



<p>1. <b>What is our purpose?</b> <b>To inquire into the following:</b> <b>Who We Are</b> <b>An inquiry into the nature of the self:</b> 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.</p> <ul style="list-style-type: none"><li>• <b>central idea</b></li></ul> <p>Characteristics and preferences determine individual uniqueness.</p>	<p>Class/grade: Kindergarten Age group: 5-6 yrs</p> <p>School: Edgar Allan Poe Elementary School code: 49497</p> <p>Title: Alike and different</p> <p>Teacher(s): Antonia Adams, Kathy Blake, Alicia Carranza, Morgan Ray, Tere Robinson, Wendy Ulrich</p> <p>Date: September – October 2020</p> <p>Proposed duration: 70 hours over number of weeks- 5</p>
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**1b) 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?

Students will create a two-sided foldable to assess how they are alike and different from a classmate.

Each student will present their own foldable to their peers. Students will be able to discuss and explain how they are unique based on their characteristics and preferences. Students will create a self-portrait to accurately depict themselves.

A rubric will be used to assess student work.

Possible student actions may include comparing their physical traits to that of their peers and learning to accept differences between each other.

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?

Key Concepts

Connection

Perspective

Change

Related Concepts

Culture

Diversity

What lines of inquiry will define the scope of the inquiry into the central idea?

- Similarities and differences of people
- Observations and comparisons of physical characteristics
- How characteristics and preferences change over time

What teacher questions/provocations will drive these inquiries?

- **What similarities and differences do you notice?**
  - Are you a boy or a girl?
  - What is your hair color?
  - What color eyes do you have?
- **Does everyone like the same thing?**
  - What is your favorite color?
  - What is the best part of you?
  - What did you like as a baby? What do you like now?
  - **How have you changed?**
- **What if we all looked the same?**

Provocation:

Teachers share their own (personal) "All About Me" books with their students.

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Planning the inquiry

### 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?

Oral questioning:

- Teacher generated questions for group discussion

Have students draw a picture of themselves at the beginning of the unit.

Creating anchor charts

- What do you know about yourself? (Origins of your name, birthdate, likes/dislikes, physical characteristics, etc.)

What evidence will we look for?

We will look at physical characteristics of each other. We will graph and analyze the data as a class.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Graphs of physical descriptions.

Students describe the changes that have occurred from birth to current age.

Formative Assessment: Students will create a two-sided foldable that includes what they like when they were a baby and compare it to what they like now. Students will include a picture of them as a baby and of them now.

### 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?

Read books and discuss attitudes and learner profile.

Read "The Best Part of Me". Students will discuss the best parts of ourselves and record and graph their favorite parts of themselves using real pictures. Room parent will come in to take photos of the students' favorite parts of themselves.

Read "A My Name is Alice." Students will pick something that they like that begins with the same letter as their name that matches the book pattern. Students will work with book buddies to generate what they like.

Comparing the length of names by dotting letters using bingo daubers to demonstrate differences between names. Additionally, students will graph the number of letters in their name with the class to compare and contrast.

Teacher will read "Chicka Chicka Boom Boom" and students create a coconut tree and attach the letters in their name using stickers or foam letters to reinforce the differences among names.

Students create a "Me" doll in writer's workshop that is decorated with things that represented who they are and what they like.

Students compare birthdays by months using a graph.

Students measure their heights and length of their feet using non-standard units of measurement to compare differences in their sizes.

Students explore their five senses and create a flip book with examples of how they like using each sense.

The art teacher will do a lesson on creating a full body self-portrait integrating shapes.

In PE class, the teacher will call out characteristics. For example, blue eyes or blonde hair. The student with that characteristic will drop the parachute and run under it to the other side.

Request the art teacher to give a directed drawing lesson to draw their self-portraits.

The above learning experiences will provide for the development of the learner profile attributes, attitudes, and approaches to learning that are listed in box 7.

Knowledge: learning how to graph data, understanding the five senses, understand the difference between physical characteristics and personal preferences

Concepts:

Change: Using the book When I was Little, students investigated into how we physically change over time.

Perspective: Through the All About Me books, students were able to understand why some books become our favorite and why some colors become our favorite.

#### 5. What resources need to be gathered?

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

The Best Part of Me by Wendy Ewald, A My name is Alice book, Families, Families, Families book, Chrysanthemum book, [www.unitedstreaming.com](http://www.unitedstreaming.com), teacher created scrapbook, [www.teacherspayteachers.com](http://www.teacherspayteachers.com), [www.pinterest.com](http://www.pinterest.com), Chicka Chicka Boom Boom book, [www.brainpopjr.com](http://www.brainpopjr.com), Dr. Jean 5 senses song, My Five Senses by Alikei, magnifying glasses, feeling box, hand held mirrors, [www.getepic.com](http://www.getepic.com), [www.StorylineOnline.com](http://www.StorylineOnline.com)

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?  
Students display their work inside the room and in the hallways.

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Reflecting on the inquiry

## 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.

The Me Dolls helped the children to understand the central idea. Students understand that they are unique from their classmates. Students understand the preferences aspect by completing the summative activity. When they present their me dolls, they talk about why it looks a certain way or contains certain features.

\*\*\*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?

Read This is Me book and adding a this is me bag activity: Students bring a brown paper bag with 3-5 things that reflect themselves and who they are. Students realized what they looked like as babies has changed as to what they look like now.

Next year, have students do a gallery walk and see other student's work (Me Dolls, Self-Portrait). Invite parents to a Celebration of Learning at the end of the unit to see what students have accomplished in the Who We Are unit.

Make an anchor chart for student-generated questions.

\*\*\*What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Using their five senses, the students discussed different taste preferences with the class.

For example: After the initial taste test, we followed up with a class graph of "What is your favorite taste?" and children were able to make the connection that we all have different tastes.

Students continued to use their five senses to describe, explore, and compare their different likes and dislikes with their peers.

The activity of sharing their All About Me books meant that students are aware of how they are alike and how they are different.

They used their five senses to explore how we are alike and different.

## 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?"

Essential Elements:

Knowledge: learning how to graph data, understanding the five senses, understand the difference between physical characteristics and personal preferences

Concepts:

Change: Using the book When I was Little, students investigated into how we physically change over time.

Perspective: Through the All About Me books, students were able to understand why some books become our favorite and why some colors become our favorite.

Action: By understanding how we are all unique and have similarities and differences, the students learn how to appreciate others and develop tolerance.

- demonstrate the learning and application of particular transdisciplinary skills?
- Communication skills: communicating through discussion and learning how to write  
Thinking skills: comparing and contrasting physical attributes and personal preferences

- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Curiosity: Students were curious about the nature of self. How are people alike and different?

Commitment: Students were committed to their learning, showing self-discipline and responsibility.

Communicators: Students were able to discuss their experiences in an on-going way.

Open-minded: listening to and respecting the preferences of others

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Reflecting on the inquiry

### 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.

- They asked each other questions during Me Doll presentations, such as why did you include this, or why did you choose that color?
- Why are some families different?
- How are we alike? How are we different?
- Why do some people have two moms or two dads?

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.

Students brought in books that they enjoy and will share with the class.

Some students generated original works reflecting their learning.

### Student Actions:

Students bonded as result of making connections over similarities.

Several students have shown acts of caring with other students at appropriate moments.

Students had discussions about why we look different.

Students recognized the differences among the class and developed tolerance, acceptance, and respect in regard to those differences.

### 9. Teacher notes

Include non-fiction books on five senses.

Make sure to meet with the PE and Art teacher to discuss specific activities regarding characteristics.

It would be very beneficial to have a Spanish teacher in Kindergarten to teach colors, body parts, and etc. to connect students' learning for this IB planner.

Make sure that when we talk about "Who We Are," we mention all the attitudes that are displayed.

Students will collect four items from home that describe them. They shared with the class why each item was meaningful to them. Teacher can ask, "Tell me someone who likes to draw?"

