**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme:** Who We Are: * **Central idea:** Our Actions Affect Our Relationships * **Overarching Concept**: Relationships   **Provocation**: Student from upper grade came into the class room to display non principled behavior (throwing down chairs, sitting on top of tables etc.)  **Summative Assessment Task(s):**  All About Me Poster, with family pictures, to compare and contrast families, birthdays, etc.  **Learner Profile (2)**: well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer  Art/Mahon - K - Students will demonstrate an understanding of classroom rules and procedures by performing them correctly and consistently. Students will also demonstrate safe and correct use of classroom art materials.  Spanish/Garcia - K-Ss will make some decoration to show how Mexicans decorate and celebrate the Day of the Death. Ss will be able to demonstrate their application of the line of inquiry.  PE/O’Brien: Students will review from the previous lesson. Students will name safety rules and bathroom/water break procedures.  . | **Class/grade**: Kindergarten  **School:** Copeland  **Teacher(s)**: Bussey, Ellison, Heise, Spikes  **Date:** September 14th to October 23rd  **Proposed duration**: 6 Weeks (Buffer: Sept 8-11)  **2. What do we want to learn?**  **What are the key concepts (3) (**form, function, causation, change, connection, perspective, responsibility, reflection**) to be emphasized within this inquiry?**  **Related Concepts:** Citizenship, Relationship, differences  **What lines of inquiry will define the scope of the inquiry into the central idea?**  An inquiry into following rules  An inquiry into making rules  An inquiry into following positive character traits  **What teacher questions/provocations will drive these inquiries? (Guided Questions)**  What is the connection of positive character traits and being a good citizen? (connection)  Why is following rules our responsibility? (responsibility)  How does making rules help our community function? (function)  **Approaches to Learning (3)**: Communication, Research, Self-Management, Social, Thinking  Art/Mahon - K - Teacher will read the book “Too Much Glue” by Jason Lefebvre. This book provides a comical example of a student who does not follow the rules and procedures in the art classroom. This book will serve as an introduction to the expectations in my classroom.  Spanish/Garcia - K Teacher will display some examples of basic rules in the classroom.  PE/O’Brien - PE: Teacher will display safety routines and rules of the gym. |
| **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?**  Graphic Organizers:  See-Think-Wonder & KWL Chart  Journal Work  Pre and Post Tests  Behavior in class,  Similarities and differences in families  Compare and contrast plants, animals, people  **Art:** Teacher will provide a sheet with photos of commonly used art materials (I.e. scissors, glue, paint, etc.). Students will color the boxes of the materials they have prior experience using.    **PE**: Students will share what rules they think are important in the gym.    **Spanish:** Students will brainstorm some basic classroom rules  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  Students will help develop essential agreements.  Students will discuss rules they have at home.  Students will identify positive Character Traits  Students will compare and contrast behavior expected in home and school  **Art**: Are students consistently following the classroom rules and procedures?    **PE**: Are students following the set routine?    **Spanish**: Do Students understand basic classroom rules in Spanish? | **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**  **Tuning In:**   * Role play (student from another class) scenario on correct/wrong behavior and have the kids discuss what was done right/wrong: yelling out in class, refusing to work, not following directions, hitting others, name calling, lining up, etc. * Students will bring in family pictures and share details about who is in the pictures/relationships: family members, why they are important, * Discuss your friends and why they are important: what makes a good friend, what happens in a disagreement, etc.   **Finding Out/Sorting Out:**   * Interview a family member to find out more about their family: to show same/different (where they live, who lives with them, past/life experiences etc.) * Discuss rituals and routines and find out why they are important and what would happen if we didn’t have them: walking in line, raising hands, being polite, sharing, taking turns, being caring, etc. * Create a poster showing what makes a good friend (share, take turns, listen, be caring, etc.)   **Going Further:**   * Students can help create rules/routines for different parts of the school/home and why it’s important to follow these rules: hands to yourself, no talking in the hallway, sitting and eating correctly in the lunch room etc. * Students will bring a rule/routine from home and share why they follow that rule: clean up toys, making the bed in the morning to keep room clean, putting dirty clothes in the hamper for washing.   **Drawing Conclusions/Reflecting and Acting:**   * Compare families: routines/rules, family members, who is living in the house, (Venn Diagram) * Why are rules/routines set important to show that we should maintain order and chaos. * Compare U.S.A / Mexican to show alike/differences   **Art**: Teacher will demonstrate and have students practice the rules and procedures in the art classroom. Experience with safe use of art materials will be ongoing and change from project to project.    **PE**: Students will practice finding their assigned exercise line and the whistle routine.    **Spanish**: Students will practice the classroom rules in Spanish by playing “Simon Says”  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile**?   |  | | --- | | Thinking Skills: Comprehension, Application, Evaluation  Social Skills: Respecting Others, Fine Motor Skills  Communications Skills: Listening, Speaking, Reading, Writing  Research Skills: Formulating Questions, Observing  Learner Profile: Inquirer, Communicator, Reflective, Open-Minded  **Art**: Knowledgeable: Students will demonstrate their knowledge of classroom rules and procedures.    **PE**: Principled: Students know doing the right thing is important.    **Spanish**: Principled: Students will follow some classroom rules in the second language. | |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc.. will be available?  BrainPop Jr.  MyOn  Books: Good Relationships  David Goes to School from the library (Mrs. Shoemaker)  I Can Take Turns  Videos:  Berenstain Bears  I Can Follow The Rules  How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?  Special Relationship day  Make Friendship Soup (video) | |

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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.**   * Students were able to role play/illustrate good /bad behavior. * Students were able to make a connection that their actions/ behavior affected how their friends treat them. * Ellison- We helped children identify what roles they play in their school and family. Students also completed a family tree that help them with orienting who they are within their family. We also helped children begin to identify what role they play in society as a citizen. * Bussey - The students were able to identify the theme and relate it to who they are, their family friends following rules and behavior. * The students played and acted our various ways to be a good friend and citizen. * Spikes - The students were able to draw and write sentences according to the theme in stations. * They also participated whole group with charts about family, essential agreements, friends, etc. * Spanish/Garcia - K- Ss showed their understanding that they are responsible of their actions. In addition, they were able to show empathy and understanding when exposed to stories of children who follow rules. * PE/O’Brien - K – Students are consistently following the gym rules and routines. * Heise: This has been tough finding the balance with teaching online. It’s getting better, but I realize how much I depended on the hands on, student centered classroom. As I got further in the unit, we made more connections.   **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.**   * Students will discuss how their action affects their relationships. * Role Playing * Ellison - I would have students create a picture outlining their relationship to their school, home, and community * Bussey - Students will be able to describe relationships between themselves and friends/neighbors * Teacher modeling and more role playing to covey student’s understanding * Spikes - Teacher will try to do more research for planning according to the children’s need * Give the students more chances as role playing to show understanding of real life moments to get the task and more whole group examples from teacher so that they can communicate and understanding as well. * PE/O’Brien - K - Instead of only using teacher observation to assess the students I could use a) Quick Summaries – ask to students to summarize an important rule or routine, briefly or b) use essential questions to ask students about what they have learned. * Heise-I didn’t do well with this part at all. Well except having them draw their families and house.   **What was the evidence that connections were made between the central idea and the transdisciplinary theme?**   * Students were able to communicate how good and bad behavior affects their relationships. * Correctly demonstrate of rituals and routines * Ellison - Students were able to follow the essential agreements and give examples of appropriate behavior at school * Bussey - Students were able to make the connection that by being caring and principled affects relationships with teachers and friend in a positive manner * Our actions is a direct connection to who we are as people * Spikes - They were able to show how they understand the essentials agreements by drawing ways to follow them * Heise- students made comments to each other about behavior, or corrected things I did or said.   Students showed how to when reading a book about respect ways that were wrong and what they should do to correct how to respect people in certain situations | 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?”** * Students viewed the story David Goes to School and identified the good and bad behavior. They identified learner profile attributes that David should have displayed. * Students illustrated being a caring friend. * Ellison - Students were able to listen to the story “How Do Dinosaurs Go to School” and talk about the bad behavior the dinosaur exhibited and what he should have done instead to be principled. * Bussey - Students were able to identify and act out being caring with friends * Students also understand that being principled is a great way to show who they are in a positive way. They set their goals to be principled on a daily basis * Spikes - We did a Venn diagram of how what David did right and wrong like them in school form the story David Goes to School * They make stick figures to go along with the theme who we are and we let them draw self-portraits of themselves * Spanish/Garcia - K- Key concepts: connection and responsibility. Students demonstrated an understanding of how following rules have positive results. * PE/O’Brien - K - Key Concepts: Responsibility. Students are choosing to follow the gym rules and routines regularly because they understand it’s for everyone's safety. * Heise-Because the kids are at home, they have a unique viewpoint on what they wanted to learn. A lot of things were commented on about how to act online. “mute if you are yelling” “don’t put your toes on the table” * **demonstrate the learning and application of particular transdisciplinary skills** * Students are learning to get alone with their peers and how to work with them (on-going) * Ellison - Students are learning how to be caring and principled in their school community and learning how to demonstrate good citizenship * Bussey - Students were able to follow rituals and routines and they rules set forth by both the class and school * Spikes - They showed ways to be caring with their peers at school during certain times of the day during school. * **develop particular attributes of the learner profile and/or attitudes?**   **In each case, explain your selection.**   * More use of IB vocabulary in the classroom. * PBIS from the beginning * Caring- working with others * Principled-doing what is right * Ellison - Familiarizing students with IB profiles and attitudes by explicitly defining each one and giving good examples along with role playing * Bussey - I love the idea that the began the year with the IB Leaner profile being principled so that students have a better understanding of the school’s expectations * PBIS is a great program that ties in the Learner Profiles into our daily expectations * Spikes - PBIS will be a great way to have students look forward to good things for doing the right thing * Teachers through out praise the students and other classes for being principled * Praising student on the learning profile of the month and focus in on how they are showing that learning profile. * Heise-I need to work on this more. |
| **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.  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.   * Questions about friendship: Why do we need to be a good friend? * Why do we need friends? * Why do we need to follow rules? ( Demonstrating understanding and practice of rituals and routines) * Ellison - Student-initiated actions that arose from learning were students actively following the essential agreements and correcting other students when they did not. Students also demonstrated being a good friend and classmate during clean-up time and recess. * Bussey - Students were more likely to assist their classmates when they needed help to show an act of being caring * Students also were conscious of their behavior so that they could display that a part of who they are is the ability to be principled (“Do the right Thing”) * Spikes - Students responded on how they could be good friends to their classmates during whole group * Students responded on chores or rules they do at home showing the difference between home and school rules * Spanish/Garcia - K -Which rules do we have in class? * PE/O’Brien - K - Students redirected or assisted their classmates that were not following the rules or routines. * Heise-Because we could actually see some family members, it was fun for the kids to make that connection with each other. | **9. Teacher notes**  \*Students seem to get excited when discussing their family and want to share information about who they are and what they do as a family.  They also enjoy discussing how to be a good friend.  Students gave examples on how to be safe at school (classroom and hallway.)  \*Continue to focus on rituals and routines and WHY   * Ellison - Students in our class were engaged during lessons and were able to articulate the theme of “Who We Are”. I think we could have extended the “All About Me” activities and dive deeper into individual characterstics and how each student is unique and how our differences don’t divide us but make us ecclectic. * Spanish/Garcia - This unit has a big concentration on social emotional learning, and it is well placed in first place in the year. It is foundational and it gives us the basis for the next units. There are rich personal discussions we can have throughout the year as we discuss personal events with an emphasis on empathy and responsibility. * Bussey - The students were very engaged when we discussed family. They also tied our central idea: Our actions affect our relations into being caring towards their friends and building relationships. * I would like to send the information out earlier regarding our family project to receive better participation. * Spikes - The students enjoyed showing how they can be principled and do the right thing. Often saying and doing in their actions. * They loved talking about their family and how they can show respect , love, and caring towards each other * They discussed how to be a good citizen and things they can do that is right is the community. * Heise-I needed to do a better job integrating this with my online students, it was so much easier in person. |

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Unit 1 Standards:

Reading:

KL1a: Print many upper and lowercase letters

KL1c: Write a letter or letters for most consonant and short vowel sounds

KL1d: Understand and use question words

KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Math:

CC1: Count to 100 by 1s and 1os

CC2: Count forward from a given number within the known sequence

CC3: Write numbers from 0-20, represent a number of objects with a numeral 0-20

CC4: Understand the relationship between numbers and quantities; connect counting to cordiality.

CC4a: When counting objects say the number name in the standard order, pairing object with one and only one number and each number name with one and only one object

CC4b: Understand that the last number named tells the number of objects

CC4c: Understand that each susceptive number refers to a quantity that is one larger

Social Studies:

SSKCG1a: Explain how rules are made and why

SSKCG1b: Explain why rules should be followed

SSKCG2: Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control