Concepts addressed:
*Instruction: Inquiry method, Small group work, Project approach, Field trips, Projects*

Students should refer to: “Teaching as Inquiry” by Hill, Stremmel, & Fu
Students should refer to: “A Practical Guide to Early Childhood Curriculum” by Jenkins (6th edition)
Students should refer to: “Project Spectrum: Early Learning Activities” by Chen (Volume 2 Section 1)

Specifically, students should review:

Choosing a topic
   - Based on children’s interests
   - Teacher negotiation
   - Provocation
Assessing prior knowledge
   - Webbing
   - Books
   - Charts
Gathering information
   - Books
   - Electronic resources
   - Parents
   - Community experts
Exploration
   - Allowing ample time
   - Multiple mediums
Experimentation
   - Allowing ample time
   - Tie into concepts learned
   - Find new curiosities
Demonstrating knowledge
   - Recall and retell
   - Revisit webs
   - See what’s been learned
Parental involvement
   - When, where, and how to include them in the inquiry process
Purpose
   - Amount of time
   - Number of students
Benefits of cooperative learning
   - Meeting new classmates
Creating learning groups
Peer mentoring
Peer teaching

Things to avoid
Complete teacher direction
Choosing groups based on friendship

Finding interests
Incidental learning
Observation techniques
Questioning techniques

Negotiated curriculum
Teacher and child role in planning

Webbing
Types of (curriculum, concept, etc)

Tying project together
Benefits of connecting and expanding ideas

Provocation
To start new projects
To revisit a project

Planting curriculum in projects
How to balance concept learning

Documentation
Purpose
Importance

Observation
When to step back

Curriculum considerations
Interests & abilities
Integrated and applicable
Developmental appropriateness

Pre-planning
Plan related experiences in the classroom before and after trip
Visit the site before taking children there – what to note
Communicate w/ a key person at the site to coordinate planning
Ask for their suggestions based on prior experiences

Planning
Develop ‘alternative’ plans
Inform parents
Obtain parental permission
Invite parents to accompany the group

Setting limits
Involve children in setting limits and behavioral expectations & consequences

Safety considerations
First Aid kit
List of emergency phone numbers
Knotted rope, whistle, or other ‘signaling’ tool you may have

Things to avoid
Long bus/car rides
Excessively long trips
Lots of walking
Lots of time as one big group

Reflections
Integrating field trip back into the curriculum

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<th>Helpful websites include:</th>
<th>Models of Teaching: <a href="http://scied.gsu.edu/Hassard/mos/7.4.html">http://scied.gsu.edu/Hassard/mos/7.4.html</a></th>
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<tr>
<td>Perry Preschool Project –</td>
<td><a href="http://www.highscope.org">www.highscope.org</a></td>
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<td>The Project Approach -</td>
<td><a href="http://www.project-approach.com">http://www.project-approach.com</a></td>
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<td>Bank Street College of Education –</td>
<td><a href="http://www.bnkst.edu">www.bnkst.edu</a></td>
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