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| **Cycle of Inquiry**  Curriculum Action Plan | | | **CAP** |
| Tag: Date:  Interpreters: | | | |
| **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 diferent 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.** | |
| **1** |  |  | |
| **2** |  |  | |
| **3** |  |  | |
|  | **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. | | |

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