

Submarine Inquiry

KINDERGARTEN Age 5-6



Kinnwood Central
Public School, Forest,
Ontario

Learning Aims:

- To inquire about and understand underwater life, habitats and materials.



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CONTEXT

Our students' next inquiry was to learn about sea creatures. We left out books, pictures and provocations / learning invitations. They discovered different types of water transportation, such as submarines and how marine biologists research aquatic habitats. Some students requested to go scuba diving and others were determined to build a submarine. We gathered building materials but realized we did not know how a submarine was actually built.

PRACTICAL SESSION

Submarines Playlist

We viewed an image of the inside of a submarine. The students came up with lots of wonder questions after seeing so many panels, buttons and tanks. They sketched out what they saw, wrote down their questions and worked together to discover answers. They recorded their findings in their digital journal (e.g. the radar keeps track of objects under water, the ballast tank fills up or releases water so it will sink or float). Once the students constructed a radar, navigation system, and a ballast tank (made from everyday items), they were ready to submerge underwater and discover sea life up close.

Our class eagerly grabbed the VR headsets and we sent them on a Fish and Coral expedition. We discussed what they saw (e.g. how many sea creatures). The meaningful math conversations were exciting to observe. Next, students began plotting sea life they saw virtually onto their "radar" grid paper. We later asked students where different objects were on the radar to assess their letter/number recognition as well as their spatial awareness and comprehension of finding coordinates (e.g. "I see a scuba diver on B11").

IMPACT ON LEARNING

We believe this VR technology was the perfect learning tool to extend our students' thinking and promote analytical thinking. ClassVR engaged and inspired every student in our learning community. It added a third dimension to their learning experience that they could connect with and become inspired by. This technology sparked meaningful dialogue and brought our young learners together. As educators, we were excited to see so many FDK curriculum expectations and framework areas being addressed throughout these Virtual Reality expeditions.

