

(Primary years)

# OVERVIEW

Grade/Year level:	Grade 3	Collaborative teaching team:	Julia LaVergne, Carmen Carfello, Natalie Gervais, Elisa Segura, Kayla Reardon, Shara Tsai
Date:		Timeline:	April – May 2021

## Transdisciplinary theme

(Type Transdisciplinary theme here.)

**How We Express Ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

## Central idea

The way we communicate, and express knowledge can influence its impact on others.

## Lines of inquiry

- How people choose the way they communicate based on a specific purpose.
- How writers become an expert on a topic and incorporate voice in their writing.
- Ways people communicate with others to broaden their perspective on a specific topic.
- The interconnectedness of a global community and how we reflect the work of others.

## Key concepts

Connection, Perspective, Responsibility

## Related concepts

organization, authority, creativity

## Learner profile attributes

Thinkers, Communicators: Our learning engagements allow learners to develop thinking and communication skills. They are also able to demonstrate their appreciation, creativity and enthusiasm for learning new ideas.

## Approaches to learning

communication skills - the learning experience required the students to express their learning through visual and verbal communication.

research skills - the learners identified what they wanted to know, planned a course of action to meet each task on the rubric, and collected and recorded the new ideas learned through reading biographies. Finally, the learning experience culminated with each learner presenting and effectively communicating what they learned.

self-management skills - planning was implemented to complete each experience in a timely manner. Learners used time effectively to successfully read a nonfiction chapter book and present their learning.



## Action

- \* Students will celebrate by presenting their books to an audience.
- \* Students requested and traded biographies and read about new heroes.
- \* Students have learned the perspective of famous individuals that have contributed to society.
- \* Students will move forward using their new understanding to see how individuals all contribute to our global community.

# Prompts: Overview



## Transdisciplinary theme

Which parts of the transdisciplinary theme will the unit of inquiry focus on?



## Central idea

Does the central idea invite inquiry and support students' conceptual understandings of the transdisciplinary theme?



## Lines of inquiry

What teacher questions and provocations will inform the lines of inquiry?

Do the lines of inquiry:

- clarify and develop understanding of the central idea?
- define the scope of the inquiry and help to focus learning and teaching?



## Key concepts

Do the key concepts focus the direction of the inquiry and provide opportunities to make connections across, between and beyond subjects?



## Related concepts

Do the related concepts provide a lens for conceptual understandings within a specific subject?



## Learner profile attributes

What opportunities will there be to develop, demonstrate and reinforce the learner profile?



## Approaches to learning

What authentic opportunities are there for students to develop and demonstrate approaches to learning?



## Action

What opportunities are there for building on prior learning to support potential student-initiated action?

# REFLECTING AND PLANNING



## Initial reflections

We added a student rubric at the beginning of the inquiry cycle, which contributed to a successful outcome. Learners used the rubric as a checklist to guide their planning. We would like to include more reliable choices of student biography research. Including more technology would make the project more current. The greatest success was part of the learning experience was to share and enjoy each student project. The learning from peers was tremendous. Provide a variety of examples may impact student understanding of a successful assessment task.



## Prior learning

Students will examine and explore various types of non-fiction books to look for characteristics. We will use interactive read alouds and immersion into types of nonfiction to determine students' understanding of non-fiction. Children have to discover what makes nonfiction different than other types of writing.



## Connections: Transdisciplinary and past

The students were able to connect their learning experiences to discovering how people express ideas. Learners were able to explore how people are successful and creative. Being able to select their own novels allowed them to direct their appreciation and follow their personal interests, contributing to a successful outcome.

- \* Overview of non-fiction: Immerse the students in non-fiction text through interactive read -alouds. The kids will also look at books in the sub genres (poetry, question and answer, narrative, ABC books, etc.)
- \* Discuss the elements of non-fiction, noting the differences in non-fiction and sub genres within non-fiction.
- \* Students will create a chart to describe the features of non-fiction (table of contents, index, bold, dedication, etc)
- \* Students will create a chart to describe the structure (organization) of the text (cause/effect, problem/solution, sequence, description, compare/contrast etc).
- \* During read-alouds, teach the students note-taking strategies specific to non-fiction.
- \* Students will collect facts, wonderings and observations in their writer's notebooks.
- \* There will be many ways for them to research: watching videos, reading books, interviewing, etc.
- \* The students will use the information that they are gathering to attempt different types of non-fiction in their writer's notebooks.
- \* They will select which sub-genre they wish to present their information. Students will then select a mentor book to help them plan their own book.
- \* They will draft a nonfiction book of their choosing. They will complete the revision process, edit and create a published piece.
- \* Students create open number lines to create a timeline of life events.
- \* Compare different accomplishments made by figures and impact on the world.
- \* Students choose historical figures with accomplishments in the areas of science, mathematics, fine arts, sports, literature, and more.



## Learning goals and success criteria

SS 3.15A, 3.15B, 3.13A, 3.3 A, 3.3C, 3.3 B, SCI 3.2 F, 3.3, ELA 3.12A, 3.11 A, 3.11 B, 3.11 C, 3.11 D, 3.11 E

Students will record ideas, including the literary elements, about a famous person in history of their choosing. The chapter book will be a nonfiction selection at or slightly above the students' current reading level.



## Teacher questions

1. What are the elements of nonfiction? (form)
2. How is literary nonfiction different from other types of nonfiction? (reflection)
3. How do authors incorporate voice into their writing? (function)
4. How can we use facts in different ways? (function)



## Student questions

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.  
Students requested and traded biographies and read about new heroes.  
Learners also researched other media using the internet.

# Prompts: Reflecting and planning



## Initial reflections

How can our initial reflections inform all learning and teaching in this unit of inquiry?



## Prior learning

How are we assessing students' prior knowledge, conceptual understandings and skills?

How are we using data and evidence of prior learning to inform planning?

How does our planning embrace student language profiles?



## Connections: Transdisciplinary and past

Connections to past and future learning, inside and outside the programme of inquiry

What connections are there to learning within and outside the unit of inquiry?

What opportunities are there for students to develop conceptual understandings to support the transfer of learning across, between and beyond subjects?

How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?



## Learning goals and success criteria

What is it we want students to know, understand and be able to do? How are learning goals and success criteria co-constructed between teachers and students?



## Teacher questions

What teacher questions and provocations will inform the lines of inquiry?



## Student questions

What student questions, prior knowledge, existing theories, experiences and interests will inform the lines of inquiry?

# DESIGNING AND IMPLEMENTING

## Unit of inquiry and/or subject specific inquiry (inside/outside programme of inquiry)

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Collaborative teaching team:	J. LaVergne, C. Carfello, N. Gervais, E. Segura, K. Reardon, S. Tsai	Grade/Year level: 3/2021	Date: Apr – May 2021



### Designing engaging learning experiences

- \* Overview of non-fiction: Immerse the students in non-fiction text through interactive read-alouds. The kids will also look at books in the sub genres (poetry, question and answer, narrative, ABC books, etc.)
- \* Discuss the elements of non-fiction, noting the differences in non-fiction and sub genres within non-fiction.
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- \* Students will create a chart to describe the structure (organization) of the text (cause/effect, problem/solution, sequence, description, compare/contrast etc).
- \* During read-alouds, teach the students note-taking strategies specific to non-fiction.
- \* Students will collect facts, wonderings and observations in their writer's notebooks.  
There will be many ways for them to research: watching videos, reading books, interviewing, etc.
- \* The students will use the information that they are gathering to attempt different types of non-fiction in their writer's notebooks.
- \* They will select which sub-genre they wish to present their information. Students will then select a mentor book to help them plan their own book.
- \* They will draft a nonfiction book of their choosing. They will complete the revision process, edit and create a published piece.
- \* Students will celebrate by presenting their books to an audience.



### Supporting student agency

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.  
Students requested and traded biographies and read about new heroes.  
Learners also researched other media using the internet.



### Teacher and student questions

Learners decided to take presentation levels to power points and commercials.  
During campus library visits, students chose to select biographies and other nonfiction resources to support the acquisition of new ideas.  
Classmates inquired about their peers' projects and communicated appreciation for their choices.



## Ongoing assessment

Parent interview, informal/formal observations



## Making flexible use of resources

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Mentor books (ABC, narrative with facts, question and answer, poetry); non-fiction materials – primary sources, library books, internet

Public and school library

Student learners will determine the specific resources based on the famous person in history they choose to explore.

Books (children are immersed in studying the genre), sharing with Book Buddies, Interviewing outside sources, student selected autobiographies, acquired primary and secondary resources and any available real life student experiences.



## Student self-assessment and peer feedback

Student rubric created by teacher, Peer assessment created by students based on teacher created rubric



## Ongoing reflections for all teachers

Keep hard copy of planner available. Record notes as planner continues. Record student actions and what went well.



## Additional subject specific reflections

# Prompts: Designing and implementing



## Designing engaging learning experiences

What experiences will facilitate learning?

For all learning this means:

- developing questions, provocations and experiences that support knowledge and conceptual understandings
- creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile
- building in flexibility to respond to students' interests, inquiries, evolving theories and actions
- integrating languages to support multilingualism
- identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension.



## Supporting student agency

How do we recognize and support student agency in learning and teaching?

For all learning this means:

- involving students as active participants in, and as co-constructors of, their learning
- developing students' capacity to plan, reflect and assess, in order to self-regulate and self-adjust learning
- supporting student-initiated inquiry and action.



## Questions

### Teacher questions

What additional teacher questions and provocations are emerging from students' evolving theories?

### Student questions

What student questions are emerging from students' evolving theories?



## Ongoing assessment

What evidence will we gather about students' emerging knowledge, conceptual understandings and skills?

How are we monitoring and documenting learning against learning goals and success criteria?

How are we using ongoing assessment to inform planning, and the grouping and regrouping of students?



## Making flexible use of resources

How will resources add value and purpose to learning?

For all learning this means:

- the thoughtful use of resources, both in and beyond the learning community to enhance and extend learning. This might include time, people, places, technologies, learning spaces and physical materials.



## Student self-assessment and peer feedback

What opportunities are there for students to receive teacher and peer feedback?

How do students engage with this feedback to self-assess and self-adjust their learning?



## Ongoing reflections

For all teachers

- How are we responding to students' emerging questions, theories, inquiries and interests throughout the inquiry?
- How are we supporting opportunities for student-initiated action throughout the inquiry?
- How can we ensure that learning is purposeful and authentic and/or connects to real-life challenges and opportunities?
- How are we nurturing positive relationships between home, family and school as a basis for learning, health and well-being?



## Additional subject-specific reflections

Inside or outside the programme of inquiry

- What opportunities are there for students to make connections to the central idea and lines of inquiry or the programme of inquiry?
- What opportunities are there for students to develop knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

# REFLECTING

Transdisciplinary theme/Central idea:	How We Express Ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Nonfiction writers use words to express knowledge of factual information.		
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## Teacher reflections

Students enjoyed studying both past and current influential individuals but try to push for more current as we have all learned about many of the popular choices from the past. IIM research method was organized and led students into productive, thought out writing. Providing opportunities to learn about important people across subject areas including authors, doctors, mathematicians broadened student perspective of important people beyond social studies. The teaching team collaborated greatly to tie in all subject areas.

## Student reflections

Students drew the conclusion that individuals do not have to be deceased to play an important role in history. They also realized that there are many ways in which an individual can become famous or through which individuals can share their knowledge, skills, and ideas.

## Assessment reflections

Biography writing showed student understanding of their chosen individual as well as their understanding of the contributions their individual made to the sharing of skills, knowledge, or ideas within our world. Students used their own choice communication skills to share their newly obtained knowledge with the members of our learning community

# Prompts: Reflecting



## Teacher reflections

How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea?

What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning?

What evidence do we have that students are developing knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team?

What did we discover about the process of learning that will inform future learning and teaching?



## Student reflections

What student-initiated inquiries arose and how did they inform the process of inquiry? What adjustments were made, and how did this enrich learning?

How are students supported in having voice, choice and ownership in the unit of inquiry? (For example, through: co-constructing learning goals and success criteria, being engaged in student-initiated inquiries and action, being involved in self-assessing and self-regulating, co-designing learning spaces and so on).

How have these experiences impacted on how students feel about their learning? (For example, through: developing and demonstrating attributes of learner profile and approaches to learning, developing understanding of the central idea, achieving learning goals, taking action and so on).



## Assessment reflections

How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?

What evidence did we gather about students' knowledge, conceptual understandings and skills?

How will we share this learning with the learning community?

## Notes

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; **what it means to be human.**