

1. What is our purpose?

To inquire into the following:

Transdisciplinary Theme

Sharing the planet- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; **communities and the relationships within and between them**; access to equal opportunities; peace and conflict resolution.

Sharing the Planet

Central Idea

Rules and routines improve a classroom community

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea?

The students will explain a rule or routine they have mastered to demonstrate they are successful learners.

1. They will state the rule or routine.
2. They will also model their responsibility to the classroom community.
3. Each student will demonstrate or explain what would happen without the rule/routine.

What evidence, including student-initiated actions, will we look for?

Evidence: observations, demonstrations, discussion/questions, presentation, role play scenarios to demonstrate understanding, rubric/checklist of skills, student learned skills

Class/grade: Pre-K

Age group: 4 &5 yrs.

School: Poe Elementary

School code: 49497



PYP planner

Title: **SHARING THE PLANET**

Teacher(s): Maricela Rojas Medina

Proposed duration: 9 weeks

Date: January-April

2. What do we want to learn?

What are the key concepts to be emphasized within this inquiry? (form, function, causation, changes)

Form	Function	Causation	Change
Connection	Perspective	Responsibility	Reflection

Related Concepts:
Interdependence

Community

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

- Classroom rules
- Classroom routines
- The effect of rules and routines upon the classroom community.

What teacher questions/provocations will drive these inquiries?

- How do we know what we can do?
- How does it work?
- What is our responsibility?
- How do we know?

Provocation:

- Classroom jobs

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?

Oral discussions, participation/exposure.

KWL Chart – prior knowledge, what we want to learn, what we learned and responses and reflections.

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

Students using classroom materials responsibly.

Participate in classroom jobs independently

Work cooperatively with others

Show responsibility for individual behavior and actions

Students clean-up and put away classroom materials

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?

Jobs in the classroom

Re-commit daily to honor the Classroom Agreements.

Brain Pop Jr. – social Studies – Homes, Community Workers

Leading questions: Do you think all classroom communities are the same?

Students will use the workstations following routines independently.

Student will explore books independently.

Students will learn and practice songs about rule and routines.

Students will learn and practice breathing exercises for self-management.

Students will learn and practice to speak in complete sentences while using an appropriate voice level.

Students will learn and practice to listen/speak without interrupting.

Students will learn and practice recognizing transitions.

Teacher will read books about rules and routines.

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

Transdisciplinary Skills

Self-Management Skills – responsibly use workstations following rules and routines

Social Skills – accepting responsibility, respecting others and cooperating with peers in small groups at tables, workstations and learning centers, taking on roles as helpers in the classroom, and working as a classroom community

Communication Skills - taking turns listening and speaking during class discussions and inquiries and communicating our ideas to the class

Thinking Skills –students will reflect regularly on their work and their ability to follow all rules and routines

Research Skills –students will use books, workstations to find ways to improve rules and routines.

5. What resources need to be gathered?

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

Books: Know and Follow Rules by Cheri Meiners, What If Everybody Did That? by Ellen Javernick, I Can Follow the Rules by Molly Smith

Websites: www.discoverykids.com, www.unitedstreaming.com: Lollipop Dragon Explores Communities – What's a Community?

www.scholastic.com

www.renzullilearning.com

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

Students will be able to display their work in the classroom.

Classroom jobs will give students an opportunity to develop responsibility.

Learner Profile

Communicator – communicates ideas and thoughts to the class community using kinds words.

Open Minded – Compare our classroom community to other types of communities to identify similarities and differences in different cultural communities

Principled - make good choices in our classroom community.

Risk-Taker – Attempt to improve classroom rules and routines.

Caring – Help other Identify and follow classroom rules and routines.

Balanced – identify why communities need everyone working together and helping each other to make our community a great place to learn.

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.

Throughout the planner students were engaged a variety of group discussion and activities that led the students to make connections for example students acquired a better understanding the meaning of community (they drew two facts about communities);

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.

I could have asked the students "What would happen if teachers stopped teaching rules and routines?"

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

Students independently fulfilled morning routines and procedures.

Students transitioned between activities with little to no disruptions.

Students new what to do when a classmate was ill or upset.

Students could anticipate the next part of the day.

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.

The learning experiences that enabled students to develop an understanding of the concepts identified in "What do we want to learn?"

Function – Students understand that the rules and routines are an important part of learning.

Responsibility – Understanding the value of making good choices, following rules, good citizenship in the classroom community.

Reflection—Reflecting how can I do it better.

Transdisciplinary Skills

Self Management Skills – use motor skills to build communities in the classroom, decide on codes of behavior that is expected in our classroom and in the community around us

Social Skills – accepting responsibility, respecting others and cooperating with peers in small groups at tables, workstations and learning centers, taking on roles as helpers in the classroom, and working as a classroom community

Open Minded – foods and homes around the world

Communication Skills - taking turns listening and speaking during class discussions and inquiries and communicating our ideas to the class.

Learner Profile

Communicators – Sharing their ideas to the class community using kinds words.

Principled – choosing to make good choices.

Balanced – Identify how by following rules and routines people stay safe and healthy

Knowledgeable – Identify how each person is special to the community; create representations of communities; identify the special guests that presented to the class

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.

Can kids change rules?

Why are some rules not on a chart?

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 felt compelled to personally model all the rules and routines to the new classmate as often as possible

Students agreed that if a classmate required more positive re-direction then that person could choose their classroom job as needed to promote a positive behavior.

Students initiated peer praise for following the rules and routines.

Students proudly shared how they were implementing some the classroom rules and routines at home successfully.

Students shared how they took the initiative to teach their younger siblings how to clean up by singing the song "Recogiendo".

9. Teacher notes

Will introduce community in classroom and then extend on school community.

Include *You Can Help* by Jennifer Gillis

Will add a school tour to further investigate the school-wide community (after pandemic).

Will add interviews of members within the school community.\

