

Growing Jungle

N2B Inquiry

2016 - 2017

**Change and
Continuity**

**Nature and
Technology**

**Exploring
Natural Elements
with different
tools**

**Movement,
Texture,
Colour**



**Cultural
Celebrations**

Term 1:

Building our Group Identity

Focus Question: How am I a part of the N2B Growing Jungle?

Term 2:

Going Deeper into the Jungle

Focus Question: Why do animals need the jungle? What makes up the jungle?

Term 3:

Properties of the Jungle

Focus Question: What are the properties of the jungle?

Term 4:

Our Community 'Jungle'

Focus Question: What are our responsibilities?

Term 1

15 - 26 August, Tuning In

We started the year off with positive interactions and strong communication. While building our classroom community, the children enjoyed engaging in conversations about our class name.

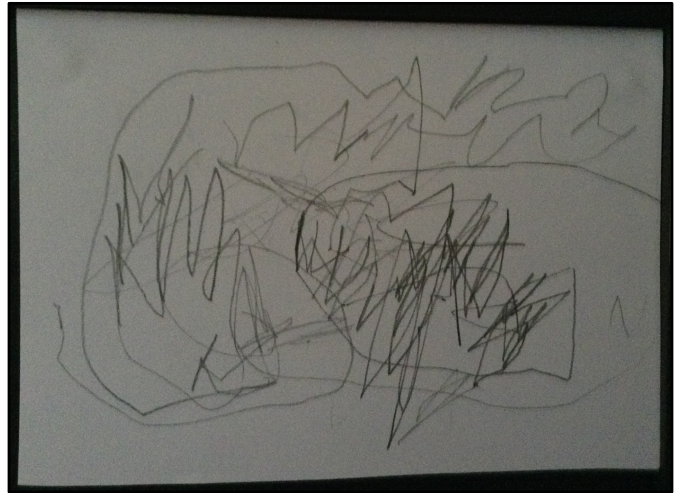
We are the N2 Growing Jungle.

Finding Out

The children were invited to think about themselves in our jungle. A group of children drew themselves as animals in our jungle. We began our research into the different animals using different materials .



(Tiger)



(Lion)

(Snake)

From the selection of animals, we created our essential agreement.

We use tip-toe feet and quiet voices so we do not wake the **lions** and **tigers**.

We will slither like **snakes** as we move through the school.

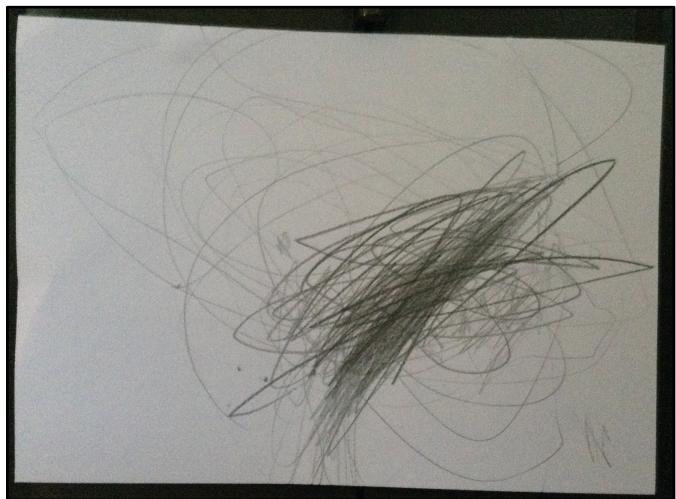
We will use our big **elephant**

listening ears.

We will control our bodies like a **cheetah**.

We will talk like **parrots**, one at a time. We will be gentle and kind like **giraffes**. We will eat like **crocodiles** and try new foods.

The children shared their understandings of these different animals by using loose parts to create interpretations of the different animals.



(Giraffe)

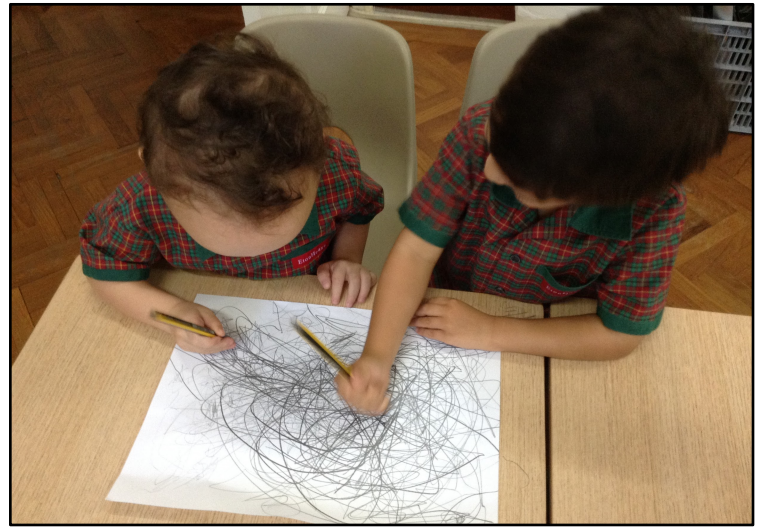
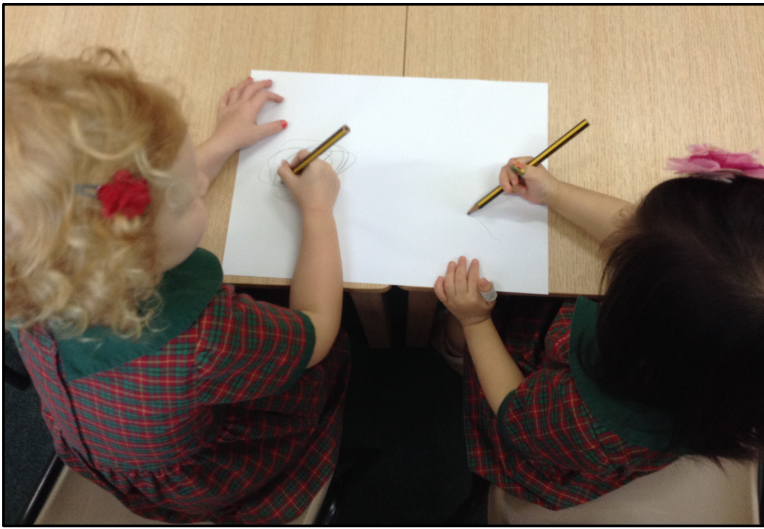


(Cheetah)

(Crocodile)



Another group of children began working together to create a jungle community through a shared writing experiences.



Then they were invited to create their jungle using loose parts. (Trees)



Sorting Out

The children worked to develop a deeper understanding of the animals selected for our essential agreement. We researched to further our understandings. The children took turns reading the books and looking at the picture to discovery new information.

Elephants reach food with their trunk. (Enzo)

Snake bodies so long. (Shivum)



The second group further tried to understand the concept of community. They were invited to observe our school community and discovery *helpers*.



Going Further

We began to focus our inquiry more on the selected animals. To further investigate these animals, the children were invited to the Atelier of Sound.

Picking different instruments they explored the variety of sounds the animals make.

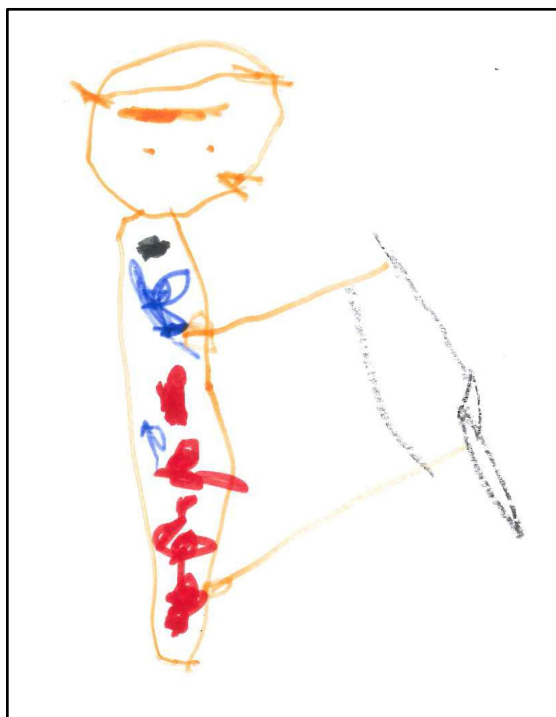


As we further explored the visual characteristics of the animals, different observational drawing experiences were offered.



Intentional colours selected with animal pictures

(Parrots)



Finishing the other half of the animal face



Turning self into an animal



As we continued to investigate the animals from our essential agreement, the children explored ways to use their bodies for the movement and sounds.



(Laying down like a lion)



(Elephants)

Using the completed drawings during the 'Finishing the other half of the animal face' provocation, the children were invited to create animal patterns using loose materials.



Different provocations with photos of close-cropped animal parts were set up to provide the opportunity for the children to compare and contrast the similarities and differences.



As we begin to move from specific animals to the idea of communities, different animal family photos was presented with the use of watercolours.

Natalie, I elephant.

Black is the colour of elephants.

It's this one. It's this one. It's grey.

- Conversation between Enzo and Aaron



This inquiry has also extended to include the Mandarin Language. Using photos the children recognized, they were invited to play the game, Animal Memory.

To extend on the animal vocabulary, the children were invited to play an animal board game where they took turns counting in Mandarin to move through the spaces, draw a card, acting out the animal, and help identify the animal in Mandarin.

Tuning In / Going Further

Our dramatic play area has been supplied with natural items (logs, wood cakes, rocks, etc.) The children engaged in imaginative play and worked together to build a jungle for the animals.



Through conversations overheard and creations found, this helped us to understand where to take our inquiry next.

Using 'jungle coloured' ribbon and yarn, the children worked together to wrap our community branch. This was then added to our classroom décor as our jungle continues to grow.



When asked what was needed to make trees, children shared

Wood (Aman) Green (Sophia)

Make it Stand (Rohan)

Using these guidelines, materials were offered to create mini trees. They discovered they could wrap the pipe cleaner around the cone to create branches. Then green beads were available as leaves.

As we further explore trees, this provocation will be revisited.



Term 2

Tuning In

To begin the term, the children were presented with the question, *Why do animals need the jungle?*

Through a lively dialogue, the children discovered that the animals needed the jungle as a home.

The children continued to engage in dramatic play in the jungle as well as explore the jungle on a smaller scale with green playdough, grass,



branches, and other jungle materials. These experiences helped solidify the children's understanding of why the animals needed the jungle.



While taking photos of the trees in the school garden, the children discovered the different shapes and colours. The children explored the necessities for growing plants. They collected soil, seeds, watering can, and container to plant their own seeds.

The children continued to work on the 'mini' trees that were started last term. These collaboration pieces grew and grew until it was decided (that) *there's no more room*. The trees then found permanent locations in our jungle classroom.



During a provocation of contact paper and leaves, one child observed that *The big ones don't stick. The little ones do*. She then used the little leaves to solve this problem and was able to get a big leave to stick.

The children were invited to examine the similarities and differences on a picture of leaves. They would take turns sharing their thoughts while another friend would take notes to document.



Finding Out / Sorting Out

As the children explored deeper into the jungle they began looking closer at what makes up trees. When the children reflected on their learning, they identify the different elements of trees: leaves, roots, wood (branches and trunk).

One day, trees were projected on the back wall. This provoked the children to discuss and compare the different trees.

One picture was identified as a park because (there are) *not many trees, play in park*. Another picture was determined to be a field because (they) *don't have trees only one, sand, blue is the ocean, tall grass*. Lastly, one was classified as the jungle because (it's) *so bushy, has trees, the trees hold the tree tunnel*.

The children converse to explain how the trees were being projected:

Same thing on computer.

It's connected because of the light.

Using leaves, the children were invited to create an illustration and story. After selecting a leaf and placing it on their paper, they used different colours to create a picture using the leaf as a starting point. Then, using their imagination, the children dictated a story.





The children began exploring roots through observational drawing. These were some of the discoveries shared:

- *Can be under the ground and on top of the ground.*
- *They can be on top of the tree but also the bottom to make it grow.*
- *They are curvy lines and straight lines.*
- *The curving of the roots make the tree stand up.*

- *Roots are like tiny, tiny little pipes. They put water in the roots.*

While exploring bark deeper, Aman observed that there were white spots, he made the decision to leave space on his observational drawing to represent his findings.



The children closely examined abstract photographs of bark to identify the colours they could observe. Using chalk, coffee, and glue, the children worked to mix and colour match for their representations.



Our mixed media branch continued to grow as the children used hammers and screwdrivers to prepared different loose parts.



Then they began adding the 'leaves' to the branch painted last week with determination and concentration.





The children used fine motor muscle control to add yarn with glue to their root system for our mixed media tree.

Our mixed media tree and root system found a home in the growing jungle.

The children were invited to select a seed, then predict and draw what plant they think will grow.





A group of researchers worked to discover how to plant seeds.

They used photos to create a procedural writing for others to follow.

The children planted seeds that they will care for so they may grow in our jungle over time.



During the afternoon, the children explored colours and gradations in nature. Using a found branch, they tried to colour match with loose parts.



The children have continued to enjoy exploring the structure of trees deeper. The children added 'leaves' made out of wire to a branch using fine motor control.

Further developing these skills, the children cooperatively created a root system out of nuts, bolts, and different wires.





Working with different loose parts, the children began constructing their own trees.



Using natural stones, the children practiced counting and matching Mandarin numbers.



The children worked together to create natural compositions using branches, seeds, and leaves.

With the use of the light table and magnifying glasses, the children were able to observe their natural compositions closer.



The children insisted on watering and caring for the plants we planted hoping that they will grow up quickly.



The children have been adamant about the need for water in our jungle, for the animals and the plants. A Science experiment (Sink/Float) was offered for the children to further explore different properties of water. This line of inquiry will continue in the next term.



The children observed leaves closely. They focused to draw the lines with crayon and then painted the outline shape with watercolour paints.

The children attempted this experience again and again with growing determination.



As observational skills developed, the details were explored with focus and determination.

Branches of different lengths were provided for the children to continue their investigation into the mathematical concepts of measuring. One student used the branches to create the first letter in his name, A.



With the same focus of branches, the children worked together using their fine motor skills to construct their own branches. This was accomplished through tying string and wrapping wire around twisted brown paper.

With the visual arts specialist, the children worked to create natural bundles that were then boiled to dye the fabric.





They also revisited the lines and details of bark using coffee and drops to produce works of art.

Reflection / Action

With the wax resistant leaves, brown paper branches, coffee bark, and dyed fabric produced by the children throughout the term, a new tree 'grew' in the N2B Jungle.

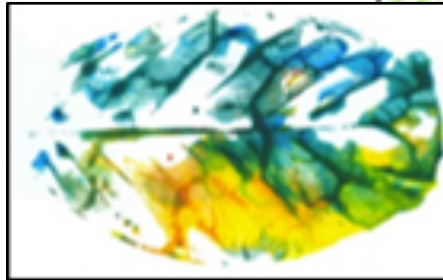


Term 3

Tuning In

We continued our inquiry into the properties of the jungle.

The children used their knowledge and skills of colour mixing from last term to create beautiful leaf prints.



They also investigated the question, "How do we know something is living?"

Through dialogue the children explored what living things need and do. It was decided that *living things need to move, talk or make noise, breath and have legs.*

They participated in a Science experiment to observe closely. *The rock sinks and the leaf floats.*





To create the colours and textures of the trees and jungle, the children first mixed two of the primary colours to create different shades of green. They then added white or black to blue to make different shades of blue. To apply their paint they used the straight edge of polystyrene to swipe their blobs of paint across their paper.

The children enjoyed celebrating the textures and colours of Chinese New Year.



The children were observed performing lion dances for the animals in the jungle.

The children have also been exploring textures through different methods. They have investigated visual and tactile textures.



Using texture swatches, the children have played the game Memory to explore different visual textures and patterns.

With the use of their sense of touch, the children found different tactile textures. Then they sorted and labeled the textures they felt.



Each week the children have been exploring and using different tools to represent the texture of bark in clay.

Going Further

Furthering our research of natural elements, the children began water exploration by studying the way different objects sink and float.



A provocation with funnels, eye droppers, glass jars, and water has been set up for the children to discover different methods of transferring water.

The words they have used to describe their actions (transfer, drip, pour, splash, drop, fill) became the Mandarin vocabulary focus.





To represent 'water' in their world, the children used watercolour paints and sprinkled salt to create texture to their work.

Through the week, the children found that their paintings weren't drying because the salt kept absorbing the moisture in the air. They continued to explore other painting methods to reflect the visual texture of water.



The children have continued their inquiry into the properties of water through play and investigation. When different materials (i.e. foil, wax paper, sponge) were offered to explore, the children began investigating the concept of absorption through water play.



During our morning meeting, the children were invited to join in a conversation about rivers versus ponds. Different images were presented to facilitate the dialogue.



They shared their descriptions of rivers:

Black, white, dark blue water

Zigzag with rocks

New water gushing down

from the waterfall

Goes in a line

By comparing rivers, the children discovered these differences about ponds:

Light blue water

Paradise

Round, round, round

Water reflection is making picture onto the water

Through these conversations, and with the assistance of the Mandarin song, the children concluded:

*Rain drops down into the **waterfalls** that dumps into a **river** which flows to the **pond**.*

We continued our inquiry with hands-on exploration to further understand the properties of water.

After reading the book, 'Who likes the Rain?', the children were invited to represent their feelings about the rain.

I like rain because of the muddy puddles.



Clouds, Rain, Puddles



The children observed hot water and soon discovered 'bubbles.' Then they explored how ice turned into water.



The children tried using different tools (hammers, wooden spoons, towels, brushes, wood) to experiment accelerating the melting process.





The children observed whether the salt and oil dissolved when mixed into water and stirred completely.

The children further developed understanding about dissolving as they explored mixing sugar, coffee beans and rose petals in water.



The children engaged in a beading experience focusing on fine motor skills to create 'waterfalls.' While working, Liam identified the pattern he created with the beads.

Using their imagination, the children created 'clouds' that looked like different images. These art pieces were combined to produce N2's own version of It looked like Spilt Milk.



To continue our inquiry into how we can make visual representations of water, the children selected either pastels or chalk for their observational drawings. They enjoyed blending the chalk or drawing more definite lines and shapes with the pastels.

The N2 children continued to add layers of texture and colour to our water canvas, using different types of sponges. They are now planning on exploring and using a different painting technique to add a more 'tactile' texture



Reflection / Action

The children were invited to create their own representations of water using a shaving cream paint technique. These will be used to create the river in our jungle which will attach to the bead waterfall.



Term 4

Finding Out / Sorting Out

As we being our final term together, the children were asked 'Why have we been studying the jungle?' The following thoughts were shared:

It's a jungle class, We are the N2 Growing Jungle. This is our community - work together, try and help each other

Trees don't hang up: ours is not a real jungle, it's a pretend - using our imagine brains, jungle classroom

Trees > grow from seed, grow up straight away, grows up slowly and slowly, then comes the leaves out slowly, the wind blows away the leave, sometimes they fall on the floor, even in the Winter, Summer, Spring, and Autumn

Water > Animals need to drink water, jungle needs animals to live, if animals don't have home they can't live on planet earth

Animals > live in jungle. Animals taught us (essential agreement)

Water > transfer, water play, drinking, measuring, dissolving, hard water (ice) → melt

Going Further

As we began connecting all that we have learned about the jungle, our focus question for this term was 'What are our responsibilities in our jungle community?' We looked at our responsibilities to nature, to ourselves, and to each other.

To reconnect with the natural elements we have been learning about, kinesthetic sand was provided. The children used their imaginations to work with the sand. They explored new ways to manipulate the sand using the resources available.



The children also used natural materials during dramatic play to create a house.

We have heard and observed fantastic dialogue between the children while building structures collaboratively. The children were able to explain their actions and build upon each other's ideas.



The children were observed having the following conversation while playing in the 'Recycling Centre'.

The garbage dumps right. And then the machine is working. Garbage compact, turning it into the new garbage machine. This goes up. This goes down. I'll put the trash here. The trash truck will be here if trash comes. The trash truck will take it away.

We're making a new trash machine. This needs to stack on top. There are to say how much trash are inside. Put the trash onto the roller. When gets there, these are the trash coming inside.

As a follow up to our Cloud Experiment, the children were invited to use shaving cream to create a cloud. When the weight of food colouring was added, the children observed how it 'rains'.



Uncle Goh, the school gardener, worked to create a new home for our Claymore Community turtle. The children supported him care for Lily.

The children began further investigating their responsibilities in our 'jungle':

Be nice, take care of stuff, share, listen, use kind words, take turns, work independently, and clean up

We researched and learned more about character traits to help us be socially and globally sustainable.

We continued to explore how to be responsible to ourselves, each other, and nature.

The children have been given more opportunities to explore their independence, responsibilities, and display awareness of the conventions of everyday communal living. They have been offered more time to work uninterrupted to discover peaceful and respectful solutions to interpersonal interactions. When teachers move alongside children learning, they are able to support through co-playing, posing questions and problems, and modelling.

When asked, "What is a community?"

The children responded, *We build together; Raise hands to let everyone talk; Listen to learn things; Help everybody; Share what we learn; Invite friends to join; Take care of new friends; Make helpful choices; Clean up together; Use kinds words; Work collaboratively; Be gentle with our toys and resources.*

As the children further investigated being part of a community. They studied different character traits.



Whilst playing a range of blindfolded games, the children demonstrated 'trust' in their partner. Outside, they trusted their friends to guide them safely to an area of the garden and used their other senses to guess where they were. Inside, they listened carefully to their friend's instructions to draw a chosen object.

The children were invited to focus on themselves in creating Self Portraits. We explored different methods and materials.



Using their deeper understanding of shapes and lines, the children created blackline self portraits on transparent paper.

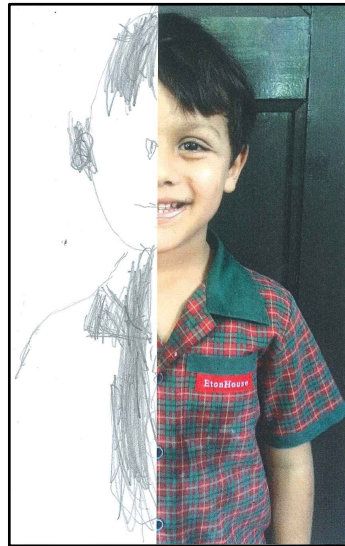


I'm making a mouth. I draw my ear. (Enzo) I'm making a circle so I don't mess up my eyes. I'm doing the lines in my hair. (Aaron) I'm doing my hair. (Alisa)

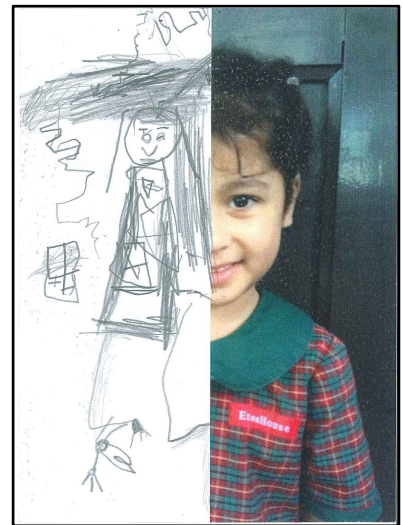




Then the children completed self portraits with an introduction to the concept of symmetrical design. Some children demonstrated their understanding.

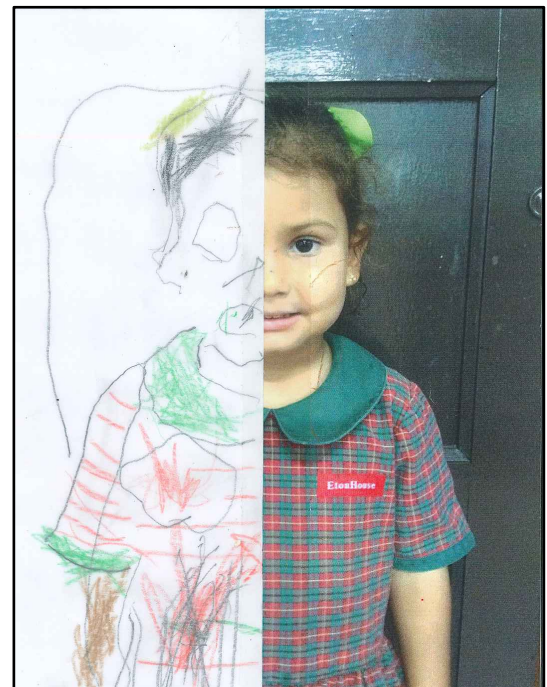


Others needed further support.



To extend their learning, translucent paper was placed over the photograph. The children first used pencil to trace the lines and shapes. Then they used coloured pencils to match what they observed.

It looks like me.



To further understand communities, we compared different homes. Through sorting, the children discovered that homes have many similarities and differences. Yet they all need *people* to make it a community.



The children were invited to **create their own self portrait people blocks** to add to our Jungle Community.

The children discussed the importance of protecting trees since they give oxygen and are also homes to many animals. Then they explored reusing newspaper. The children began by tearing newspaper into tiny pieces.



With the torn newspaper, the children used water and a mixer to create recycled paper.

After the sun dried the new paper, Aaron drew a picture for his mother. He shared his illustrations,

Mommy and me sit on the boat.



In Mandarin Meeting, we learned a new song 'Jian Kang Ge'. This song helps us remember how to take care of ourselves. We sang and acted out the song together.

When presented with trains, tracks, blocks, and wooden dolls, the children revisited the idea of creating a community.



The children also have been inquiring into different occupations.

Lao shi introduced the job of Map Maker. The children worked to design a map of the school playground. They hid the animals for another friend to find using their map as guidance.

As the children further investigated Cartographers, they were invited to create maps of the classroom. With support, the children began labeling using initial sounds they heard.

The children practiced being gardeners with Uncle Goh. They learned the importance of watering, pruning, weeding, and loosening the soil to help the plants in our garden grow.



Some children were extremely engaged when they became Orienteers. First, they worked together to follow picture clues to different parts of the garden, then they learned how to use and follow directions on a map to navigate themselves and find the next location.

To build their skills of orienteering, the children divided into two groups and drew their own directions and numbers on a map to guide the other team to find the numbers that they had hidden around the garden. The children had such fun working together to plan their own orienteering map.





The children were also invited to be Botanists. They completed line drawings of different plants in the garden.

As Game Makers, the children illustrated game cards to create 'The Game of Responsibility' as they began differentiating between 'helpful' and 'hurtful' choices.



Revisiting the Responsibility Game, the children were encouraged to 'read the picture' to determine if it was depicting a helpful or hurtful choice.

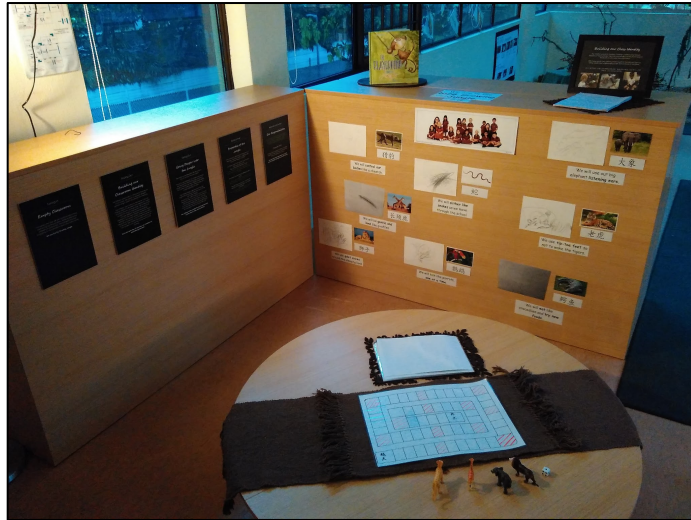
As the children further researched ways to be responsible to themselves, they were invited to be Athletes.

When asked, why do we need to work out?, the children replied:
So we get muscles; If tired, we need to do exercise; So we walk more fast; Helpful to our body and our legs; For energy.

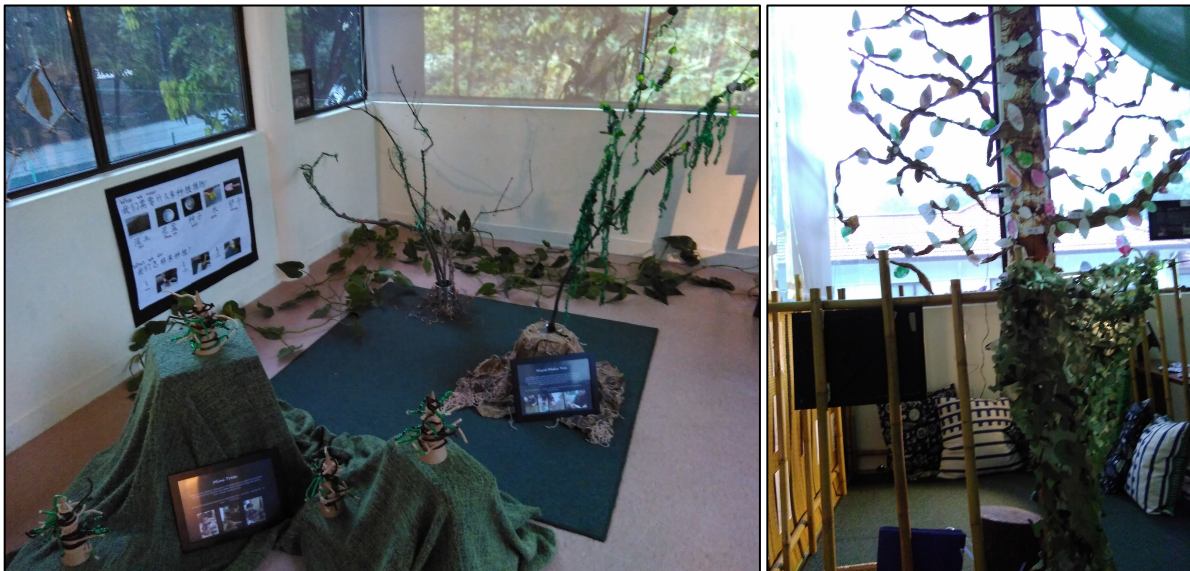


100 Languages Exhibit

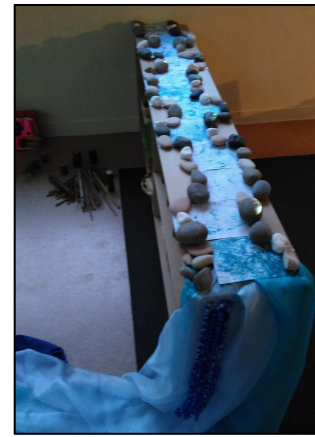
Reflection and Action



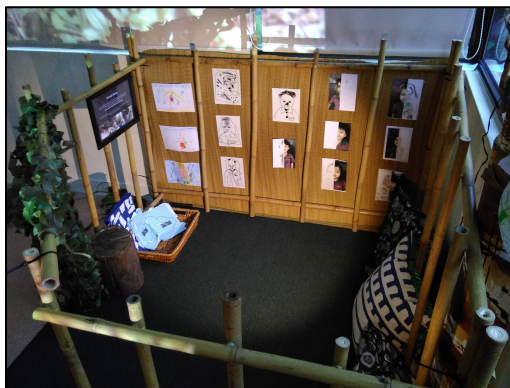
Term 1: Essential Agreement and Game (Animals)



Term 2: Exploration of Trees and Planting



Term 3: Exploration of Water (Raindrops > River > Waterfall > Pond)



Term 4: Responsibilities (Self Portraits and Sustainability)