

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary Theme**

Who We Are 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.

- **central idea**

We learn through and react to our senses.

Class/grade: PK

Age group: 4-5 yr. olds

School: Poe Elementary

School code: 49497

Title: Who We Are – This Is Me

Teacher(s): Maricela Rojas Medina

Date: September – October, 2020

Proposed duration: 9 weeks



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?

The students will create a self-portrait and they will explain how they learned about themselves and others through five senses.

Students will present their self-portrait to their classmates.

A rubric will be used to assess student work. Students will give an example of what they learned and how they reacted through using their five senses.

Possible student actions may include how students will use their listening skills, visual observations, awareness of personal space and community space to learn.

2. What do we want to learn?

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

Key Concepts:

Connection

Reflection

Responsibility

Related Concepts:

Discovery

Exploration

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

- Function of the senses as part of the human body
- Discovery through the senses
- Reasons why the senses determine rules and procedures

What teacher questions/provocations will drive these inquiries?

- What are the five senses?

Why do we hear? Why do we see? Why do we smell? Why do we taste? Why do we touch?

- How do we learn?
- How do you know you have learned?

Provocation:

The teacher rings the teacher's bell until all students are focused on the teacher. Students are asked, "What just happened? What did you hear? What did you see? Did you smell anything? Did you taste anything? Did you touch anything?" After some students provide their reply, the teacher will explain, "I just rang my teacher bell. You stopped what you were doing and looked at the teacher. Every time you hear this bell I (the teacher) need you to stop what you are doing. There is nothing in your hands. Everyone stops talking. Everyone keeps their hands to their self. Everyone places their eyes on the teacher. Let's practice." Teacher instructs students to go back to what they were doing. Teacher then rings the teacher bell and makes direct eye contact with each student. Teacher then acknowledges students, "Thank you (students) for paying attention to me (teacher). Every time I ring the teacher's bell it will be my (teacher) signal to get your attention."

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 questioning:

-Teacher generated questions for group discussion

Students create a self portrait at the beginning of the unit of inquiry

KWL – What the students know, what they want to learn and what they have learned.

Oral Discussion/Dialogue – whole group, small group, think-pair-share

Self Portrait – The students creates their portrait to show the teacher/classmates their five senses and the ways they learn and react through their senses.

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Informal observations

Illustrations

Connect past events and prior knowledge to current learning experiences

Work cooperatively with others

Thoughtfully share ideas, take turns listening and speaking

Respect others at all times and in all ways

Show sense of responsibility for individual behavior and actions

Students model with tolerance and responsibility how discussions are to practiced/conducted

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?

Use books to learn and discuss the attitudes and learner profiles.

Read My Five Senses, The Listening Walk, El libro de los sentidos, Brown Bear, Brown Bear What Do You See? to investigate the five senses.

Learn song the YouTube: “5 Sentidos - Aprendamos Cantando con Atiempo Preescolar” to reinforce what the five senses are and how they are used.

Graph their favorite food, games, sounds, smells, toy

Sort physical characteristics and compare

Create Essential Agreements through respectful, tolerant and cooperative collaboration

Write names with Play-Dough, erasable markers, daubers, scented markers, finger-paint, shaving cream.

Independently practice their names with construction and tissue paper

Exemplify IB attitudes during daily classroom routines, procedures, jobs, discussions, collaborations to promote a safe learning community/environment for curious and appreciative life-long inquirers:

Students will learn/practice CHAMPS school-wide voice levels: 0 = Silence, 1 = Whisper, 2 = Partner Voice, 3 = Presenter Voice, 4 = Recess Voice.

Students will learn and practice kind and purposeful greeting by using kind hands, making direct eye contact while saying hello.

Students practice breathing exercises to learn to calm/relax/practice empathy instead of reacting impulsively and/or recklessly to sad, disruptive, harmful or unexpected situations.

Students learn/practice giving teacher attention: Stop-Look-Listen while implementing hand gestures for these steps.

Students will learn/practice to walk in a single filed line while looking ahead, using

Students will learn/practice holding book, turning pages

Students will learn to explore/investigate/react with their senses in workstations

Further investigate using Brain Pop Jr. the five senses

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

Transdisciplinary Skills

Self-Management – safety, codes of behavior, healthy lifestyle, informed choices

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	<p>Social Skills – accepting responsibility, respecting others Open Minded – foods and homes around the world Thinking Skills – create Venn Diagram to recognize common traits among students in the classroom; think-pair-share with empathy and respect Communication - Taking turns listening/sharing during classroom discussions with respect and tolerance</p>
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5. What resources need to be gathered?

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

El libro de los sentidos, por Amy White, De los pies a la cabeza, My Five Senses by Alike, Brown Bear, Brown Bear What Do You See?, The Listening Walk, Paul Showers, María Luisa va a la escuela, Ser amable con Rosa, ¡Tu eres muy especial!, David Goes to School, ¡No David!, by David Shannon, I Am Helping by Mercer Mayer, I Am Sharing by Mercer , I Won't Share by Mercer Mayer, How Dinosaurs Say I'm Mad, Knuffle Bunny by Mo Willems

Different art supplies, hand lens, magazines, student pictures, Essential Agreements

www.unitedstreaming.com : video "The Sneeze: How Germs Are Spread", YouTube: video on 5 senses "5 Sentidos - Aprendamos Cantando con Atiempo Preescolar

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

Throughout the planner, the teacher will set up workstations and learning centers according to the activities and inquiries. Student work will be on display throughout the classroom.

Planning the Inquiry

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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.

The students said they knew that all daddies too love and make sure their families have a home, clothes and good food that will make the families grow big and strong. Students from Venezuela stated that in their country they eat grains in the form of bread and not tortillas like the people of Mexico (their classmates and their families). They said that the people in their family just looked not exactly the same. Some students said a boys & girls were very tiny. They explained that some friends had short, or long or hardly any or curly hair and some not curly at all. They said everyone talked Spanish. Alessandra pointed out that since she & Luis were from Venezuela that all the other kids were from Mexico and so they sounded different & said different words.

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.

Perhaps we could discuss how since we have to go to school together and live together as a school family, our class would have a very productive by keeping (following) our Essential Agreements. Talk about the outcome of not working together at home or in our classroom.

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

The students could

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?

Concepts

Connection: Students realized that by using their senses they can discover new and fun ways to learn and that they can also help others to come to the same realization.

Responsibility: Students would commit daily to honoring the Essential Agreements.

Reflection: Honoring Essential Agreements through making appropriate and thoughtful choices, committing to work daily cooperatively, respectfully, with integrity and committing to keep our School Family safe so that everyone can grow.

Transdisciplinary Skills

Thinking Skills: Through exploration and reflection discover new things about themselves, others, and the world we live in.

Communication: Learn/practice to use their kind words and helping hands (Conscious Discipline).

Self-Management: Taking responsibility for their own actions. Implementing daily Conscious Discipline breathing exercises to deescalate disagreements or tantrums as needed.

Attitudes

Commitment: Students at the beginning of each school day were willingly committed to make that day an even better one than the day before through their recently acquired knowledge and reflection.

Cooperation – Students learned/practiced working with others.

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.

As students demonstrated their self-portraits and explained the things they can do with their five senses students asked questions like,

- Why did you have flowers all around you?
- How kids show other kids who they are and what they can do with their senses if they don't like to draw because they can't?

As we read about the senses, children asked,

- Does every sound people hear tell them what to do next?
- Does everything that looks good to eat taste good and good for me so that I can grow?
- Because I can't write my name, does that mean I can't use markers at school?

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 independently follow/implement student procedures, routines, honor Essential Agreements and teach friends that still need positive re-direction or modeling. For example, a child pointed out that the teacher did not remember to give her the opportunity to carry out her classroom job, Teacher Assistant, which was to pick a reader for the Read Aloud. She was committed to her job of ensuring that a classmate had the chance to independently model their ability to share a book with her school family.

Students were empathetic with classmates that were sad or angry and used kinds

9. Teacher notes

All students welcomed more exploration of their five senses throughout the school year in whole/small group interactions and during independent practice in workstations.

Students were more enthusiastic and receptive to learning through workstations that involved any of their five senses.

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words of encouragement and invited their friends to do breathing exercises with them to help them feel safe and calm.

