

This is the Implementation form: A *Big Idea* list to guide your planning.

BIG IDEA

<p>TIME <i>Of planned activity</i></p>	<p>LIST PARTICIPANTS HERE</p>	<p>DATE ROOM</p>
<p>WHAT DO YOU THINK THE CHILDREN WERE THINKING?</p> <p>For a game to be fun it has to have rules</p>		<p>EVIDENCE: Provide data from your observations that backs up the ideas posted in the box to the left.</p> <p>Mary explained the way to use her ball by rolling it. Then she and Alec began the game of rolling the ball back and forth to each other.</p> <p>Towards the end of the observation, Mary looked at the fourth child and asked her, “Is this fun?” Mary did not ask this question until she felt that she had figured out all of the terms of her “game.”</p>
<p>PLANNING: What is your question (Big idea) that you want to study with the children, and / or what do the children want to study?</p> <p><i>What are other objects that roll?</i></p> <p><i>What about these objects make them easy to roll?</i></p>		<p>What materials will you use to help children experiment with their theories (thinking)?</p> <ul style="list-style-type: none"> • A hard floor or platform for rolling • Round objects such as: various balls (tennis, ping pong, golf) • Rocks • Frisbee • Pencils • Roll of masking tape • Hockey puck • Bike tire • A paper and easel to write down the children’s responses

How will you set up the materials?

I will have the materials sitting in a laundry basket. The basket will be placed next to the wooden platform in the Project Room. The Paper and the Easel will be set up at the same end of the platform that the basket is at.

What 4 questions will you prepare to pose to the children?

- 1) How does an object roll?
- 2) What about an object makes it easy to roll?
- 3) If an object rolls, will it also bounce?

We, the researchers, want to note that the expectation in this box is to develop at least 4 questions in order to be as flexible as possible, and prepared for nonlinear thinking that will occur in children's play.

PROCEDURE: IMPLEMENTATION: number the steps

1. As the children come in the room, I will ask them what they think all of the objects have in common.
2. The children will begin to explore the objects. Some may even begin rolling the objects without being prompted to do so.
3. The children will predict which objects roll and say why they think so.
4. The children will test their predictions by rolling the objects. Some of the objects may be a little challenging to roll (ex. The rock and the Frisbee)
5. We will discuss why the objects that rolled were able to do so. The characteristics of the "rollable" objects.