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| **Cycle of Inquiry**  Inquiry Provocation Plan | | | **IPP** |
| Tag: Date:  Planners: | | | |
| **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. | | |

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|  | **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. | | | |