

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level:	Kinder	Collaborative teaching team:	Mrs. Fromer, Mrs. Slavick, Mrs. Velasquez, Ms. Mackrizz, Mrs. Hampton, Miss. Urrea
Date:	Nov-Dec.	Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	

Transdisciplinary theme

(Type Transdisciplinary theme here.)

Where we are in place and time

Central idea

Patterns in the natural world affect our lives.

Lines of inquiry

- Places on earth
- Me on the map
- Changes influence us

Key concepts

Connection, Perspective, Form

Related concepts

Change

Learner profile attributes

Inquirer

Approaches to learning

Communication Skills, Research skills, Thinking Skills

Action

In response to current world crisis students can take action having group discussions of how they can support their local community on how changes influence all. Students will drawing and teacher will put into a collage to display a big poster to make awareness of how not wearing and or wearing a mask can influence health for all in many part of the world not just in our community.

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

- In response to current pandemic crisis, teacher will have a discussion with children on where virus started and how fast it's spreading if people don't follow guidelines.
- Teacher will discuss with students different places on earth and how change has influence them.
- Teacher will discuss with students ways they can support ending of virus.

Prior learning

Teacher will display and explain different maps to explain to students their importance. Teacher will start with map of home, school, community, state, world.

Connections: Transdisciplinary and past

- Previous unit of inquiry- We express ourselves in different ways.
- Teacher will make connections to current situation in class and in school with following guidelines.

Learning goals and success criteria

- Students will be able to identify different places in the world map. (continents, oceans)
- Students will be able to use their approaches to learning skills during lessons.
- Students will be able to reflect on changes that affect them around the world focusing on (weather changes and reasons and how it affects animals habitats, plants).
- Students will be able to make a connection to current pandemic.

Teacher questions

- Can you name the state in which you live?
- Can you name the city you where you live?
- Can you name some oceans?
- Can you tell me how change affects you?
- Can you tell me how have you change?

Student questions

- What's a body of water?
- What's an ocean?

- Where do I live?

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:	Where we are in place and time		
Collaborative teaching team:	Mrs. Fromer, Mrs. Slavick, Ms. Mackrizz, Mrs. Velasquez, Mrs. Davis, Miss. Urrea, Mrs. Hampton	Grade/Year level: Kinder	Date: Nov-Dec



Designing engaging learning experiences

- Collect and Explore- A diverse range of multimedia resources to ignite student questioning (For example, appropriate ocean pictures, climate changes, animal migration).
- Photo analysis- analyse photos from of areas in the world that have been affected by change.
- Teacher will discuss previous reading stories with students and they will discover the place where these authors live and how the ending changed depending on where the author was from. (The three little pigs)



Supporting student agency

- Students beginning questions and experiences as well as their developing understandings will inform the planned learning experiences- responsive and adaptive.
- Students will reflect on how change can be positive or negative and will co-constuct some examples.



Teacher and student questions

- Share your understandng of the world.
 - Why do you think we live here and not in another part of the world?
- Student question:**
- What is a map?
 - Why is there a wall and my family can't come to america?
 - Who decides who comes to america?



Ongoing assessment

Documeting- Teacher will conduct reflective circles and will provide opportunities for students to discuss their findings and or questions on places in the world they are interested in. Teacher will take notes and document student participation and questions to later answer. Teacher will find connections to math (amount of people living in city and state).



Making flexible use of resources

- Teacher will provide students with a wide range of fiction and non-fiction books to support inquiries into to the central idea.
- Online resources including “Google Earth” will be used by our technology teacher to travel with students to different places on the map.
- Culinary teacher can support by teaching students about the different food around the world and the relationship between climate.
- Science teacher will discuss with students the way climate change influence us, animals and the world.



Student self-assessment and peer feedback

- Reflection- student will use learning journal to document their learning.
- Teacher will have a one to one conference with students to feedforward sessions to support students.



Ongoing reflections for all teachers

- So far we have been successful in supporting student-initiated action by sharing the action we have taken and by providing feedback during circle time.



Additional subject specific reflections

- In math students, were interested in knowing the amount of people that live in different places around the world.

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**

Students made connections with landforms and geography – resources, activities, benefit; students were, able to identify different landforms (bodies of water, land, and other general areas connected to landform). Students were also able to identify and reflect on how landforms affect and effect our lives. They created little booklets using different medias (drawings, magazine cutouts, pictures) that reflect different kinds of landforms affecting our environment and lives.

 **Student reflections**

How does the map where we live look? Why are the mountains far? What patterns do nature have? What causes the geographical accidents? When was the time of his mom? Teacher approach to last question: (checked for understanding of question) in order to help student understand if student understood landform concept.

  **Assessment reflections**

Due to the pandemic, we were unable to fully explore the planner. The students drew and wrote about their landform of choice.

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