



<p>1. What is our purpose? To inquire into the following:</p> <ul style="list-style-type: none">• transdisciplinary theme <p>Where we are in place and time: An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <ul style="list-style-type: none">• central idea <p>Circumstances determine people's wants and needs.</p>	<p>Class/grade: Kindergarten Age group: 5-6 yrs. School: Poe Elementary School code: 49497 Title: Needs and Wants Teacher(s): Antonia Adams, Kathy Blake, Alicia Carranza, Morgan Ray, Tere Robinson, Wendy Ulrich Dates: November – December, 2020 Proposed duration: 70 over number of weeks - 6</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?

Brainstorm in small groups:

- How do people get what they need?
- How do people get what they want?
- What do people need?
- What do people want?

Students will find pictures of needs and wants, sort them, and glue them onto their foldable. Students will express the differences between wants and needs using examples. Students will use a flip page foldable to demonstrate different needs and wants – shelter, clothing, food, etc.

Students will be able describe how circumstances determine people's wants and needs.

A rubric will be used as an assessment tool – If they are able to identify at least 3 need and 3 wants, they will score a 4. If they identify 2 needs/2 wants – 3, 1 need/1 want – 2, unable to identify needs and wants/1.

2. What do we want to learn?

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

Key Concepts:

Causation
Responsibility
Function

Related Concepts:

Trading
Jobs
Money
Resources

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

- The difference between wants and needs
- How needs and wants are satisfied
- How circumstances affect your needs and wants

What teacher questions/provocations will drive these inquiries?

What do you need to survive?

What will happen if I don't have this item?

Can I live without it?

How do people meet their needs and satisfy their wants?

How do circumstances affect how people make the choices that meet their needs and wants?

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?

Through oral questioning, the teacher will assess and observe prior knowledge by asking the following questions:

What is a want?

What is a need?

What is the difference between a want and a need?

How do people benefit from having a house?

We will create anchor charts on what we need and what we want.

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 create a page sorting needs and wants and present to other students.

Students will a Venn Diagram with hula hoops to sort items by needs and wants and will discuss how some things can be a need and a want.

Students will discuss how families work to satisfy needs and wants. Class will create a graphic organizer that lists ideas.

Students will be able to internalize how circumstances affect needs and wants through the pandemic. Students will write about experiences and draw pictures of things that they can/cannot do during the pandemic.

Students will also discuss how people in other communities in the world have different needs and wants based on their environment. For example, students will discuss housing needs and compare/contrast those needs with their own.

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?

- Students will use shapes from the math curriculum to build/draw types of homes to develop understanding of different shelter needs and how environment affects home type.
- Students will view a video showing bedrooms of children across the world and discuss the differences.
- Students will identify different types of food found in other parts of the world.
- Students will view different types of clothing based on climate and culture.
- Students will sort pictures into needs and wants.
- Students will compare their own circumstances to others around the world by viewing videos and reading books.
- We will read A House is a House for Me and the students will complete a reader's response in the shape of a house.
- We will read Houses and Homes and the students will complete a reader's response sheet comparing homes in Papau, New Guinea to their homes in the United States.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Transdisciplinary Skills (Approaches to Learning)

- Thinking skills – Students gain knowledge and apply it to real life situations
- Communication Skills – Students will listen to directions, use non-verbal communication, and present findings
- Social Skills - Students will listen to others and discuss ideas, asking questions.
- Math – Students sorted items from a clothing drive and graphed amounts to keep running totals.
- Science – Students will use weather knowledge to apply to understanding clothing needs based on climates in other parts of the world.
- Social Studies – students will build houses using different resources and compare/contrast homes constructed by other groups.

IB Learner Profile:

- Risk-taker- Students will learn to volunteer to present their findings
- Inquirers - Students will ask questions about wants and needs
- Reflective - Students will reflect on wants and needs and how they affect their daily lives.

5. What resources need to be gathered?

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

Books about wants and needs: A Chair for My Mother by Vera Williams, The Pigeon Books by Mo Willems, Houses and Homes by Anne Morris, Some Place to Go by Maria Testa, A House is a House for Me by Betty Fraiser, Wonderful Houses Around the World by Yoshio Komatsu, Those Shoes by Maribeth Boelts, This is my House by Arthur Dorros

Websites on wants and needs: www.brainpopjr.com, www.youtube.com, www.discoveryeducation.com, Homes Around the World PowerPoint by Chikabee, MyOn book bundles.

Teacher will provide magazines for students.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Different types of shelters will be set up around the room for the students to explore. Books on shelters will be added to the classroom library.

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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.

When we read the book For Every Child, A Better World, students were exposed to how other areas of the world do not have easy access to necessary resources for survival.

When we discuss homes from around the world, we discuss how homes are different based on available resources in the area. Students were able to see the connection between how homes were constructed and the environment in which the people lived. Working in groups, students were given different resources and worked together to make homes only using those resources. Students then presented their homes to the group.

Students were able to determine how different cultures adopted different clothing styles based on climate and culture. Students recognized that colder climate areas resulted in different clothing needs – i.e. fur-lined coats and waterproof boots, etc.

Students' creation of paintings of a variety of homes led to more student-initiated experiences. This prompted wonderings and explorations of climates/cultures related to family backgrounds.

As this central idea was explored over an extended period of time, we may look at having more artifacts of food, clothing, toys from around the world to exemplify wants and needs. This will help extend and apply the understanding of our central idea.

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.

One suggestion is that we can provide more resources on what homes look like around the world.

7. To what extent did we include the elements of the PYP?

Knowledge: understanding the difference between wants and needs, learning how to sort
Attitudes: having empathy for those whose basic needs are not met

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Function: We made investigations into shelters around the world and how they are alike and different compared to our homes.

Responsibility: Students learned that it is our responsibility to making a living to buy things that we want and need.

Causation: Some students were able to make a connection between the environment and needs, but we feel that we could reach more students with more resources through books, visual aids, and videos.

- demonstrate the learning and application of particular transdisciplinary skills?

Thinking Skills: We feel that students were able to gain specific facts to answer our wonder wall questions (What do people need? What do people want?)

Communication Skills: Students were able to clearly present their findings on their topics.

Social Skills: Students were able to listen to others, discuss ideas, and generate questions through Think-Pair-Share and Lean-and-Tell.

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

Confidence: The students were able develop confidence when speaking and presenting their findings in front of their peers. They used big voices and made eye-contact.

Creativity: The students displayed creativity when making their own shelters.

Curiosity: The students asked questions for our "Wonder Wall," and students wants to know what shelters looked like around the world.

Caring: The students discussed ways that they help others in need, such as donating toys and clothes.

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

There is an interaction between where you are in place and time and what you need and want. When we compared and contrasted their homes to homes from a book, they made a connection that homes are different around the world. When the students used money to purchase things, they had a better understanding of how people get what they want or need. The students made a connection between people trading with beans and us using money.

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.

What do homes around the world look like?

Some students brought pictures of their homes to share with the class.

Some students were eager to show what homes looked like in their home country. It was incorporated by looking through pictures on the internet.

How do you know if certain kinds of foods are a need or a want? For example – candy vs. vegetables.

Many students were interested in discussing what they want.

Why are homes different from different parts of the world?

What student-initiated actions arose from the learning?

Students wanted to know how they can help donate to help others.

The class came up with ways to help people in need. They presented their findings to the class and students voted on the items they wanted to collect. The items were donated to people in need in a variety of churches and shelters.

9. Teacher notes

This is the third unit of the year.

We are wondering if we should incorporate natural resources in this unit. We will continue investigating during Sharing the Planet. We could consider discussing needs of other living things like plants. This topic can be further discussed during sharing the planet.

This unit provides the opportunity to address the following learning outcomes from the school's subject-specific scope and sequence documents.

Science:

- Needs and wants of a plant or animal
- Earth materials (What materials you need to build your house based on where you live and natural resources)
- Weather units direct focus to clothing needs

Math:

- Measurement (longer than and shorter than)
- Geometry (shapes)

We will discuss them in class. Glue onto a house made out of butcher paper. Label it- "Homes from Around the World."

Homes- Pebble Book

Needs and Wants- Pebble Book

Geodesic Dome using newspapers