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**Important**

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**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme: How the World Works** * **Central idea :** The impact of the climate affects everyone differently throughout the world.   **summative assessment task(s):**  What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?  Unit 3 (First Grade) IB Pre- and Post-Assessment. Some information taken from Benchmark Education for Reading, Science in Canvas and Math Envision. We also added our own extra questions to assess standards.  Students will be grouped into teams to write and perform a weather “forecast” for the class. “Forecasts” will be based on the weather journals. Specific dates will be assigned to the groups. “Forecasts” will include: a weather map, weather symbols, weather tools and terminology, current conditions, a written forecast, and three-day forecasts. Students will share all aspects (research, writing, and performance) of the assessment.  Art/Mahon - First grade students will be learning about the climate/environment and making art from recycled materials.  Spanish/Garcia Students will sing a song in Spanish about weather.  PE/O’Brien The class will use different parachute activities to study weather and land patterns and formations. | Class/grade: 1 Age group: 6 & 7 years  School: Copeland Elementary School code:  Title: How the World Works  Teacher(s): Weegar, Timmons, Long, Ginn, Bustos, Mahon, Garcia, O’Br  Date: 1/7/2020  Proposed duration: number of hours over number of weeks  **2. What do we want to learn?**  What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry? Function, Causation, Change  **What lines of inquiry will define the scope of the inquiry into the central idea?**   1. People measure weather in different ways. (An inquiry into weather tools.) 2. How weather affects living things (all living things). 3. Living things adapt to weather based on their locations (all living things).   **What teacher questions/provocations will drive these inquiries?**  What is weather?  Our favorite types of weather and why?  What are weather patterns?  How do we measure/talk about/predict weather?  I wonder what wolves do?  What do bears do when it gets cold?  The Water Cycle video by Have Fun Learning (YouTube)  Science Corner with Mrs. Mailhot: several introductory experiments for weather (in-person or virtual depending on current school protocols)  The Thermometer Song (<https://www.youtube.com/watch?app=desktop&v=Vk6rP_4wpvk>)  Art/Mahon - What can we recycle to make art?  Spanish/Garcia - How do you say in Spanish it’s hot! It’s cold! It's rainy! It's sunny!  PE/O’Brien - Ask students what happens to water on a windy day? |
| **3. How might we know what we have learned?**  *This column should be used in conjunction with “How best might we learn?”*  What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?  MyOn assigned weather books and quizzes  Weather Bar Graph  HMH Science Georgia, p. 96, Observation and Inferences Journal  HMH Science Georgia, p. 112, Determining the Seasons  HMH Science Georgia, p.117-120, Unit 3 Review  What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?  Science Tool Mastery quiz (pull from Pre- and Post-Assessments)  How Would You Dress on a Sunny/Rainy/Snowy/Windy Day: Weather as a Pattern in Nature (The Ways Weather is Measured)  How different types of weather affect people in our daily lives (The Impacts of Weather)  How and Why We Adapt to Weather  Art/Mahon Students will be asked probing questions about recycling, recycled art, and caring for the environment. Students should be able to identify the importance of recycling and the purpose of creating recycled art.  Spanish/Garcia Students will make a reflection about weather after a video. Ss will use the weather vocabulary in context by learning a song.  PE/O’Brien - Ask students if they’ve ever seen, felt, or made a wave. Have them share their experiences. Ask: Where can you find waves?  Students will be able to name different bodies of water that waves can be found in. (Ocean, lakes, puddles, pools, sinks, bathtubs, and more. | **4. How best might we learn?**  What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?  **Week 1**  Brain Pop Jr video on weather  MyOn assigned weather books  **Week 2**  Class-created graphic organizer: What is Weather? (Activate prior knowledge)  Picture-sort: Introduce and define weather tools and terminology  HMH Science Georgia, p. 115 & 116, A Weather Tool Timeline  Creating and dressing felt dolls according to weather conditions (How Would You Dress on a \_\_\_\_\_\_\_\_\_\_\_ Day?)  **Week 3**  Students will draw and label trees during the different seasons.  What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?  Have students attend a Virtual Zoo field trip.  Tentatively (Depending on COVID having guest speaker that grew up in Africa, and share artifacts).  **Week 4**  Student Vacation( Students will take a survey and select a vacation spot. They will decide what to pack).  Writing activity: Students will design the clothing for the climate their vacation spot.  Art/Mahon Students will be invited to collect materials on their own to utilize in creating their recycled art pieces. Students will be open-minded while working with non-traditional media.  Spanish/Garcia - Students will write some weather vocabulary in Spanish.  PE/O’Brien The class will use different parachute activities to study weather and land patterns and formations.   * Focus on LP - Inquirer  |  | | --- | |  | |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  Art/Mahon - Information about artists who make art from recycled materials. Recyclables.  Spanish/Garcia  K-5-Spanish Reading books, websites, Duolingo, Spanish videos and songs.  PE/O’Brien - Map or globe to point out bodies of water.  How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? | |

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| **6. To what extent did we achieve our purpose?**  Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.  Weegar: Students related (for ex.) if it is raining outside this “impacts” (causes) me to dress differently than if it is just cold.  Ginn: Students were able to create the different forms of participation and complete weathe jorunals to understand the difference in weather’  Student also understood the activity Mrs. Mailhot did not the water cycle.  Timmons:Students were able to understand that where they are in the world will determine the type of weather they will encounter and how to dress according to that weather.  Long: Students were able to determine how they would dress for different types of weather.  Art/Mahon First grade approached the unit and began discussions about the environment and the habitats of different animals. Due to ongoing quarantines and absences, we did not have adequate time to collect materials and create a recycled art project.  Spanish/Garcia - Students learnt the weather vocabulary through the Spanish Youtube Channel.  How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.  Weegar: If we had more weather tools to actually go outside and have hands-on activities this would give students a life opportunity.’  Giinn: It would have been great if students could have actually messaged the weather , and notice the differences of the climate.  Timmons: Giving students the opportunities to be able to go out a use the different weather tools to measure weather.  Long: We could have connections through zoom with other first grade PYP students from different parts of the world that experience different types of weather whether more mild or extreme.  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Weegar: Students observed the weather daily and recorded in weather journal. Each day we compared the weather in Augusta, GA with the weather in Rochester, NY. Students identified the location of GA to NY on a map. They understood that weather and climate vary across the USA.  Ginn: Students completed a weather journal. We disscussed how in different places the weather was different. We also disussed how how living things could be affected.  Timmons: Students were able to able to understand that where they are on earth determine how the weather for the day will be. Students observed weather daily and was told see the forecast in a different part of the world on the same day to see how they may differ. Students were able to compare weather in Augusta, GA to weather in Houston, Texas; Flint, Michigan ; and Miami, Florida.  Art/Mahon - Due to the extended learn at home period in addition with multiple quarantined classrooms, first grade was only able to approach this unit at a surface level and did not have time to make connections between the central idea and the transdisciplinary theme.  Spanish/Garcia - Spanish was connected to the Central Idea based on the key words: weather, impact, and changes. | **7. To what extent did we include the elements of the PYP?**  What were the learning experiences that enabled students to:   * develop an understanding of the concepts identified in “What do we want to learn?” * demonstrate the learning and application of particular transdisciplinary skills? * develop particular attributes of the learner profile and/or attitudes?   In each case, explain your selection.  Weegar: Students were able to identify that weather determines what type of clothing wear and not just because it is a certain season.  Timmons: Students were able to look up different possible vacations locations that they would like to go and they were then instructed to choose an outfit that they could wear on vactions to feel comfortable.  Long: Students read books where the same season pictures looked differnt and what that would be like if they could have those same experiences.  Art/Mahon - First grade began to approach the unit but only were able to discuss it at a surface level. Due to learn at home, quarantines, and absences we were not able to go into depth as much as I would have liked to for students to demonstrate learning and application of the transdisciplinary skills during this unit.  Spanish/Garcia -Students learnt the weather vocabulary through a song and discussed the impact of weather in their lives through a video. |
| **8. What student-initiated inquiries arose from the learning?**  Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.  **Art/Mahon** Because students were not in school for a majority of unit three, I unfortunately was not able to identify any student-initiated inquiries.  **Spanish/Garcia** Students inquired about the weather vocabulary in Spanish through the Spanish Youtube Channel. They asked about how to say the weather in Spanish? And what does it mean” “Esta frio”, and “hace calor”  At this point teachers should go back to box 2 “What do we want to learn” and highlight the teacher questions/provocations that were most effective in driving the inquiries.  **What student-initiated actions arose from the learning?**  Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.  **Ginn- At first the students did not understand about recording the weather. The more they practiced in their journal the more they understood.**  **Timmons: When discussing precipitation the students were curious on how rain and snow came from the clouds, which gave us an opportunity to discuss the water cycle.**  **Spanish/Garcia -** The Spanish Youtube Channel was a very useful tool to initiate their inquiry and learning about the weather. Ss were able to connect very easily the Spanish words with the English concepts studied with their HT. Many Ss also practiced the vocabulary by their own through the Spanish Youtube Channel. | **9. Teacher notes**  **Weegar: Due to COVID, we are currently not doing field trips. However, next year it would be nice for students to experience visiting a local TV station and listening to a meterologist explain “Weather, etc.”**  **Ginn: I agree with Mrs. Weegar it would be great for them to visit the TV station and learn about weather.**  **Long: Since the students do not experience snow very often in Georgia. I think it would be fun for students to make snow.**  **Long: We learned that experiments is a great way to lead an inquiry lesson, and it opens them up to new and deeper ideas. The student did an experiment on making a cloud and it was a great inquiry lesson.**  **Art/Mahon -** Next year I will need to introduce this unit at the end of unit 2 and allow students time to collect recycled materials for this unit.  Spanish/Garcia - K-5: Unfortunately, we didn’t have enough time to cover the unit of inquiry because many classes had to pivot to learn at home, included myself. So, we didn’t have the time to develop the unit ...and just few classes had the chance to connect Spanish with the Unit of Inquiry.  Nevertheless, the Spanish Youtube Channel that was created in collaboration with another Spanish PYP teacher and I helped a lot to connect Ss with the vocabulary, concepts and classes that we missed face to face.  PE – Due to quarentine and pivot to Virtual Learning during the duration of the Unit, students were not able to attend PE. I was also quarantined during this time and unable to work with students. I was not able to engage with this unit as orginally planned. Moving forward, I would like this unit taught earlier in the school year to allow ample time for students to collect the materials needed for the inquiries |

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