Sharing Some of My Experience

Joel Pope

Contents

(1) Key points related to structure and implementation of project, by following students.

(2) Further points I want to share.

Projects

CREATORS 创作者 PROJECT BOOK

'虫子的一生 A BUG'S LIFE'

2022.9 – 2022.12

荟同

Creators 创作者 Project Book

'侏罗纪公园 Jurassic Park'

2022.9.1-2022.11

CREATORS 创作者 PROJECT BOOK

《小偷的一天》戏剧
DRAMA "A DAY OF THE BURGLAR"

2022.11-2023.5 荟同

根据恐龙特点设定想象游戏
imaginative role-play based around dinosaurs

老师：这些恐龙为什么都倒在地上？ Why are all these dinosaurs on the ground?

Eason: 因为它们都死了。Because they're all dead.

老师：怎么回事？ Why?

Eason: （指着站着的绿色恐龙）它是坏恐龙，它想过来要这些霸王龙守护的金子，就把它们都打死了！(pointing to the standing green dinosaur) It is a bad dinosaur. It wants to come and get the gold that the T-Rex guards, so it kills them all!

老师：所以这些霸王龙是守护金子（琥珀色石头）的？ So these Tyrannosaurs guard gold (amber stone)?

Eason: 对！Yes!

制作恐龙名单 Make Dinosaur list

EVIDENCE OF LEARNING

一开始孩子们在玩恐龙时，发现不认识的恐龙都会请我们班的恐龙小专家——Eva帮忙识别。但是渐渐的，我们发现有些小朋友和老师仍然不能区分。为了更好地让小朋友在玩的时候，能够有一个图鉴作参考，老师帮忙找了一些恐龙小贴纸，然后让孩子们一一识别、对应并练习书写这些恐龙的中英文名字，并最终装订在一起，让在恐龙区，供小朋友阅读。

In order to make the children have a guide for reference when playing, the teacher helped to find some small stickers of dinosaurs. Then the children were asked to identify, correspond and practice writing the names of these dinosaurs in Chinese and English. They could later use this as a reference for checking information on the dinosaurs.

Brainstorm what to include in our Jurassic Park.
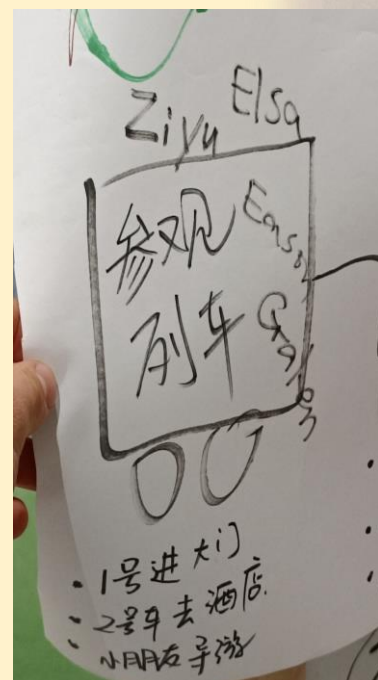
侏罗纪公园 Jurassic Park

Creators 创作者 Project Book

'侏罗纪公园 Jurassic Park'
2022.9.1-2022.11

老师：你在做什么？

Vivian：我在把食物都摆出来。

老师：所以这是餐厅吗？

Vivian：对啊。

老师：那餐厅有名字吗？

Vivian立刻想到要给餐厅起名字，并和Elsa一起，写了中英文"苏州荟同餐厅""Suzhou Whittle Restaurant"。

老师：我想点单，有菜单和价格吗？

Vivian没有制作菜单，但是她想了想说：我想用这个（便笺纸）写价格！

Vivian是在班级正在结束"侏罗纪公园"项目时转入我们班的，但是她立刻就被项目里的餐厅部分吸引，在餐厅方向做了自己的延伸。Vivian was transferred to our class when the class was finishing the "Jurassic Park" project, but she was immediately attracted by the restaurant part of the project and made her own extension in the direction of the restaurant.

侏罗纪公园 **Jurassic Park**

Eason利用磁吸积木建造了可以飞往侏罗纪公园酒店的"飞船"，并且在拆解过程中，他和好友Carey一起发现了不同颜色的磁吸积木数量是不一样的，所以他们开始把它们都按照颜色分类，然后叠起来，最后按照数量多少按照高低一一排列！老师一看：这是实体柱状图啊！孩子们利用实体积木将数学视觉化，并且给出了完美的大小排列答案。这充分展现了瑞吉欧玩中学的特色：孩子们的数学探究能力和项目的结合。Eason used magnetic blocks to build a rocket that could fly to the Jurassic Park Hotel "Spaceship", and during the dismantling process, he and his friend Carey discovered there were different numbers of magnet blocks in different colors, so they started sorting them all by color, then stacking them up, and finally ranking them in order of quantity! Teacher took a look: this is a solid bar chart ah! The children used physical blocks to visualize the math and came up with the perfect size arrangement. It is the combination of mathematical inquiry and projects that is the hallmark of Reggio's Play.

After some time, we showed videos and had further discussions about dinosaurs and Jurassic Period.

Also, we had further reflections on our knowledge about what should be included in a restaurant, hotel and airport.

Airport in the desert.

侏罗纪时期沙漠上的饭店
A restaurant in the Jurassic desert

侏罗纪公园 Jurassic Park

Yoyo在拿着恐龙走进沙漠里的恐龙饭店。她问道："怎么进去"。
Belada："需要号码。"
老师补充，是要预约的号码吗？
Belada说"对"
Yoyo说"那就65号"
于是她的小恐龙排着队，最终来到饭店在沙发区落座，吃起了食物。

EXPLORATION

Carey很有垃圾分类意识。他给饭店的厨余垃圾和清洗盘子区分别设置了两个大木框用来分装。

恐龙按照预约号码排队中

饭店里有给高的恐龙座位和沙发座位

侏罗纪公园 Jurassic Park

REFLECTION

EXPLORATION

在和孩子们一起探讨如何丰富我们的酒店，可以添加哪些新的元素之后，孩子们各显神通：有的打造酒店泳池、有的建设前台、有的开始做房间号码等等，分工明确，合作愉快！After discussing with the children how to enrich our hotel and what new elements can be added, the children showed their abilities: for example, some built the hotel pool, some built the reception desk and some started to make room numbers. The division of labor was clear, and the cooperation was strong!

一起建酒店
Build a hotel together

Elsa, Elina给酒店大厅添加了前台，以及前台的工作人员

侏罗纪公园 Jurassic Park

孩子们在给酒店建造游泳池的时候，材料从粘土过渡到塑料，因为发现之前制作的粘土泳池即使干了也会漏水。在用塑料之后，他们还给泳池划分了浅水区、中水区和深水区。The children transitioned from clay to plastic when building a hotel swimming pool, after it was discovered that the clay pool was leaking even when dry. After using plastic, they also divided the pool into shallow, mid-water and deep water zones.

老师还看到孩子们在酒店里建造了游泳池，为了拓宽孩子的思路，便问："一般你们游完泳要做什么？"
Ziyu"冲个澡，不然会生病。"
老师"那在哪里洗澡呢？"
Ziyu："游泳池有淋浴间。"
老师"那你要不要做一个呢？"
Ziyu"我不想做。"

这是一个酒店里的学校区域。口罩成了学校里的蹦床，而里面的字卡是学习用的。

This is a school area in a hotel. The masks became the trampoline of the school, and the word cards inside were for study.

EXPLORATION

欢迎扫码观看
Elina介绍自己
的酒店新花样
Please Scan

侏罗纪公园 Jurassic Park

EXPANSION

除了读绘本故事，老师还给孩子们展示了真实的乘坐飞机/火车等交通工具的场景，比如需要身份证/护照，在前台 check-in，拿登机牌/机票，乘坐摆渡车，上飞机等。

In addition to reading the picture book stories, the teachers also showed the children real transportation scenarios such as needing an ID card/passport, checking in at the front desk, getting a boarding pass/ticket, taking a shuttle bus and boarding a plane.

侏罗纪公园 Jurassic Park

Elsa和Ziyu在观看完视频后，决定给他们原来的✈ 增添飞机跑道，她们拼接了很多纸，并在中间画上虚线形成道路。另外，她们特别制作了做核酸的小屋，由"黍龙"给别的恐龙依次排队做核酸。

After watching the video, Elsa and Ziyu decided to add a runway to their old airport ✈ by splicing cardboard and drawing a dotted line in the middle to form a line for queing. In addition, they specially made a nucleic acid hut, run by "Shu dragon", one dinosaur. Other dinosaurs in turn line up to do nucleic acid.

Elsa: 长的是飞机票，短的是酒店门票
Ziyu: 一张是飞上海的机票，一张是飞到Elina酒店的机票
Elina: 我的酒店就在上海

CREATORS 创作者 PROJECT BOOK

' 虫子的一生 A BUG'S LIFE '

2022.9 – 2022.12

荟同

CREATORS 创作者 PROJECT BOOK

虫子的一生 A BUG'S LIFE'

2022.9 – 2022.12
荟同

September 7th (09/06)
With this developing interest in bugs, today marks the first bug hunting session outside.
随着对虫子的兴趣不断发展，今天标志着第一次在室外寻找虫子。

ENTRY

Anna, Galen, Belada, Lisa and Yoyo all search together in the grass and drains.
In searching, they are practicing their attention to detail and observation skills
Anna, Galen, Belada, Lisa和Yoyo一起在草地和下水道里寻找。
在搜索过程中，他们在练习对细节的注意和观察技巧。

Anna has a water gun to slow the bugs down. Belada has a net to catch it.
Together, they are practicing team cooperation and division of tasks.
Anna拿着水枪让虫子慢下来。 Belada有张网来抓它。
他们一起练习团队合作和任务分工。

Teacher mind map:

- Where could we go?
- Can inform provocations and discussions with students.

Teacher mind map:

- Where could we go?
- Can inform provocations and discussions with students.
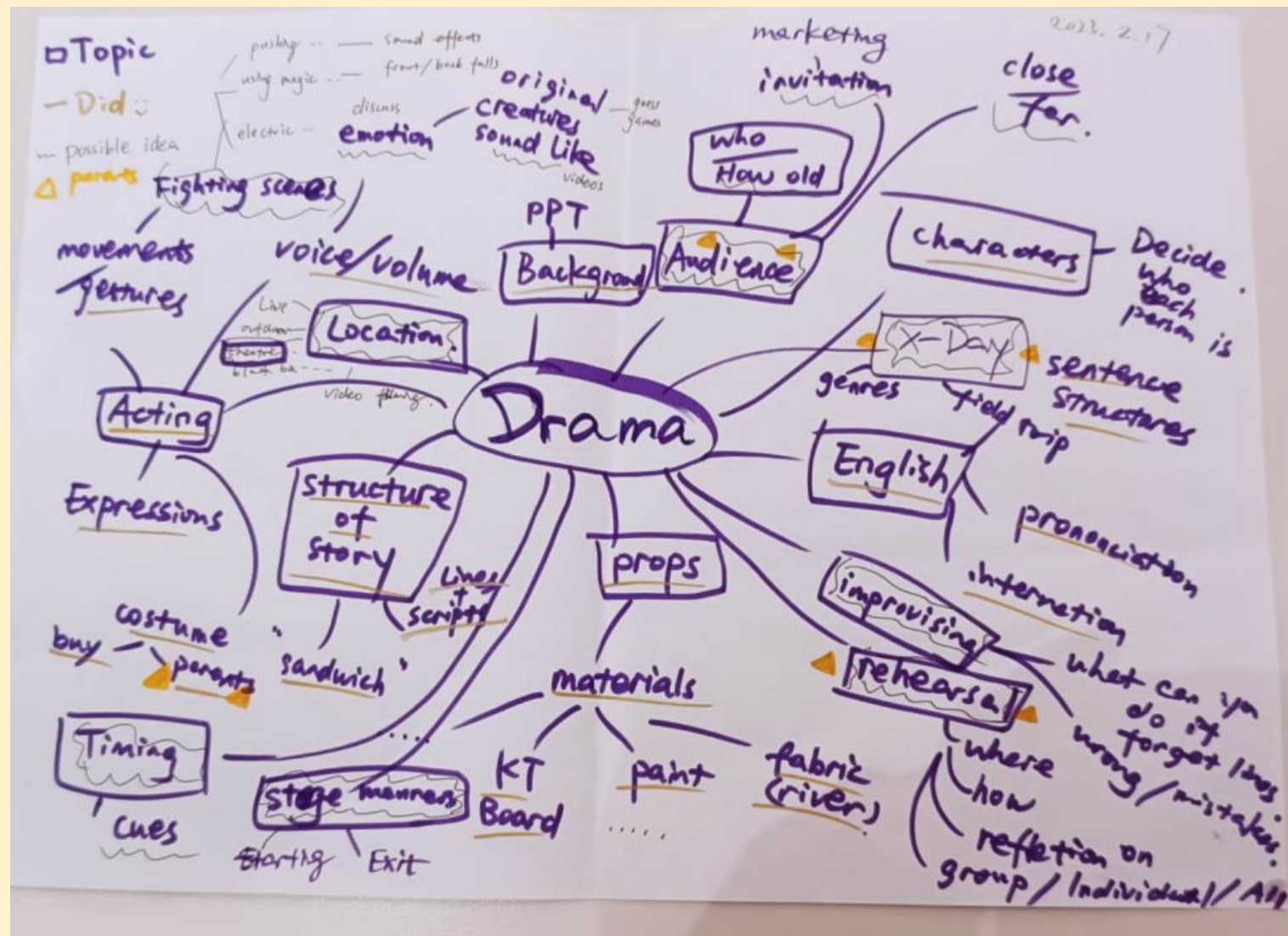
Anna looks at the moth she has found, in her bottle.
Anna看着她在瓶子里发现的蛾子。

Galen's bug cage, which he has brought from home.
Galen从家里带来的昆虫盒子。

Teacher ponderings and wonderings. 老师沉思和好奇

? Could we go further with "taking care of the bugs we catch"?

我们能不能更进一步 "照顾我们抓到的虫子"？

21

Day 1, October 10th

We have a big focus on ways for catching different types of bugs. The conversation happens in Chinese, but we are shown English words as we go – "creepy crawlies", "net", "cans", "bottles", "poisonous", "lure".

Elina: *"For flying or hopping bugs, we can use a net."*
Belada: *"We could use food to lure the bug?"*
Eva and Ziyu both note how creepy crawlies can be caught with hand, gloves, or specialised bug catching tools.
Elsa: *"Some bugs are poisonous. It is better to leave them alone and just look at them."*
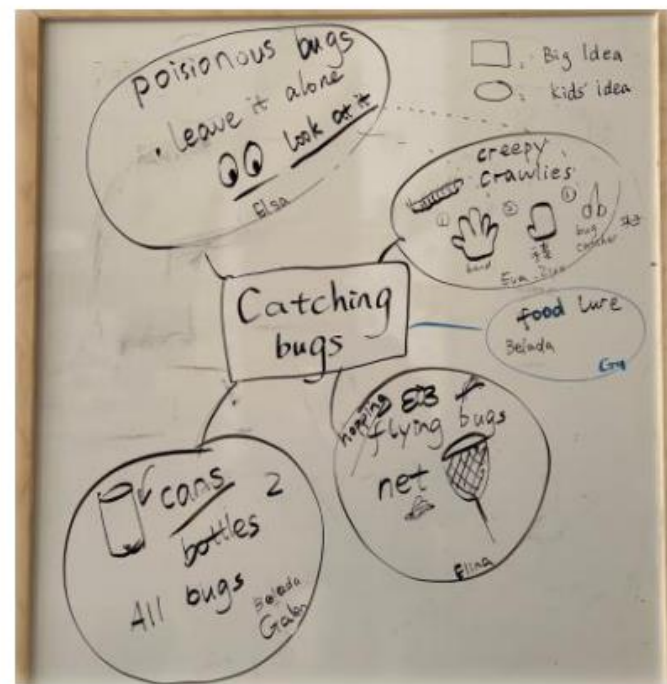
我们非常关注捕捉不同类型虫子的方法。对话是用中文进行的，但我们边说边看到英语单词——"creepy crawlies"、"net"、"cans"、"bottles"、"poisonous"、"lure"。

Elina: "对于会飞或会跳的虫子，我们可以用网。"
Belada: "我们可以用食物来引诱虫子？"
Eva和Ziyu都提到了如何用手、手套或专门的捕虫工具捕捉毛毛虫。
Elsa:"有些虫子是有毒的。最好不要去管它们，只能看着它们。"

EXPANSION

24

Day 2, October 11th
We expand our ideas today.
(Again, we are talking Chinese here.)

Yoyo: "*You can use double-sided sticky tape. Bugs will stick to this.*"
Anna: (For storing the bug in a bottle.) "*We need a secure cap, or else the bug can escape.*"
Belada also suggests today that we could make a net.

今天我们拓展了我们的想法。
（同样，我们在这里是用中文讨论的。）

Yoyo: 你可以用双面胶带。虫子会粘在上面的。"
Anna：（把虫子放进瓶子里）"我们需要一个瓶盖，否则虫子就会跑掉。"
Belada 今天还建议我们可以做一个网。

EXPANSION

Day 3, October 12th

Today we add some final ideas.

We note that gloves we wear for bug catching may need to be thick to protect us from some bugs and plants.

Also, some of us have seen a centipede outside, so we learn the English name for this.

今天我们补充了一些新的想法。

我们注意到，为了保护我们免受一些虫子和植物的伤害，我们戴的捕虫手套可能需要很厚。

还有，我们有些人在外面见过蜈蚣，所以我们学习了它的英文名字。

EXPANSION

Through these discussions, we are building up our reflection skills as we reflect on our real-life knowledge of types of bugs and our past experiences bug catching. Also our critical thinking and problem solving, as we consider the ways of catching different types of bugs. Finally, our collaborative discussion and ability to listen to each other.

通过这些讨论，我们在反思我们在现实生活中对昆虫种类的了解和过去捕捉昆虫的经验时，其实也正在培养我们的反思技能。当我们考虑如何捕捉不同类型的虫子时，我们还锻炼了批判性思维和解决问题的能力。除此之外，我们还锻炼了协作讨论和相互倾听的能力。

Using gloves for protection as we hunt.
戴上手套来避免孩子们捉虫时受到伤害。

October 12th – 14th (10/12 – 10/14)
SMALL GROUP MINI PROJECT – MAKING A NET!
小组迷你项目-做一个网

Following our bug catching discussions, many of us have expressed interest in making our own bug catching net.
Elsa, Anna, Yoyo, Elina and Ziyu are all keen to participate.
在我们的虫子捕获讨论之后，我们中的许多人都表示有兴趣制作我们自己的虫子捕获网。
Elsa, Anna, Yoyo, Elina和Ziyu都热衷于参与。

October 24th – October 28th (10/24 – 10/28)
During our bug catching endeavours, we have caught moths, grasshoppers, crickets, ladybugs and spiders. We have also seen butterflies and dragonflies. Many of us have been keen to ask for the name of the bug we find. We have previously used the App to identify the bugs, but now we also begin studying different types of bug too.

在捕虫过程中，我们捕捉过飞蛾、蚂蚱、蟋蟀、瓢虫和蜘蛛。我们还看到了蝴蝶和蜻蜓。我们中的许多人都热衷于询问我们发现的虫子的名称。我们以前使用该应用程序来识别虫子，但现在我们也开始研究不同类型的虫子。

EXPANSION

As a start, we put up keys of different types of bugs at the front of the class, and also on the window outside, which we can then go to identify a bug we find.
开始的时候，老师把不同类型的的虫子示意图放在教室前面，同时也放在户外的窗口上，然后孩子们可以去那里识别发现的虫子。

38

With so many grasshoppers having been caught, we also have a chart for the many different types of grasshopper.
由于有很多蚂蚱被捕获，我们还准备了不同类型的蚂蚱示意图。

Types of Grasshoppers

EXPLORATION

39

English

This is a beetle.
A beetle is a bug.
Bugs have six legs.

This is an ant.
Ants crawl on the ground.
A little ant can carry
a very big load.

This is a bee.
It has six legs,
and it has wings.
Bees fly from
flower to flower.

This is a firefly.
It has wings.
Fireflies glow in the dark.
They blink on and off
as they fly.

This is a grasshopper.
A grasshopper has
very strong legs.
It can walk and hop.

This is a ladybug.
It has red wings
with black spots.
It can crawl
on a flower.
Then it can fly away!

This is a walking stick.
This bug is hard to see.
It looks like a stick
that can walk.

Where can you see bugs?
Look up and down.
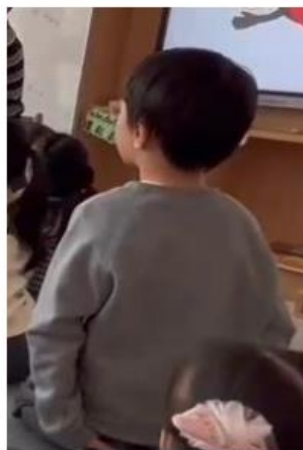Look for bugs that crawl
or hop or fly!

See the section on the 'bee' here.
扫码观看"蜜蜂"片段

At the very end, we get to the line "I'm spending the winter sleeping." Zhong asks "Why?" in English in wonder, which leads us to our next discussion…

在最后，我们看到这句台词"我在过冬睡觉。"Zhong 问道："为什么?，这就引出了我们的下一个讨论……

Zhong is asking questions and stretching his curiosity.
Zhong一边问问题，一边拓展自己的好奇心

I'm spending the winter sleeping.

EXPANSION

Hibernation

Post Project Teacher Reflection 项目后教师反思

Maybe we could have gone further with how different animals protect themselves in winter. Alternatively, comparing hibernators with non-hibernators. Students only had limited interest in this topic however, so we instead shifted focus back to our main Jurassic Park, which was developing at the time.

也许我们可以进一步研究不同动物在冬天是如何保护自己的。或者，比较冬眠动物和非冬眠动物。然而，学生们对这个话题的兴趣有限，所以我们把注意力转回了当时正在开发的侏罗纪公园。

Remember the provocations.

Chinese language expression.

Eva: 跟我一样的名字的小女孩，也叫 Eva，她在晒太阳。

Eva: "This little girl has the same name as me – Eva. She is basking in the sun."

Belada: 她发现了一大堆蚂蚁，她一直在看蚂蚁，就没发现旁边有一个蚂蚁窝。

Belada: "She found a group of ants. She kept looking at the ants, but couldn't see the colony nearby."

Lisa: 毛毛虫它翻跟头了！
老师补充，小女孩一开始以为她拿的是毛毛虫吗？
Anna: "不是！是辣椒！毛毛虫是蚂蚁的女王！"

Lisa: "The caterpillar is doing a flip."

Anna: "It's not a caterpillar, it's a pepper. The caterpillar is the queen of the ants."

Galen: 掉下来了以后，那个毛毛虫突然看见了蚂蚁，那个蚂蚁吓死了，然后就爬到毛毛虫的身上了。

Galen: "After it fell off, the caterpillar suddenly saw the ant
The ant was scared to death and crawled on top of the caterpillar."

Elina: 蚂蚁发现了小女孩，蚂蚁爬到了小女孩的头上。

Elina: "The ant found the girl and climbed on her head."

EVIDENCE OF LEARNING

虫子的一生 A BUG'S LIFE

2022.9 – 2022.12

荟同

Still life.

Holly (left) and Elina (right) hard at work.
Holly（左）和 Elina（右）在努力工作。

22

The long scroll allows many of us to work at the same time – Ziyu, Elina, Yoyo and Anna.
长卷让我们许多人同时工作——Ziyu, Elina, Yoyo, Anna。

Yoyo and Anna discuss their work.
Yoyo和Anna讨论他们的工作。

December 5th – 9th (12/05 – 12/09)

Outside there had been further discussions on the number of legs bugs have. As a provocation to take this further, Teacher Gu provides an assortment of different specimens each day. They can be sorted as to whether they have six legs or eight legs.

Lisa, Holly, Anna, Elsa, Elina, Ziyu, Galen and Yoyo all visit at different points throughout the week.
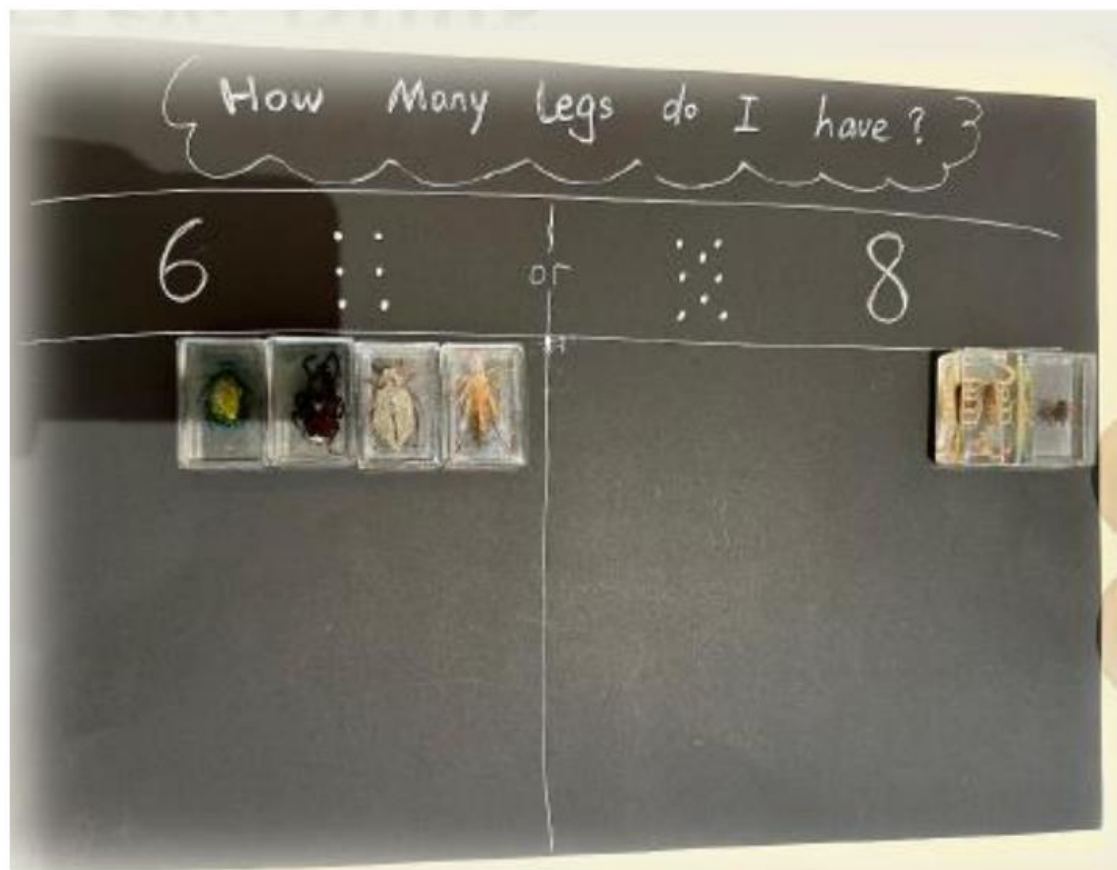
We are practicing our math skill of counting. Also, the mathematical skill of sorting by number. Finally, our skill of careful scientific observation. We practiced using the kaleidoscopes to make the specimen more fun to watch.

我们在练习数数的数学技能。还有，按数字排序的数学技巧。最后，我们还培养饿了科学观察技巧。我们还使用了万花镜使标本显得更有趣。

We love ladybugs…
好喜欢瓢虫🐞啊～

R

P   C   E   I

瓢虫脱壳啦～

十星瓢虫～

18星瓢虫～

二星瓢虫～

P

昆虫小队再出发～自从立夏以来，学校的生态环境里出现了各种各样的小虫子：蚂蚱、小蜘蛛、鼻涕虫、蜗牛和孩子们最近的最爱——瓢虫！Zhong曾经看过瓢虫百科，告诉大家11星和28星瓢虫是害虫，其他瓢虫都是好的益虫。于是孩子们都会在找到瓢虫后，积极数数，看一看到底是几星瓢虫。

🐞瓢虫

立夏之后，瓢虫的身影在校园里随处可见。我们为一些爱捕捉瓢虫的小朋友制作了一个"Create your Bugs"的provocation（诱导区）

Anna Ju、Anna l、Lisa、Holly、Claire对此颇感兴趣，制作很多可爱的小瓢虫。

To Conclude

- ## Projects

  - Be observant; watch listen to students with an open mind.
  - Remember, you may need to support them to take their thinking and activities further, through discussions and provocations you set up.
  - Skills development (all areas) can happen naturally through student activities.
  - Mind map as a teaching team and with student.

Contents

(2) Further points I want to share.

Discussing lunch etiquette and remembering to throw our orange peels in the bin. Practicing the English words, "orange" and "peel". We have some pictures on the screen. Eva points to the woman with orange

在和孩子们讨论用餐礼仪时，我们教导孩子要把橙子皮放到垃圾桶。孩子们被"橙子相关"的网络照片吸引（以下是英文对话）：

Eva: "I want to know, what is this?"

Joel: "Well, what is she doing with the orange?"

Several Students: "Painting face."

Joel: "What other fruits could be good paints?"

"Mangoes."
"Strawberries."
"Blueberries"

A new mini project arose.
一个迷你项目诞生啦!

Thank you, parents, for donating the fruit!

Preparation 准备
Thank you, Holly, Claire and Yoyo

Yoyo: "Joel, how do we make this?"

Joel: "I don't know. I have never done this before, either."

Under the Regio-Emilia philosophy, one of the core principles is "the teacher as researcher".
老师也是研究者～我们和孩子们一起探索。
This was a new experience for teachers also.

Now, let's begin

Eva

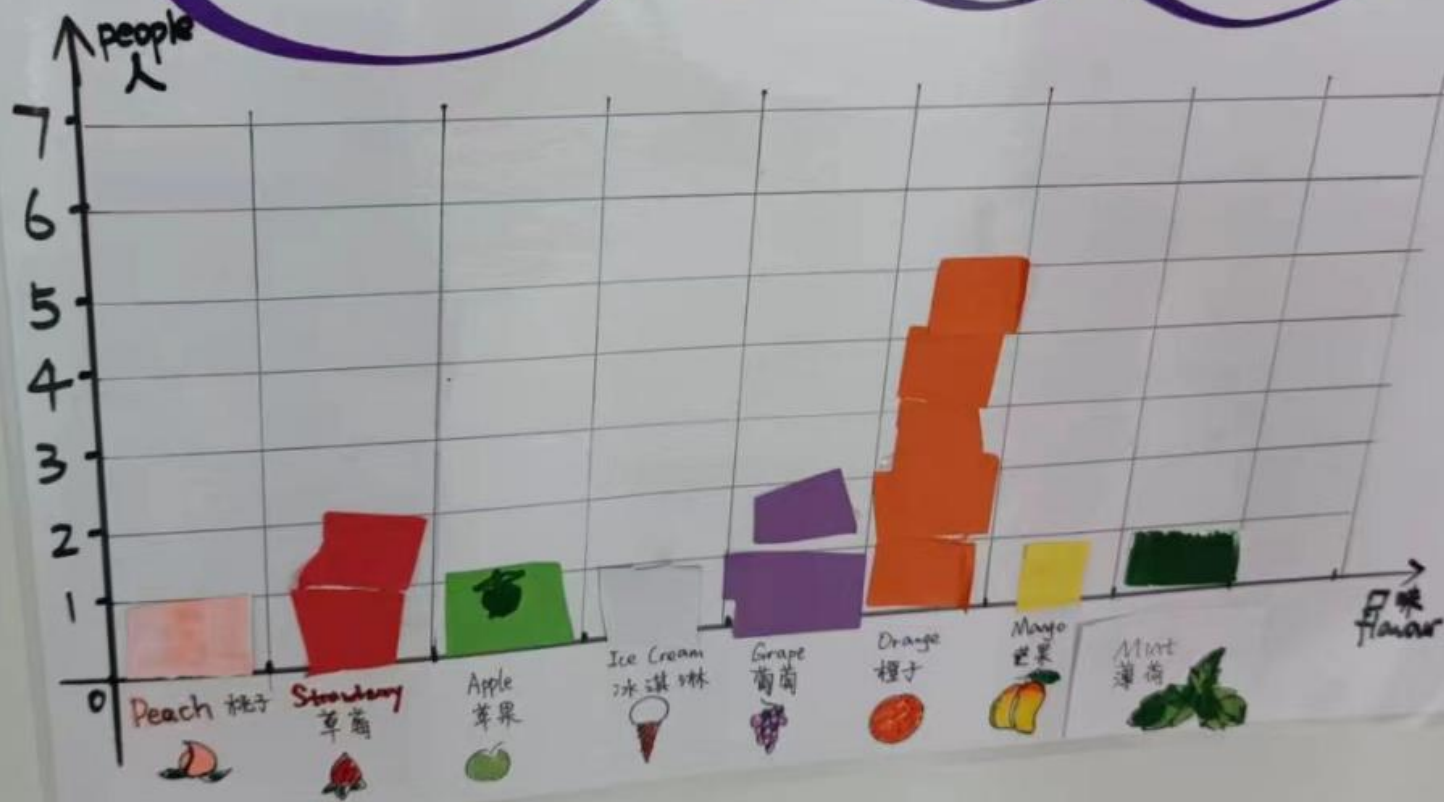Lisa- different thicknesses and textures.
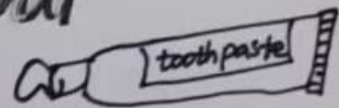不同厚度纹理的尝试

Key point:

- Remember, project ideas can come from anywhere and at any time.

Be open-minded.

How long are our toothbrushes?

Let's measure.

在平日生活中，我们都会遇到很多数学。那我们都是怎么和孩子讨论生活中的数学的呢？图里，孩子们正穿戴整齐准备去户外活动，但是我们有幼儿园ELC操场，还有小学操场，如何决定去哪里呢？

Joel邀请孩子们举手表决，最后按照少数服从多数的原则执行。

孩子一边数数、一边比大小，最后理解并尊重社交原则～

In daily life, we all come across a lot of math. So how do we talk to our kids about math in our lives? In the picture on the left, the children are getting dressed for outdoor activities, but we have a kindergarten, ELC playground, and a primary school playground. How do we decide where to go？

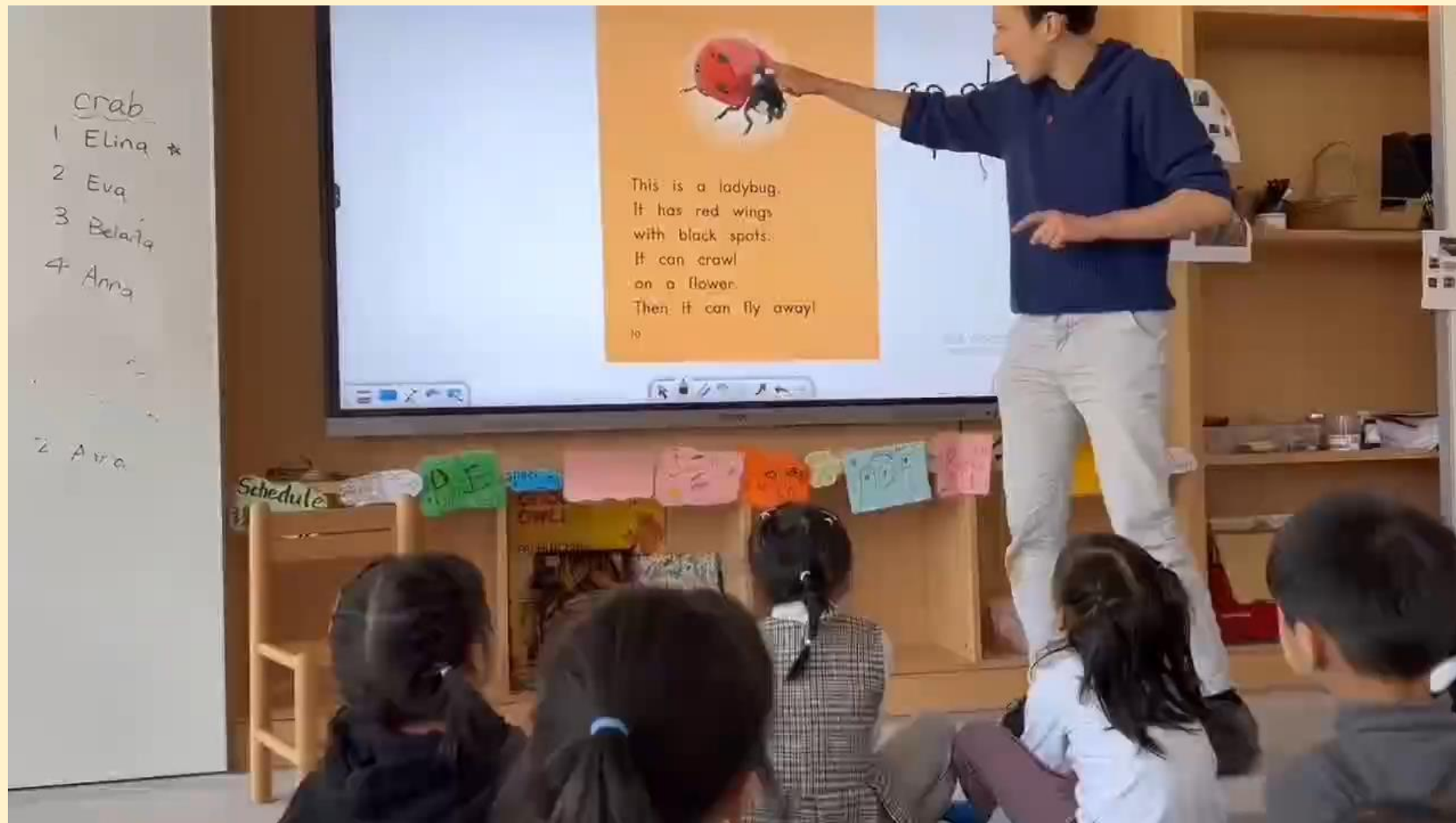Kids get the final decisions by counting numbers~

Key point:

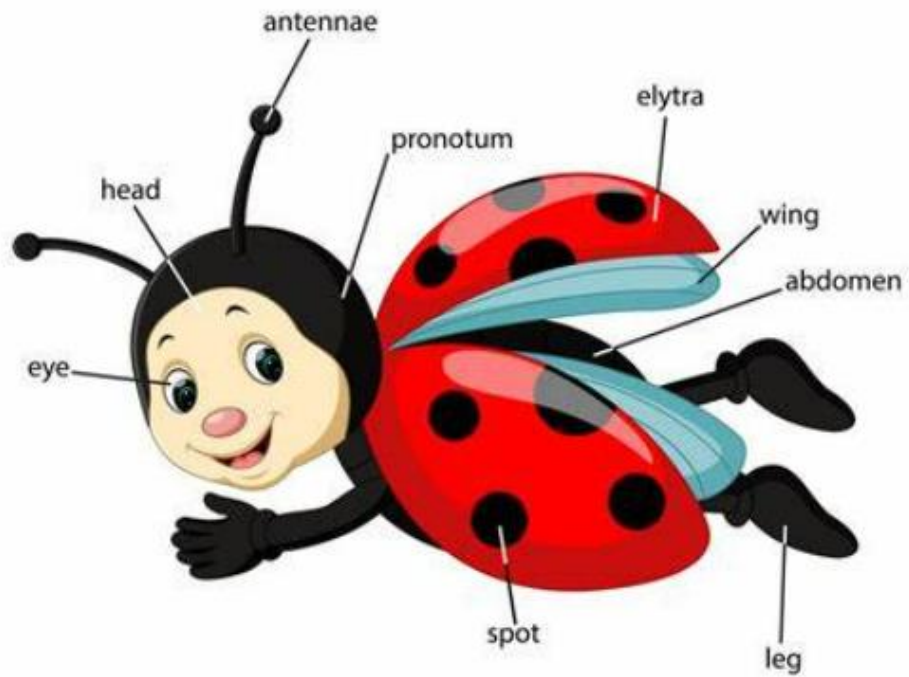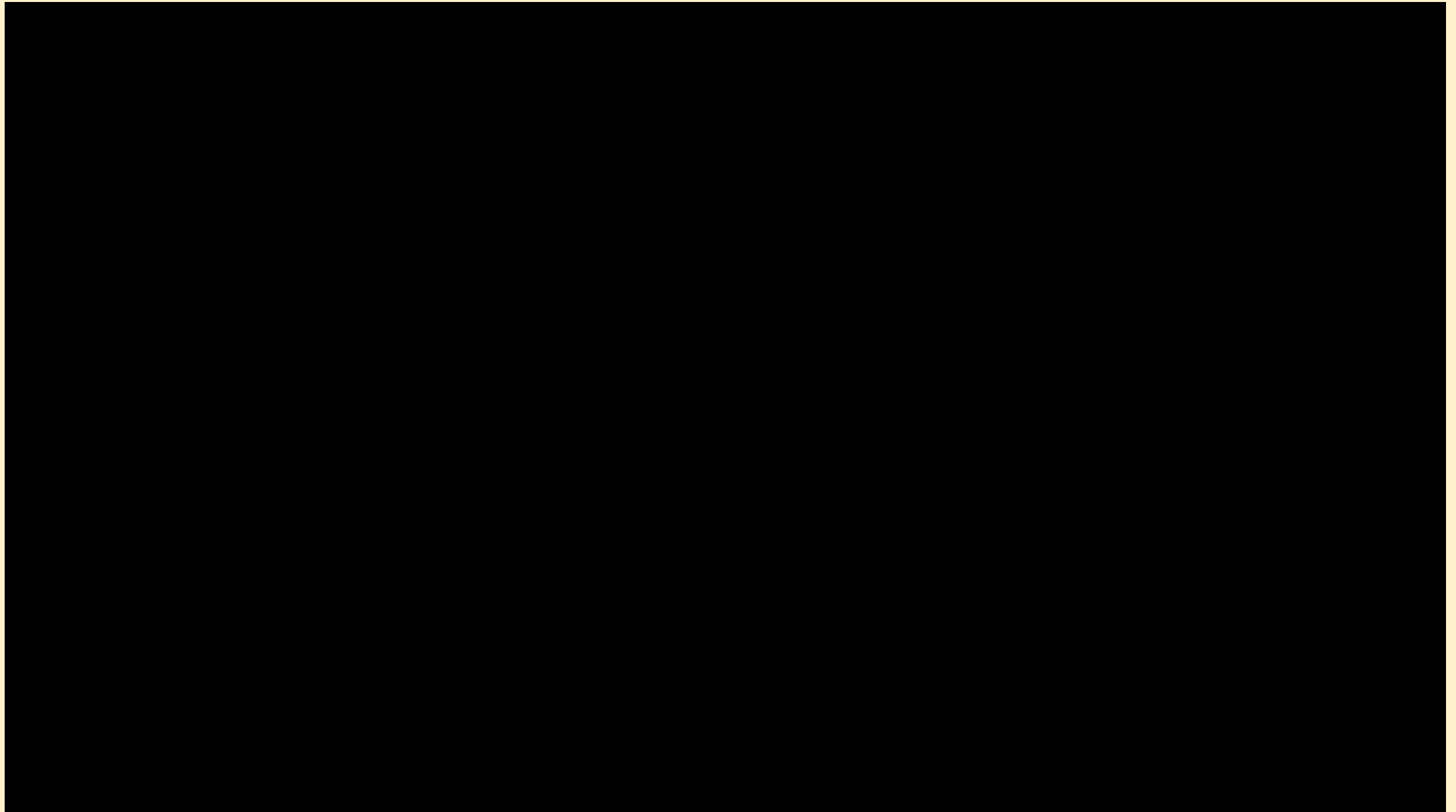- Remember, project ideas can come from anywhere and at any time.

Be open-minded.

This is a ladybug.
It has red wings
with black spots.
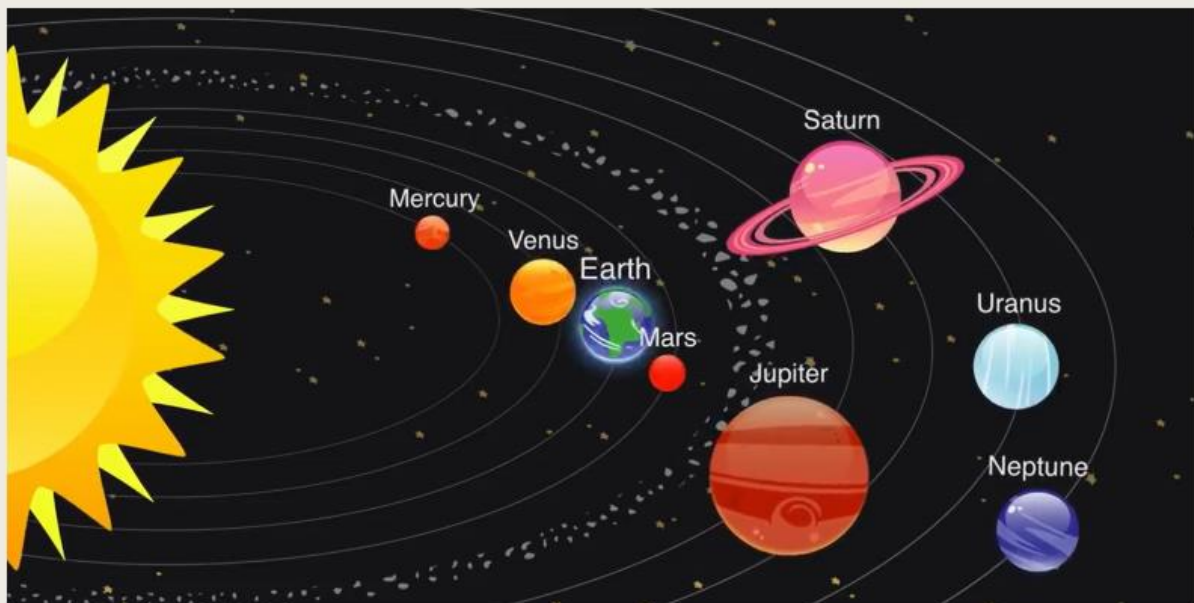It can crawl
on a flower.
Then it can fly away!

Body Part of Ladybug

这个小项目源于我们用于transition活动的一首关于太阳系的歌曲。其中还有一个外星人形象，引发了孩子们的热议。

太空/外星人项目
Space/Alien project

Eason asked, "What's this?"

Belada noted "I think it is a man because he is wearing a cap and shirt.

Vivian replied, "No, it must be an alien because it has no legs?"

Belada noted, "But maybe it is standing with it's legs bent behind so we can't see.

Vivian then noted, "But it's face is green."

Belada continued, "Maybe it is face paint."

Eason： "这是什么?"
Belada:"我认为这是一个男人，因为他戴着帽子，穿着衬衫。

Vivian回答说:"不，它一定是外星人，因为它没有腿。"

贝拉达指出:"但也许它站着，腿弯在后面，所以我们看不见。

薇薇安接着说:"但它的脸是绿色的。"

贝拉达接着说， "也许是脸上的彩绘。"

Joel: "Remember on Tuesday we discussed whether he was an alien."

Elina: "She not he".

Joel: "That's interesting, I said "he" but Elina said "she". What is the difference."

Belada: "He means a boy and she means a girl."

Joel: "Yes, if you are a boy, stand up."

 "Now if you are a girl stand up."

Joel: "Yes, so do we know if it is a boy or girl?"

Elina: "I think it's a girl because it's wearing a dress."

Carey: "I think it's a boy because it has a round face and a cap."

Belada: "But a girl can also have a round face and a cap. I think it is a dress, but a rectangle dress, not a triangle dress."

Joel: "We can keep thinking. So we also discussed whether it was an alien."

Belada: "Yes, it's not an alien. It just has green face paint.

Vivian: "I think it is an alien because its eyes are circles. Our eyes are not circles."

Eason: "Yes, a small circle inside a big circle."

Belada: "They are not really circles."

Joel: "You are right; not quite. They almost are though."

Belada: "They are ovals."

Joel: "Now remember, we had thought it didn't have legs, but then Belada pointed out maybe it's legs are bent back."

Carey: "I think it has legs. Its legs are closed together so we can't see it is two legs. It closes it's legs to fly and opens them to not fly."

Lisa: "I think it does have legs. Its legs have black paint so we can't see them."

以下是英文对话

各位家长觉得呢？孩子们在大班这个年纪，会产生比较强烈的性别意识，我们在这个外星人性别探讨中就可窥见一斑。

174

Anna Li、Ziyu、和Elina开始给"宇宙"着色。她们说要把它全部涂黑。

浩瀚宇宙中的星光点点。老师问黄色圆形的是什么，Ziyu说是月亮～

Key point:

- Listen to students. Value everything they have to say.

This will open up so many possibilities.

What could we discuss with our students?

- Our routines in the classroom.
- Layout of the classroom.
- Eating etiquette.

- Why we do the activities that we do in our day?
- How students feel about learning English.

Listen to what students have to say first.

What could we discuss with our students?

Questions

What are some interesting things you have noticed in your student's play?

Learning?
Creativity?
Developing skills?

Money and Currency within Roleplay
角色扮演中的金钱和货币

我们中的许多人都扮演过需要购买物品的玩具动物的角色。
这里我们谈到了交换如何公平进行的问题。思考和解决问题是需要的。
这是过去人类发展需要解决的问题。它告诉我们，通过游戏，我们可以访问和思考现实世界的问题。

Many of us have role-played with our toy animals needing to buy items.
Here we have reached the problem of how exchange can work fairly.
Thinking and problem-solving are needed.
This was something that needed to be solved in the past for human development. It shows us that through play we will visit and consider real-world problems.

If the mass is the same, perhaps that "money" is worth the same as the food?
Self-initiative to use the measuring scales.
如果质量是一样的，也许那个"钱"和食物一样值钱?
主动使用测量尺度。

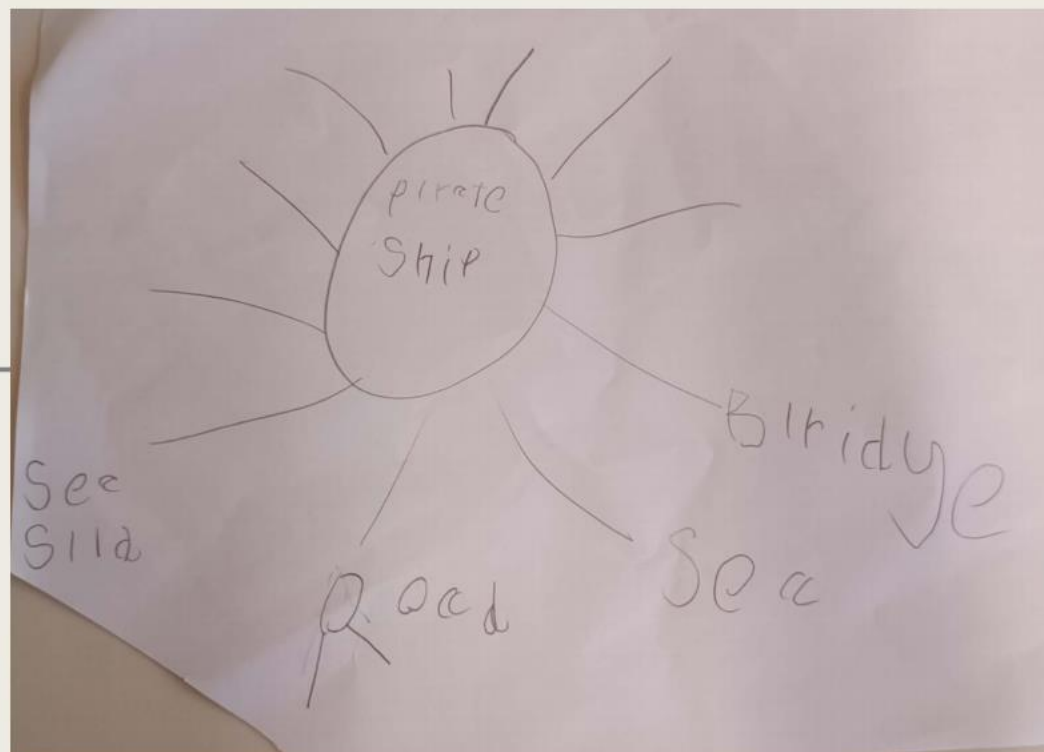Can the different colours be worth different amounts?

不同的颜色价值不同吗?

"We have no money. Vivian and me. As I spin this, I get more string. We can use it to get money."

Key point:

– Be vigilant of when you intervene in child's play.

Let them explore real world problems themselves.

Pirate Equipment
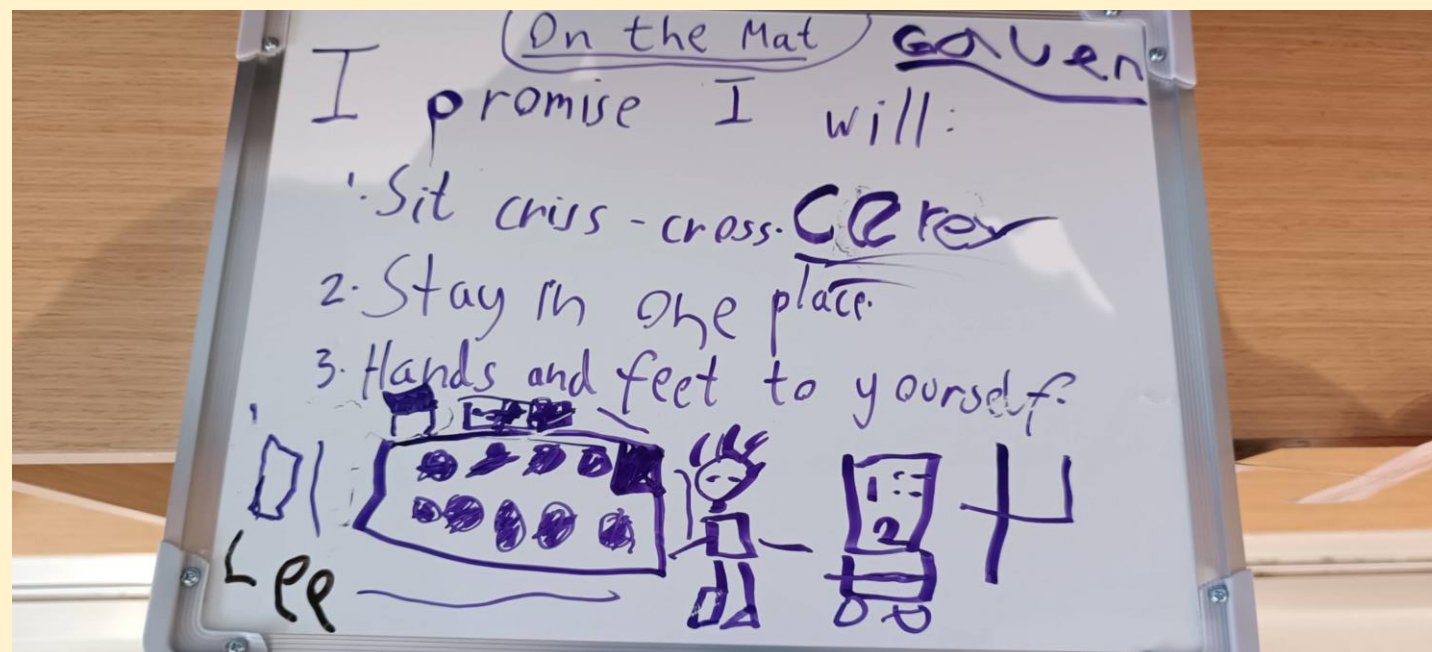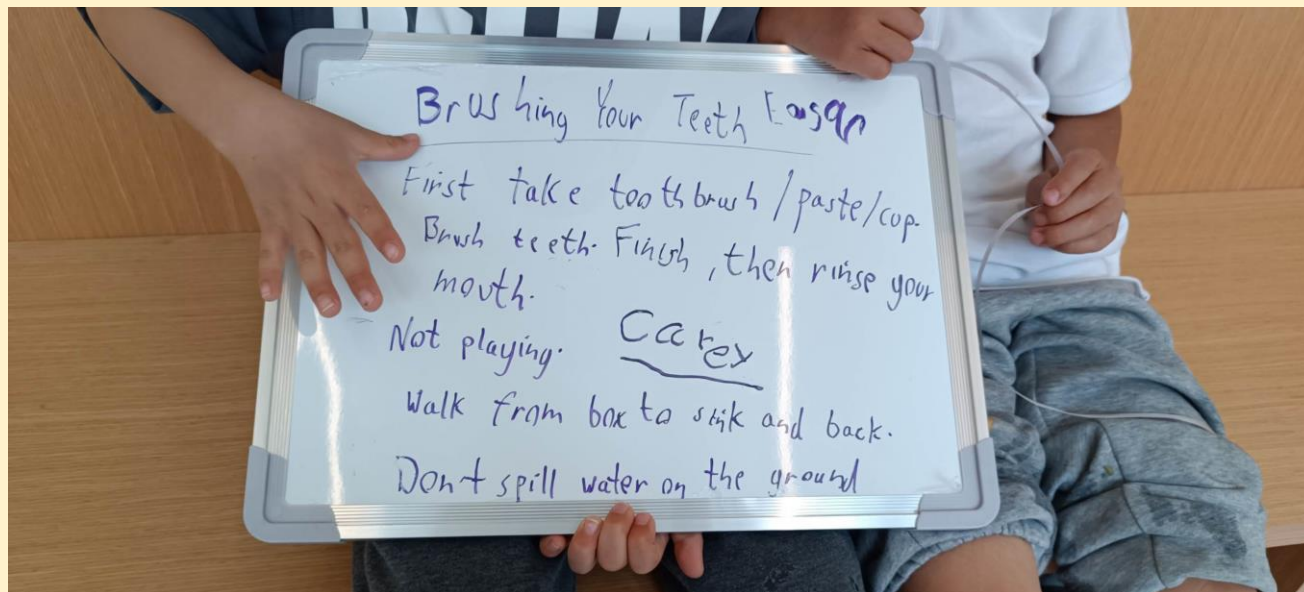

pirate Ship

See Sild

Bridge

Road

Sea

作为新项目，Eason Carey和Lee制作了海盗船。我们讨论了如何进一步采取行动。在第一次头脑风暴中，Carey指出海盗船应该有"枪、引擎和人"。

接下来，我们讨论了如何进一步推广这个想法。Galen加入。所有的男孩都提到了"大海"。在老师的帮助下，我们终于明白了海里可能有岛屿。然后，Carey和Eason进行了进一步的头脑风暴。

他们回顾说，到目前为止，他们已经制造了"海，一座海桥，岛屿和海盗船"。

我们一起看了一张海盗船的照片。他们把船的每一部分都与能找到它的地方相匹配。他们自己承担了添加"锚"和"地图"的责任。Eva也在过程中和他们一起玩这个游戏。

Brushing Your Teeth Edgar

First take toothbrush/paste/cup.
Brush teeth. Finish, then rinse your mouth.
Not playing. Carey
Walk from box to sink and back.
Don't spill water on the ground

(On the Mat) Gouen
I promise I will:
1. Sit criss-cross. Carey
2. Stay in one place.
3. Hands and feet to yourself.
Lee

🏴 海盗项目 ♥160

What materials can you use to make a pirate ship?

Carey、Lee和Eason一起进行海盗船项目。他们继续地图制作和更复杂的路线。"这张地图要给海盗。"我们认为这可能是海盗项目的下一步——制造海盗船的新材料。Carey立刻说:"我知道。我以前做过这个。我们可以用瓶子。"在晨会上,他提出了这个想法,他的朋友们也加入了他们。最初船坏了。Carey指出:"也许它太高了,并重新排列瓶子,使其更安全。解决问题能力很强。

这个小项目是由Carey、Eason、Lee之前制作的海盗船延伸出来的，Anna Ju、Claire 和 Holly也非常感兴趣。看见那些弯弯绕绕的寻宝路线了吗？

宝藏地图项目
Treasure Map project

Key point:

- Even with student emergent learning, don't be scared to hold students accountable.

To Conclude

- ## Projects

  - Be observant; watch listen to students with an open mind.
  - Remember, you may need to support them to take their thinking and activities further, through discussions and provocations you set up.
  - Skills development (all areas) can happen naturally through student activities.
  - Mind map as a teaching team and with student.

To Conclude

-      Genuinely respect and value students and everything have to say. *This can lead to beautiful and humbling moments and deep discussions and project ideas.*

-      Remember, project ideas and learning opportunities can come at any time and from anything.

-      Don't be scared to hold students accountable.

-      Remember students learn through play. Be vigilant of when to intervene.