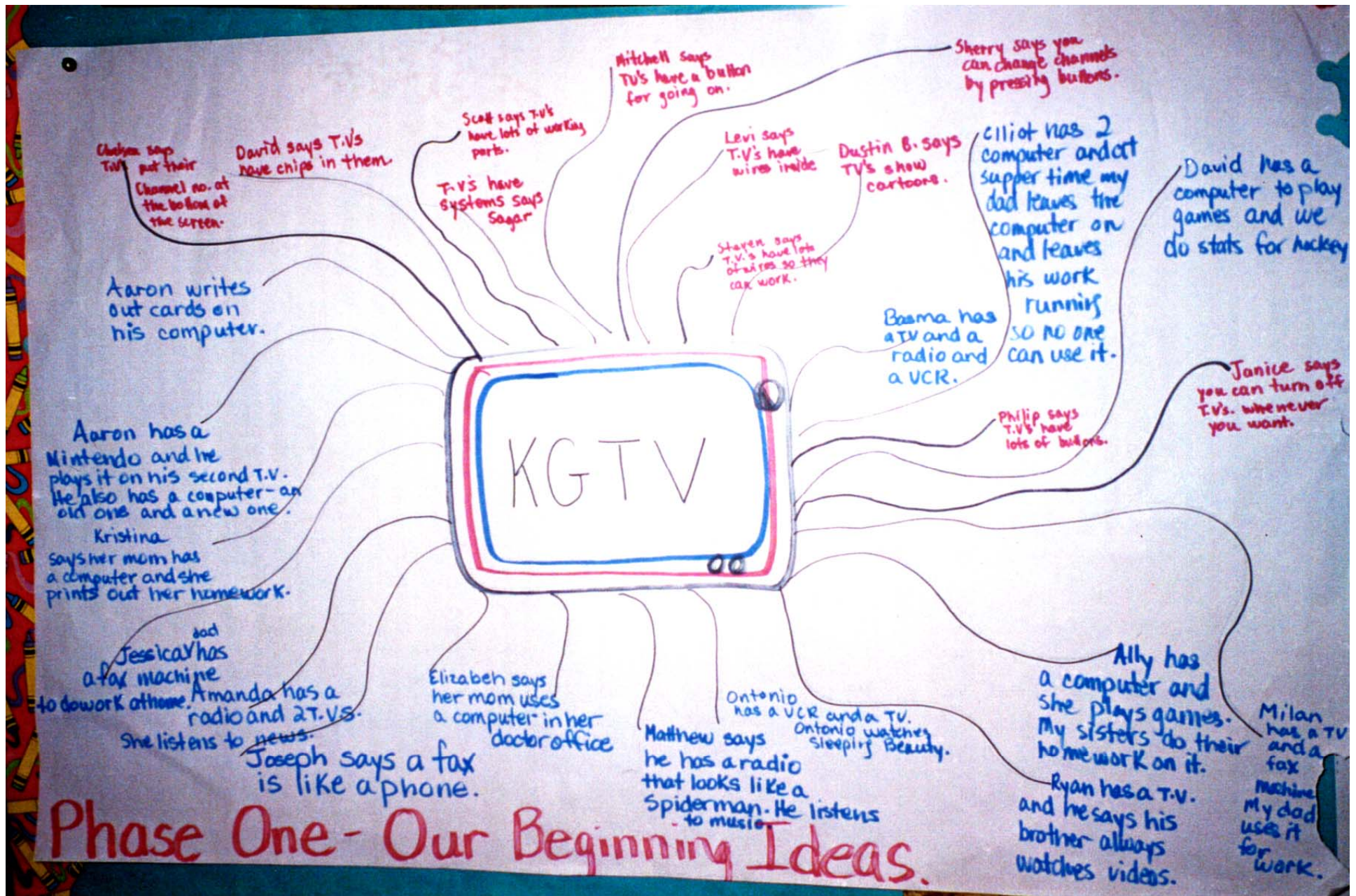
Questions

- What do we need to make bread?
- How is bread made?
- Where do we cook bread?
- Who makes bread?
- Can you make bread in a frying pan?
- Can you eat raw dough?
- What happens if you eat raw dough?
- Where does flour come from?

Class discussion - rock collections



Web of ideas about a Kg TV



Here are some of the children's comments:

Aaron writes
out cards on
his computer.

Scott says T.V's
have lots of working
parts.

Elizabeth says
her mom uses
a computer in her
doctor office

T.V's have
systems says
Sagar

Kristina
says her mom has
a computer and she
prints out her homework.

Mitchell says
TV's have a button
for going on.

Joseph says a fax
is like a phone.

Dustin B. says
TV's show
cartoons.