

This book is full of big and creative questions about the way the world works. It lends itself to making predictions and discussing potential answers.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK



Children will:

- ◆ Ask and engage in answering more complex questions

Teachers will:

- ◆ Promote predictions and answers

TEACHING TIP

Supporting inquiry skills involves asking and answering questions using a hands-on approach. When reading stories, you can support this approach by engaging children in asking and answering questions that come from the story. Encourage children to go beyond just wondering and take time to make observations and predictions. Discuss how they would gather or explore information and try to find an answer – even if it’s not completely correct. The process of trying to understand their world can lead children to questions or solutions that may seem silly and illogical to us, but show the effort of thinking through ideas. Encouraging children’s questions and ideas supports the foundation for future logical thinking.

1. INTRODUCE

- ◆ “Today we’re going to think like scientists and try to answer some really big questions! We’re going to read the story *I Wonder*, and think about what the answer might be to some silly ideas.”

2. READ THE BOOK

- ◆ Pause occasionally to promote children’s predictions and answers to the questions in the book.
- ◆ Prompt children to consider possible solutions or answers to the ideas in the story.

Promote Predictions

<p>Read: “What if the ocean is one big water bottle?”</p> <p>Promote: “Do you think the ocean could really be just one big water bottle? Would that work?”</p> <p>Prompt: “What would have to happen to the animals to fit in a small space? What would they need in the bottle to live there?”</p>	<p>Read: “What do clouds taste like?”</p> <p>Promote: “How do you think clouds would taste? Why do you think that?”</p> <p>Prompt: “Clouds are made of water, does that change how you think they might taste? How would it feel to taste a cloud if it’s water?”</p>	<p>Read: “Do trees have dreams?”</p> <p>Promote: “What would a tree dream about? Do you think they can dream like we do?”</p> <p>Prompt: “We dream about things we saw. Trees don’t have eyes. What would you dream about if you couldn’t see?”</p>
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3. REVIEW

- ◆ “Wow, we thought really hard about some interesting questions. It can help to think about other things you know when you’re looking for an answer to a question!”

4. KEEP IT GOING

- ◆ Prompt children to come to their own conclusions through asking, testing, and answering the questions that interest them. Model and prompt using prior knowledge and experiences to answer questions, so that children remain grounded in their ideas. Spend more time outside for children to have the opportunity to build their background knowledge about nature and the world around them.