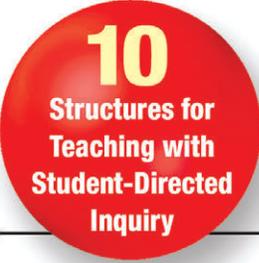


HARVEY "SMOKEY" DANIELS

The
Curious  **us**

Classroom

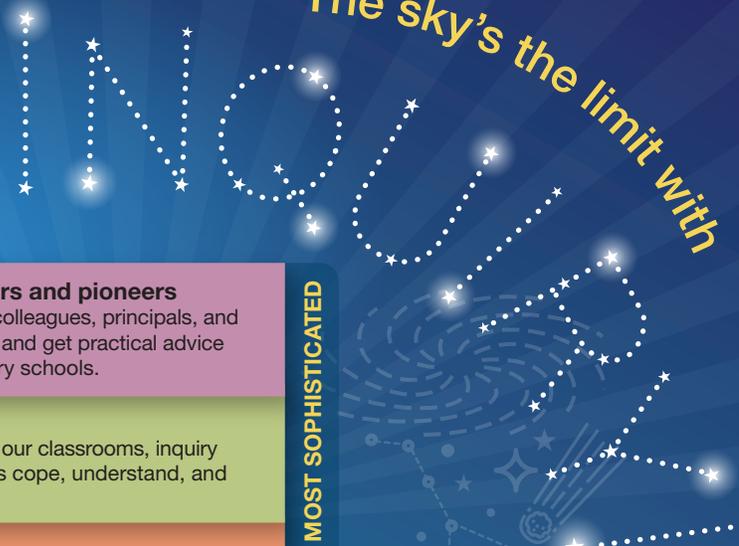


Heinemann

DEDICATED TO TEACHERS™

Study Guide

The sky's the limit with



10

Learn with partners and pioneers
We can reach out to colleagues, principals, and parents about inquiry and get practical advice from pioneering inquiry schools.

9

Lean into a crisis
When crises happen in our classrooms, inquiry strategies can help kids cope, understand, and carry on.

8

Address curricular units with mini-inquiries
Curiosity empowers kids to build knowledge on topics they wouldn't choose on their own.

7

Pursue kids' questions with mini-inquiries
With student-driven inquiry, kids see the exciting process of "finding out"—and they fall in love with it.

6

Hang out with an expert
Kids learn authentic, reliable information from experts and witness what passionate, sustained curiosity looks like.

5

Check our news feed
The news stimulates inquiry projects of all sorts and sets children on a path to active, critical citizenship.

4

Begin the day with soft starts
If kids begin the morning by exercising their own curiosity, they are more responsible and curious all day long.

3

Capture and honor kids' questions
To create a culture of questioning and investigation, we record students' wonderings and track their pursuit of them.

2

Investigate ourselves and our classmates
If you want a curious, collaborative classroom, then you are in the friendship-creating business.

1

Demonstrate your own curiosity
Today's students urgently need to see thoughtfulness, curiosity, and resourcefulness in adults.

MOST SOPHISTICATED



SIMPLEST

Watch students learn more deeply and independently than ever

Smokey's ladder of inquiry practices takes you from the simplest to the most sophisticated, gradually releasing more responsibility to your students for their own learning.

Inquiry Approach Versus Coverage Approach

Inquiry Approach

- Student voice and choice
- Questions and concepts
- Collaborative work
- Strategic thinking
- Authentic investigations
- Student responsibility
- Student as knowledge creator
- interaction and talk
- Teacher as model and coach
- Cross-disciplinary studies
- Multiple resources
- Multimodal learning
- Engaging in a discipline
- Real purpose and audience
- Caring and taking action
- Performance and self-assessments

Coverage Approach

- Teacher selection and direction
- Required topics and isolated facts
- Solitary work
- Memorization
- As if/surrogate learning
- Student compliance
- Student as information receiver
- Quiet and listening
- Teacher as expert and presenter
- One subject at a time
- Reliance on a textbook
- Verbal sources only
- Hearing about a discipline
- Extrinsic motivators
- Forgetting and moving to next unit
- Filling in bubbles and blanks

Consider

When you look at the Inquiry Approach Versus Coverage Approach chart, where do you see your work?



Try This

My “symptoms of curiosity” (see page xxi)

Chapter 1

Demonstrate Your Own Curiosity



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Kids I Thought of as I Read



Try This

My inquiry questions *(see page 6)*

Chapter 2

Investigate Ourselves and Our Classmates



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Kids I Thought of as I Read

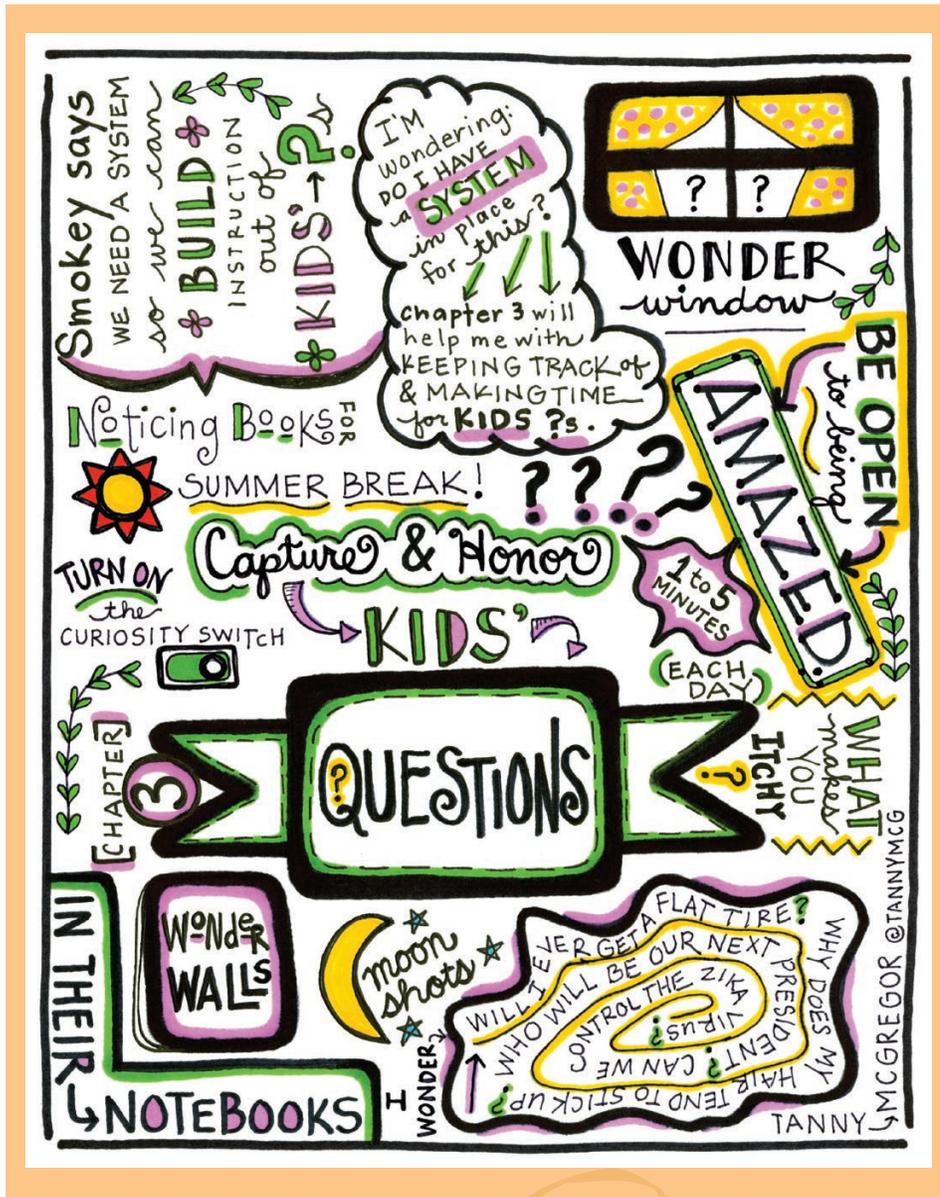


Try This

Who I got to know . . . and what I learned *(see page 24)*

Chapter 3

Capture and Honor Kids' Questions



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Kids I Thought of as I Read



Try This

My curiosity “itches” (see page 45)

Chapter 4

Begin the Day with Soft Starts



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Kids I Thought of as I Read

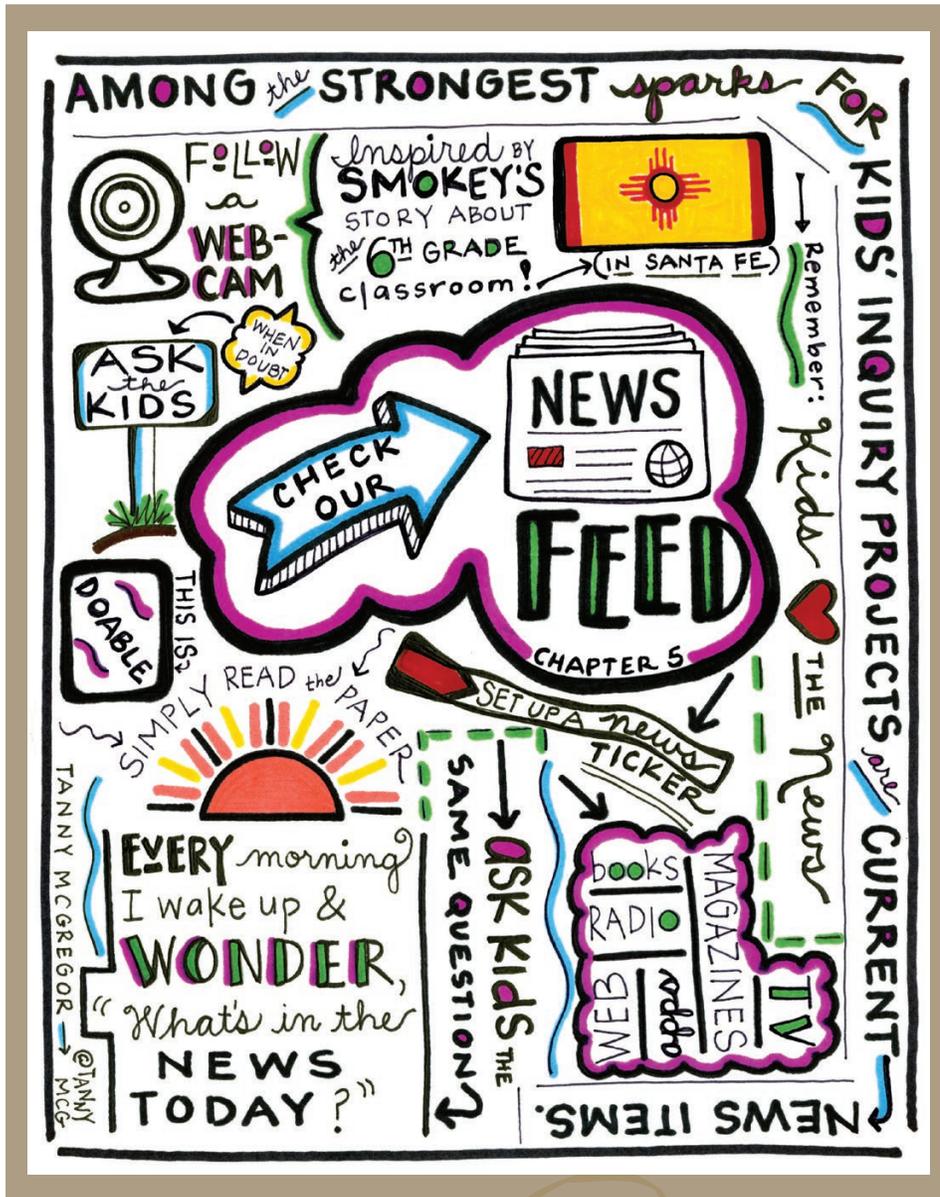


Try This

How did *your* childhood schooldays begin? (see pages 60–61)

Chapter 5

Check Our News Feed



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Kids I Thought of as I Read

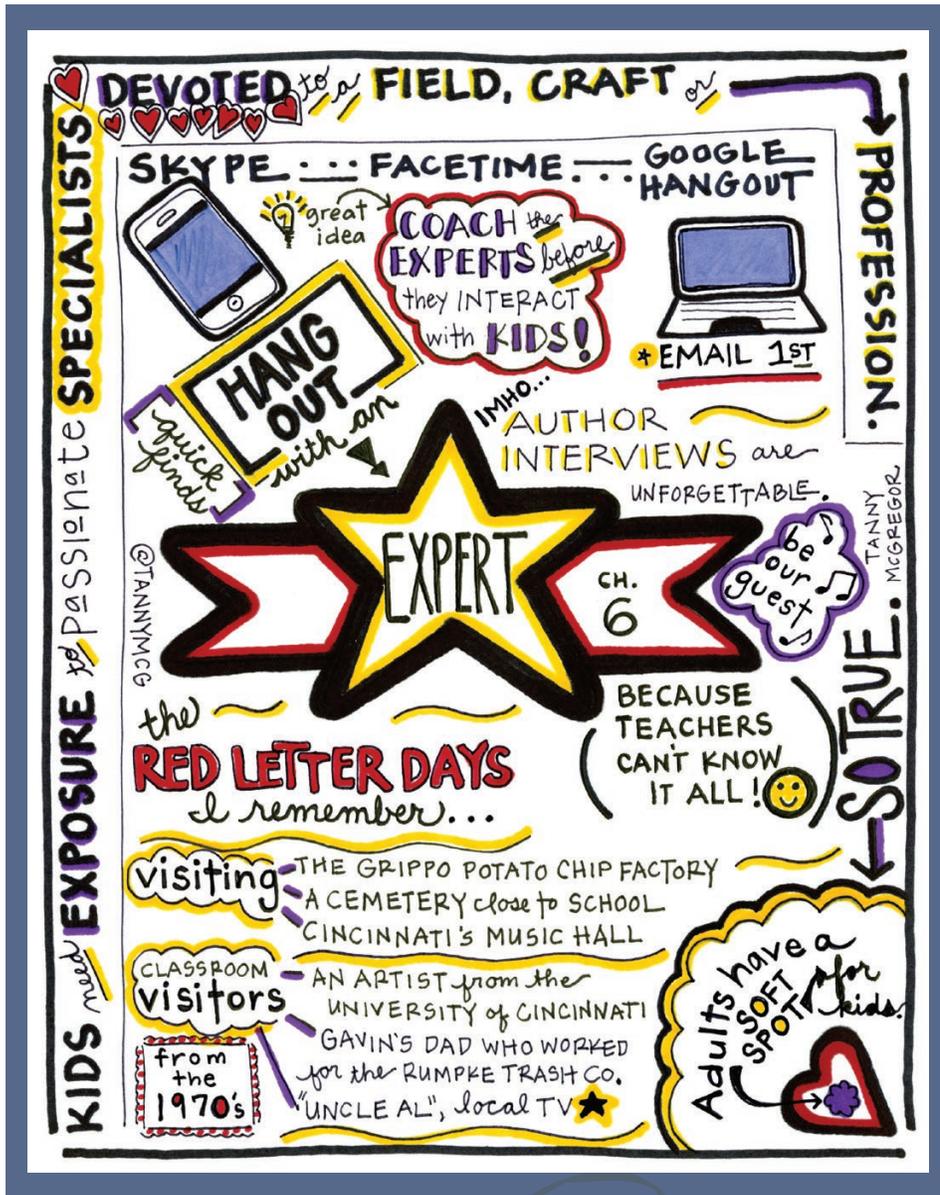


Try This

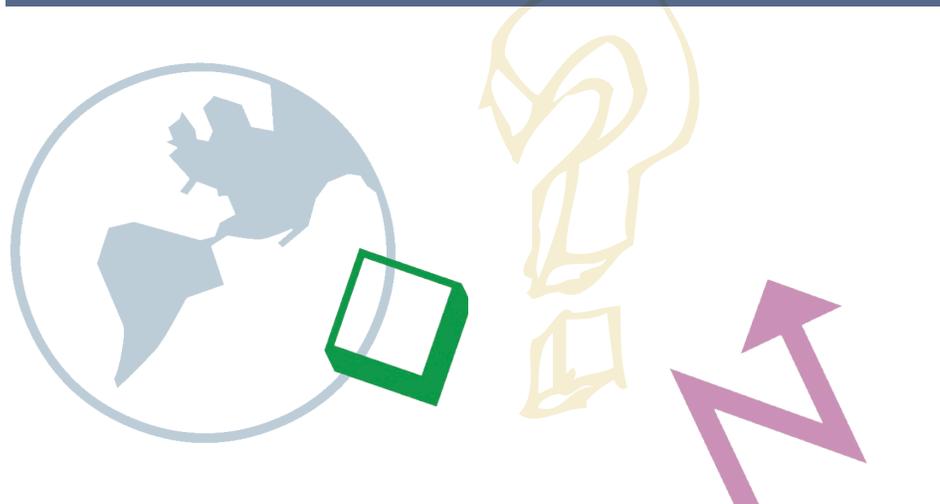
My typical daily news sources *(see pages 81–82)*

Chapter 6

Hang Out with an Expert



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Kids I Thought of as I Read



Try This

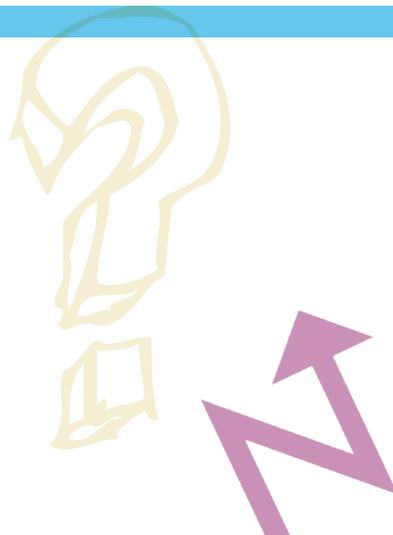
My most memorable days, field trips, and expert visits in elementary school
(see page 101)

Chapter 7

Pursue Kids' Own Questions with Mini-Inquiries



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Kids I Thought of as I Read

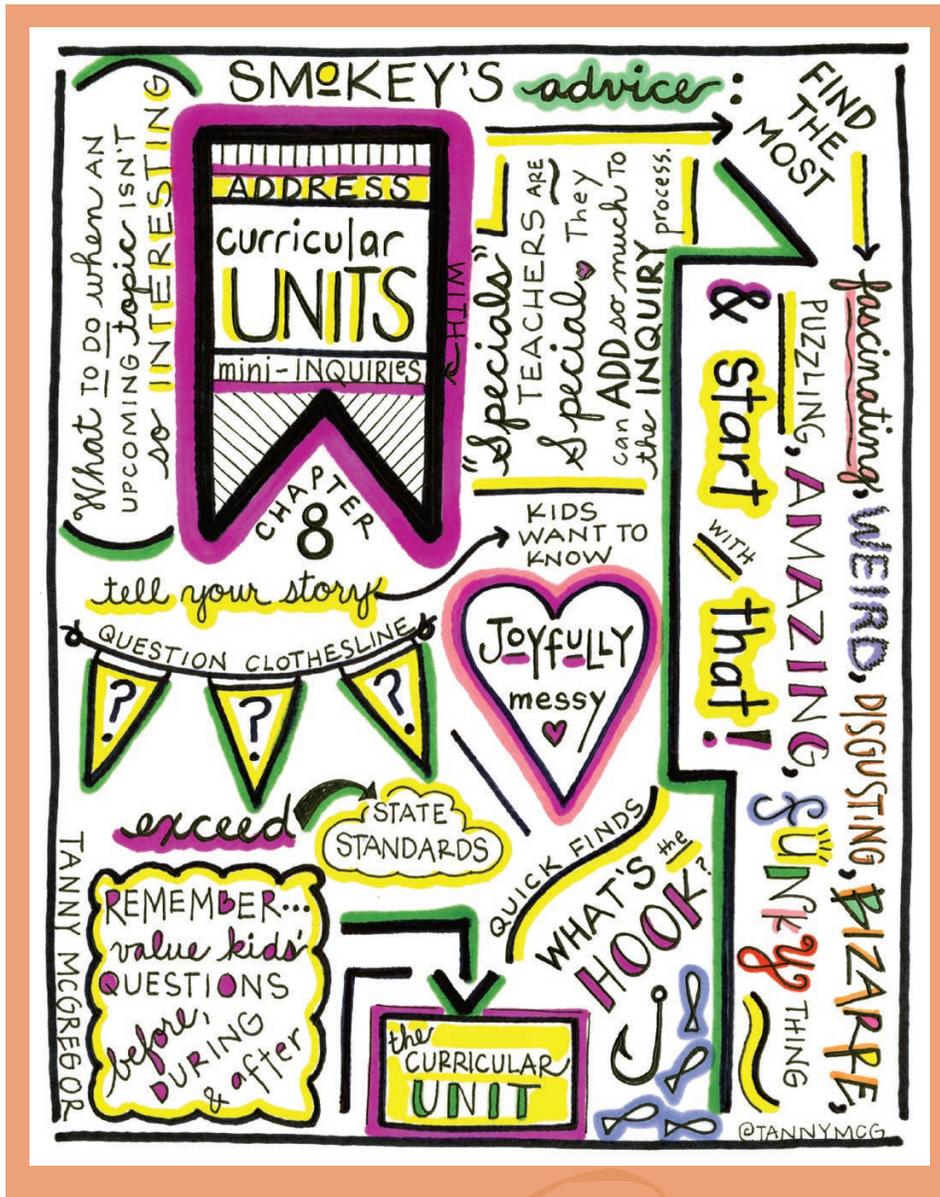


Try This

My wonder . . . and what I learned about it *(see page 122)*

Chapter 8

Address Curricular Units with Mini-Inquiries



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Kids I Thought of as I Read



Try This

My “have to teach” unit . . . and the interesting/crazy/stunning/unexpected angle that I can use to hook the kids *(see page 143)*

Chapter 9

Lean into a Crisis

React to a Crisis first from your Heart

Using Inquiry Strategies

LEAN INTO A CRISIS

HELP KIDS COPE.

CRISIS

SUDDEN EVENTS

CHAPTER NINE

preempt THE CURRICULUM.

It's a balance

be AWARE & INFORM

don't marinate too long

the WORLD hands us a CURRICULUM.

Picture Books are our best FRIENDS.

In times like these, PICTURE BOOKS are our best FRIENDS.

my CLASSROOM CRISIS LIST:

- ▲ when I broke my wrist in P.E. (1972)
- ▲ when our music teacher died at school ▲ the tornado (1974) in Sharonville
- ▲ The Who concert tragedy (1979)
- ▲ Mt. St. Helens (1980)
- ▲ the BOB PROBST quote

It's OK TO ADMIT you ARE WORRIED, too.

NEIL POSTMAN: BRILLIANCE

TANNY MCGREGOR @TANNYMCG

Questions and Ideas to Discuss with Colleagues

Ideas I Want to Hold On To



Try This

My memories of a crisis in school *(see page 155)*

Chapter 10

Learn with Partners and Pioneers



Questions and Ideas to Discuss with Colleagues



Ideas I want to try!

Aspects of Inquiry I'd Like to Learn More About with Others



Try This

Potential professional partners . . . and what we might try together (*see pages 175–176*)