**KINDERGARTEN**

**Opportunities for Learning: Planning Forward for Learning**

**Plan Based on Documentation of Learning \_\_\_ or Intentional Learning Opportunities \_\_\_ Part 1**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Rationale:** Why have you chosen this strategy?What have learners demonstrated or wondered about that makes the opportunity meaningful at this time?  **Description:** Briefly explain the organization of the learning provocation. Describe the set up-learner materials; guiding resources (charts, cards,…). | | |
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| **\*Conceptual Understandings*:***Conceptual understandings are statements of essential ideas that accompany each of the overall expectations. Conceptual understandings include concepts, skills, attitudes, and habits of mind. | | |
| **\*Frames of Learning**  **(May include more than one frame)** | **Overall Expectations** | **Specific Expectations** |
| **BC −** Belonging and Contributing |  |  |
| **SRWB –** Self Regulation and Well Being |  |  |
| **DLMB −** Demonstrating Literacy and Mathematics Behaviours |  |  |
| **PSI −** Problem Solving and Innovating |  |  |
| **\*Noticing and Naming Learning: Making Learning Visible** | | |
| **Learning Goals**: Enable children to think about and to begin to direct their own learning. Support the overall expectations and conceptual understandings*.* | | |
| **Possible Learner Responses: Documentation of Learning**  **D**ocument as learners demonstrate learning: post in classroom; include in Learning Stories; Digital Records  **SAY DO REPRESENT** | | |
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| **The Educators’ Intentional Interactions: Prompts, Questions, and Cues (**How educators engage with children’s learning)  **RESPOND CHALLENGE EXTEND** | | |
| **\*Pedagogical Documentation:\*** (**Identify tools used for documentation**) **Documenting the evidence of learning is the most important aspect of assessment in Kindergarten and is, indeed, an integral part of all assessment approaches. “See Assessment For and As Learning: Growing Success Addendum pp 6-9.** | | |
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**Opportunities for Learning: Planning Forward for Learning: Part 2**

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| **Co-constructing Learning with Intentional Conversations: Educator and Learners**  **Develop a plan for intentional conversations with the class/group. Be sure to include prompts that respond, extend and challenge.**  In education, the term “provoking” refers to provoking interest, thought, ideas, or curiosity by various means – for example, by posing a question or challenge; introducing a material, object, or tool; creating a new situation or event; or revisiting documentation.  “Provocations” spark interest, and may create wonder, confusion, or even tension. They inspire reflection, deeper thinking, conversations, and inquiries, to satisfy curiosity and resolve questions. In this way, they extend learning. How will you meet the above criteria as you introduce this provocation to the learners? |
| **Beginning:** How will the educator respond, challenge and extend? |
| **Middle:** How will opportunities for learner voice be included? |
| **End:** How will the intentional conversation be shared and celebrated? |