

Links to Learning

Welcome to this terms copy of Links to Learning; our termly curriculum news letter, providing you with information, as well as activities, related to the learning and learning experiences your children are part of.

This edition will see us once again look at elements of what inquiry learning is about. Having recently had the opportunity of hearing and attending workshops presented by Kathy Short, we will be using some of her quotes and ideas shared with all the staff. A truly knowledgeable and experienced lady, who is incredibly passionate about education and inquiry learning, Kathy was an inspiration to many of us.

The opportunities around us that frequently lend themselves to finding out more as people, living in the complex and interesting world we are part of, highlight the essence of natural inquiry that occurs all the time.

Just looking at the recent volcanic ash scenario raising questions in many different spheres (*geographical, social, travel, scientific etc*) shows how, when we need to and when we are not sure, we all become natural inquirers, asking BIG questions that need answers to satisfy our curiosity. What an opportunity to capitalise on using these skills!



Here's to another exciting newsletter developing these skills further. Do enjoy it!
Ensure you participate in some of the attached activities together with your children.



Inquiry is not a subject

Inquiry is not a subject Inquiry is the way we go about finding answers to the questions we have.

Within the PYP curriculum we organise our inquiry around six transdisciplinary themes throughout the year. Within each of these themes, there are always connections to a number of different subjects at the same time. This allows the children to experience the information in context to its connection to life and the world the way it is. It is not learning things in isolation as we used to do.

The method and approach of teaching and guiding the children to making sense of this information and finding answers related to the transdisciplinary themes and their own wonderings, are part of what develops the inquiry process—a lifelong skill we regularly utilise!



Other ways to explain Inquiry



There are a number of ways to look and describe inquiry as a pedagogy and stance; here are a few for you to consider:

- Inquiry is natural to how we learn; especially outside school and in “places of wonder”
- Inquiry is asking WHY over and over again—to keep finding out more and more until we “get it”
- Inquiry is critiquing the world of “what it is”
- Inquiry is going beyond the facts, to know more, beyond information to explaining it
- Inquiry is encouraging me to go beyond and pursue more
- Inquiry is reaching beyond current understandings
- Inquiry is exploring what is significant to me (within and beyond the subject content you are sharing with me)
- Inquiry is being curious
- Inquiry is not always a question ...it is also a wondering
- Inquiry is based in connections I make with the world I live in
- Inquiry is problem-posing and problem solving



Communication Boosters

There is more to communicating well than rudimentary social graces. In promoting student to student, and student to adult interaction, we can take students communication skills to a higher level.

We can foster the use of appropriate phrases for asking for help, praising and encouraging others, offering support, inviting others to participate and keeping each other on task.

Try out some of these functional phrases— to empower your children to explain themselves further. Here are some examples designed to stretch our children's verbal / linguistic intelligence. Use these when responding to what your child has shared with you.



The power of communication

Use these quotations to discuss and develop your children's understanding of the importance of communication with others



- "If we are to live and work together, we have to talk to each other" (Eleanor Roosevelt)
- "It takes wisdom to listen to others" (Oliver Holmes)
- "Use words to speak the truth to each other ... and you will have success" (Confucius)
- "Words are the key to the heart" (Buddah)



Many ways to THINK



There's a lot more to promoting thinking than saying "Think about it."

Let your children use visual organising ideas and key words to shape their thoughts. Have children evaluate ideas, come up with thought out and educated guesses, or generate examples of an idea using any of these.

Here are a few examples for you to use together to promote thinking.

RECALL

Students recollect facts, figures or concepts from existing knowledge

*Remember all you can about
Make it come to life as you describe*

SIMILARITIES

Students find similarities between items, events, or ideas

What do homes in Hong Kong and another country have in common?

IDEA extends to an EXAMPLE

Students offer examples for a given concept, idea or generalizations

*Dinosaurs Eg: Brontosaurus
Friends.....Eg. Charlotte and Wilbur*

FREE to make you SEE

Students visualize a situation anyway they wish that helps them explain

*Draw it ... Describe it.....
Think it..... Explain it*

CAUSE and EFFECT

Students examine relationships between events / connections / situations

*When happened ... the effect was
..... possibly because*

DIFFERENCES

Students find differences between items, events, ideas

*What are the differences between.....
List, describe, draw*

ESTIMATE / PREDICT

Students can make an educated guess

*"If the earth only rotated
once a year then"*

POINT OF VIEW

Students imagine themselves as a specific person or object within a given situation

*Imagine you are a
How would you feel, act, behave*

EVALUATE

Students weigh up and decide alternatives and defend their opinions

*"Is it right that"
Why do you agree or disagree*



Let's have some thinking fun



Use some of the strategies above to answer some of the questions here

Maths thinking to try out

Patterns

- What patterns do we see in everyday life?
- What are some of the ways we can test whether a pattern will continue?
- What are some ways to identify and describe a pattern?
- What are some patterns that you create using numbers, letters or both?
- What are some questions you have about patterns?

Place Value

- What is the most powerful number? Why do you think so?
- What might happen if all numbers disappeared for a day? Describe this day?
- What is more important, zero or one? Why?
- What is the most memorable number you have ever used or known? What makes it memorable?
- What do you think about when you think of one million?
- What are some ways you use numbers in your life?
- What are some of the ways you could determine which of two numbers is the greatest?

Thinking about character

" Our character is what we do when we think no one is looking" **Why do people act differently in public, than when they are alone?**

" The final forming of a person's character lies in their own hands" **Why is your character ultimately your own responsibility?**

" I think it's a little unfair when people label you something, when they don't really know you"**Do you agree with this? Why or why not?**

Do you agree that honesty is the best policy? Why? Why not?

Imagine everyone in the world was impatient. How would the world be different?

What is one thing you have accomplished in your life that you are most proud of? How would you feel if you gave up before you accomplished your goal?

Kids giving it a go!

You have been using the six thinking hats in classes, see how you can use these at home to help make thinking easier and explain your ideas! Teach your parents about the hats you know already!



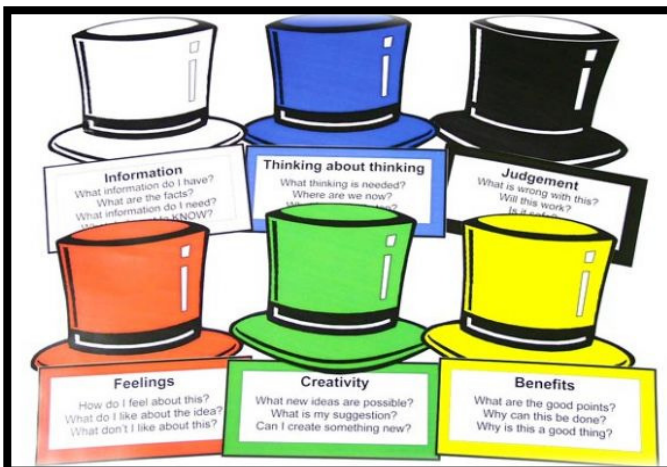
Two minute teasers

In two minutes see if you can come up with as many answers as possible naming or listing

- Uses for a balloon
- Things that will roll
- Things that have seeds in them
- Uses for a postage stamp
- Uses for snow
- Things that grow
- Things that you can step on



More on the hats



B.A.R Key

- B** = making something **BIGGER**
- A** = **ADDING** something to it
- R** = **REMOVING** something from it

So using the BAR KEY; you can draw, sketch, label, describe, photograph..... what you would do with:

- ** a refrigerator
- ** running shoes
- ** a key ring
- ** a can opener
- ** a back pack
- ** a watch
- ** a car
- ** a toy elephant



Its only by trying, doing and practising that we will learn and grow!
So ALWAYS know to give it a go!!

Languages



Can you finish these sentences—then write or tell the next part of the story or paragraph.....

- ** In the mail yesterday I received
- ** I answered the telephone and my mother said
- ** I really got nervous, then
- ** The light was out and I tripped over
- ** The suitcase would absolutely not close, so I
- ** I realised that I was wearing two different shoes to school. I was so embarrassed, so I

Quick Collections

Brainstorm all the words you can gather in five minutes that fit into these categories as opposites.....

Fast words / Slow words

City words / Country words

Small word / Big words

Night words / Day words

Lazy / Energetic words

Dry words / Wet words

Take a paper, make two columns on it, set the stopwatch ... and go for it ... see how many you can add in five minutes

FAST WORDS
Speedy, quick, rapidly

SLOW WORDS
slowly, lazy, sluggish,



Any comments or ideas you would like to share, let Ms Salter know by sending an email to:

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Cool inventions



What do you think!!
Could you change this?
How could you improve this idea or design?