

What Happened?

Students were tired of having a kitchen center, so decided it would be more fun to make a pizza shop

Expectations:

Emotional Development 2.2 demonstrate a willingness to try new activities and to adapt to new situations

Full Day Early Learning Kindergarten Program Inquiry Template DRAFT

Team: J.F. and ECE

Timeline: Three (3) weeks



What Happened?

Ashley said that we needed an open and closed sign to let people know when the pizza shop was open and closed, so she and Graham made open and closed signs for our store!

Expectations:

Language Arts 4.2 demonstrate an awareness that writing can convey ideas or messages

Impetus of Inquiry:

- free exploration:** creating activities for pizza shop
- object:
- shared experience:** co-construction of pizza shop
- read aloud:
- shared reading:
- guided reading:
- circle discussion:** how to create a pizza shop

Establishing the Question(s)/Problem(s):

What do we need to make a pizza shop?
How can we create a pizza shop as a class?

Big Ideas:

- Children are connected to others and contribute to their world.
- Children have a strong sense of identity and well-being.
- Children are effective communicators.**
- Young children have a conceptual understanding of mathematics and of mathematical thinking and reasoning.
- Children are curious and connect prior knowledge to new contexts in order to understand the world around them.**
- Children make healthy choices and develop physical skills.
- Young children have an innate openness to artistic activities.**

What Happened?

Ben stated that we needed a menu for people to choose what kind of pizza they wanted. He and Robert drew up a rough copy of their menu with various pizza toppings!

Expectations:

Language Arts 4.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

What Happened?

Annie was aware that menus usually include prices, so she wanted to include the price of a slice of pizza on the menu. We obtained a cash register and fake money so students could buy pizza

Expectations:

Mathematics – Number Sense and Numeration 1.10 explore different Canadian coins, using coin manipulatives

What Happened?

Eric said that pizza could be delivered to people's houses, so created plans to build a delivery truck. Eric and Christine built the truck so they could deliver pizza to the class.

Expectations:

The Arts – Visual Arts 3.1 use problem-solving skills and their imagination to create visual art forms

The Learning Story:

How did the inquiry begin?

Students were not interested in the kitchen center, so a student suggested that they make a pizza shop instead; students showed great interest in this idea.

What happened during the inquiry?

Students created various aspects of a pizza shop and incorporated many different aspects of what you would find in a real-life pizza shop (delivery truck, menus, prices, toppings, drawings of pizzas, etc).

How did the inquiry end?

The inquiry ended when students were no longer interested in the pizza shop and wanted a different center in its place.

What was discovered?

Students discovered what is needed to run a pizza shop and how to work as a team to create the activities that they wanted for their shop.

Differentiated Instruction:

(accommodations, modifications and extensions)

- If students do not understand how to use money, a mini-lesson on the value of various coins and bills may be beneficial to further students' understanding of the economy and how buying and selling things is done
- If students are not participating in the actual center, the teacher can provide them with individual opportunities to create their own pizza shop (ie. Provide them with pizza cutouts and toppings to create their own pizza)

Materials Used:

- Cash register and coin manipulatives
- Pizza toppings (from kitchen set)
- Pizza boxes
- Student-created pizzas, menus and delivery truck

Assessment:

(record, gather, analyse)

- photo story**
- anecdotal notes**
- video**
- audio**
- artifacts**
- other?**

Sample Questions:

- What do you think you need to create a pizza shop?
- What is a menu for?
- What kind of information can you find on a menu?
- Why do we need a delivery truck?
- How can we use different materials to create our pizza shop?
- Do we need to give people money when we are getting something?
- Why do we need to pay for things? How do we do this?
- Can you share your ideas/theories/etc?

Teacher Reflection:

- Students were working together to create various aspects of the pizza shop (working together to create menus, open/close signs, delivery truck, etc)
- Students showed a great interest in paying for their pizza and understanding the exchange of money for goods in the shop
- Students showed interests in artistic activities in creating their pizza shop (enjoyed the drawing and creating portion)
- The teacher asked guiding questions to help students focus on the inquiry and noticed that these questions served to redirect them in their thinking about the pizza shop

Next Steps/Applications:

What could happen next?

After ending this inquiry, students may have a better understanding of money, so working with Canadian money and attempting to teach students different monetary values may be an important next step for this inquiry.

Future Materials:

- Coin manipulatives
- Other kitchen set materials (ie. Grocery store rather than pizza shop)