Primary Years Programme

Unit of inquiry planner

(Primary years)

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OVERVIEW

Grade/Year level:	**Kinder/20-21**	Collaborative teaching team: Hampton, Fromer, Mackrizz, Slavick, Velasquez, Urrea	
Date:	**April-May**	Timeline: 6 weeks (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	

Transdisciplinary theme

(Type Transdisciplinary theme here.)

How the World Works

Central idea

Exploring the world of living things

Lines of inquiry

- Investigating natural orders
- Needs of organisms
- Ways we can problem solve

Key concepts

Function, Connection, Change

Related concepts

Learner profile attributes

- **Inquirers**: Students use their five senses to explore changes in the world; Students will describe patterns and changes in the world around them
- **Reflective:** Students will identify similarities and differences among different lifecycle
- **Communicators**: What are the characteristics of a living organism and a nonliving object?
- **Researcher**: Students will be exploring the world.
- **Self-Management**: Students will be demonstrating their self- management skills to Problem-Solve.

Approaches to learning

- Students will engage in lab Activities
- Students will engage in science workstations
- Students will go to the garden

- Students will be using technology
- Students will use science literature
- Problem-solving math and social studies workstations
- Students will be expected to participate in lab activities and discussions

Action

- Active play will be observed in the workstations. Evidence will be recorded by the students in their science journals
- Describe past events in their lives
- Discuss and draw how you problem solved and events
- Student will have a choice of a living thing and show their needs using a foldable.

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

- Observations
- Explorations
- Work Products
- Journals
- Verbal communications through discussion

Prior learning

- Small and whole group discussions
- Discussions about what they have observed in the world around them.

Connections: Transdisciplinary and past

The students were able to explore different animal life cycles and make connections of the animal's functions. The Students were also able to explore and they made connections that animals and plants are more similar than they thought.

Learning goals and success criteria

Students had the opportunity to engage in class discussions and Read-Alouds that covered animal cycles. They were able to observe different plants/animal cycles through MyOn and YouTube Videos.

Teacher questions

- Why is it important to explore the world around us?
- What do you need to survive?
- What do animals need to survive?
- What do plants need to survive?

Student questions

- How tall does a tree get?
- Is a tree a plant?
- Are the plants living things?
- Why didn't the seeds grow?

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)

Transdisciplinary theme/Central idea:			
Collaborative teaching team:		Grade/Year level:	Date:

Designing engaging learning experiences

Supporting student agency

Teacher and student questions

Ongoing assessment

Making flexible use of resources

Student self-assessment and peer feedback

Ongoing reflections for all teachers

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:			
Collaborative teaching team:		Grade/Year level:	Date:

Teacher reflections

This year we used plastic bags and seeds to see the plant life cycle. The plants did not fully grow because our seeds were too old. Going forward, we will buy fresh seeds so the students can fully see the cycle in real time. We have also discussed trying other plants to grow, such as a potato plant, or other types of plants for the students to see different types of plants and how they grow.

Student reflections

- How tall does a tree get?
- Is a tree a plant?
- Are the plants living things?
- Why didn't the seeds grow?

Assessment reflections

The students created a life cycle of a plant plate, after studying about the different life cycles and needs of the plant. Students also had a chance to watch the life cycle of the plant in our baggies.

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