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**Important**

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**Planning the inquiry**

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| **1. What is our purpose?****To inquire into the following:*** **Transdisciplinary theme: Sharing the Planet**
* **Responsibility of living things.**
* **Relationships within and between them.**
* **Central idea :** Plants and animals connect our planet.

**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?* Show understanding on plants and animals.
* Have students to design their own tool for shelter for animals and or people.
* Have them write and illustrate.
* Have students research the continent and pick an animal from there.

Art/Mahon - First grade students will be creating landscape paintings. Each student will select an animal and brainstorm ideas about what their habitat looks like before painting their landscape. Students should be able to identify elements of their landscape that are specific to the survival of the animal they selected. | Class/grade: 1 Age group: 6-7 yearsSchool: Copeland Elementary School code: Title: Sharing the PlanetTeacher(s): Ginn, Long, Timmons, Weegar, Bustos. Mahon, Garcia, O’BrienDate: 4/26/2020 - 5/25/2020Proposed duration: 4 weeks**2. What do we want to learn? Deadline April 26**What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?Key Concepts: Function, Responsibility, ConnectionRelated Concepts: Adaptation, Formation, Development**What lines of inquiry will define the scope of the inquiry into the central idea?**Living things need a healthy environment to survive.All living things go through a process of change.Animals and plants adapt to their surroundings.**What teacher questions/provocations will drive these inquiries?**What are examples of living things (plants and animals)?Where do plants and animals need to live?How are plants and animals the same?What do plants and animals need to live?What are the parts of a plant?Actions to enhance the students interest.( live stream animals, butterfly farm , Dye carnations, for plants, observe plants)Art/Mahon - Where does (example) animal live? What does it look like? What do they eat? Where do they sleep? What else do they need to survive?PE/Obrien - Lay out 5 jump ropes and tell everyone that they each need to grab a jump rope. Use this to start a conversation about sharing when there are a set number of items. |
| **3. How might we know what we have learned? May 3(Prior Knowledge)***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?* KWL Chart- We will access the students on prior knowledge of plants
* KWL Chart- We will access the students on prior knowledge of animals.
* SeeSaw- We will access the students on labeling the plant.
* Show a picture with a plant and label where they think the parts are. I Wonder Wall. What do the students know about living things( plants and animals)
* Think , Pair and Share with a partner.-The students will share what they have learned about living things.
* Final Project:

 The students will create a diorama that includes the continent and the living things that represent that continent. Art/Mahon - Prior knowledge will be assessed through verbal questioning (see question 2)What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?The Georgia Science Assessment covers each line of inquiry. We will look for students understanding of how to identify the continents, needs and adaptations for plants and animals.Art/Mahon - Students ability to verbalize the habitat of their animal and what is necessary for their animals survival vs what was included for artistic flair in their landscape. | **4. How best might we learn? May 3**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?Week 1 and 2 (Plants) We will be using a Graphic Organizer in Georgia Science to discuss what plants need to grow and be healthy. Show video in Brain Pop Jr. on parts of a plant.Take a walk outside and let students identify living plants. Complete an Inquiry Based project on celery in Georgia Science Flipchart.Week 2Show video in Brain Pop. Jr, on parts of a plant. Dye carnation, cut open (in half), identify the photosynthesis process by the dye path.We will do Georgia Science Brain Check (label parts of a plant). Compare and Contrast the needs of a plant. S1L1B( Animal Needs)Week 3Show students a video of animal needs.(Brain Pop Jr).Flip Chart for Georgia Science make an animal model. Make a list of animal needs. Discuss continents with Animals (Benchmark Book)You tube song on continents . Live stream animals. Students will record observations. Leads to discussion of animal behavior, how and why zoos create animal habitats.Week 4 Study Butterfly life cycle, and write about it. Mrs. Mailhot will do an inquiry based activity about the butterfly with students. Live stream animals. Students will record observations. Leads to discussion of animal behavior, how and why zoos create animal habitats. SRS field trip(learning experience)Art/Mahon Students will create landscape paintings specific to their chosen animal’s habitat. Upon completing their paintings, students will present their paintings to the class and talk about their animal and its habitat.**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

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| Art/Mahon - Students will be social and communicators when the present their completed artworks to their class. |

Research Skills/Have students do their own research about animals. Communicate Skills/ Have students communicate with the class what they have researched.  |
| **5. What resources need to be gathered?** What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?SRS Field Trip(Virtual), Brain Pop Jr., Myon, Benchmark, Mrs. Shoemaker read an extra story, Mrs. Mailhot do the Butterfly Life Cycle painting, Continent Video(You-Tube), Kahoot. Art/Mahon - Images of animals and their habitats.How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? The media center for story time with Mrs. Shoemaker, Nature Walk outside and make a class collage. Art/Mahon - Images of animals and their various habitats will be displayed on the board. Students who selected animals that live in similar environments will be seated together to collaborate. |

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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.Weegar: My students were able to break down the verbiage in the Central Idea. They understood that “connect” means to be a part of/close to each other. Also, they related “Planet” to where we live.Ginn: My students were able to discuss about animals and plants. They understood the Central Long: Students understood how important plants and animals play apart to each other and humans on the planet. Timmons: Students were able to understand the meaning of the Central Idea and how it related to the Theme. They are able to explain how plants and animals connect us through the food chain. 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.Weegar: Due to EOY activities perhaps timing can be adjusted next year to improve assessment scheduling.Ginn: I agree that timing would be good to adjustment assessments . I would also like to include more hands on activities. Timmons: We were able to use Kahoot to assess students’ knowledge of a plant’s parts and functions, so being able to do a hands on assessment would help improve students’ understanding. What was the evidence that connections were made between the central idea and the transdisciplinary theme? Weegar: My students were able to verbally share the Central Idea and how we “Share the Planet” with people, plants, and animals (living things).Ginn: My students were able to also share the Central idea, and they understand about living things**Timmons: Student were able to explain what it meant to them to “Share the Planet”. Understanding that we share the planet with plants and animals they were also able to explain how we are connected through the food chain. Explaining that animals get energy from plants when eating and humans getting it from both plants and animals.**  | **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. Weegar: These last two weeks of school have been focused on completing EOY testing. Therefore, I believe a better time-frame can be developed for next year to cover all three of these areas.Ginn: It will help to adjust the time next year. Long: Time adjustment will be needed next year to get the extended activities in allowing the students practical experience. **Timmons: Additional time will allow us to gain further information for this section.** |
| **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.**Weegar: Students were able to connect living things with life. (They followed up with questions about my personal garden. Questions were asked daily about how growth the plants had grown and identifying the various plants.)****Ginn: Some students researched about plans and animals. The students also took a virtual field trip from SRS. We looked at plants to see how they grow.****Timmons: When we were discussing how plants were connected to animals connected students were able to explain that animals do not only eat plants, they eat meat too. One student identified animals that only eat meat as a carnivores and this lead to discussing what animals eat and how to label those animals.** **Long: The students did a research project because they wanted to know what would make my herb plants grow better that were They learned that by putting bannanna peels, watermelon rhine, and burying an egg deep in the soil would provide better results. I felt that this was perfect example of how plants and animals are connected to each other and the humans on the planet.** 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. **Weegar: Students identified the relationship between living things (plants & animals) and their needs.****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.**Weegar: Students expressed an interest in planting a seed and watching it grow.****Ginn: Students love to look at the flowers and plants.****Timmons: Students enjoyed learning about different animals and what they ate.** | **9. Teacher notes****Weegar: It would be great to provide the opportunity next year to plant a garden with the students here at school.****Long; IN addition, I think the students would enjoy growing their own plant from a seed. WE might need to start prior to the unit to insure it becomes strong enough to make the trip home.** **Ginn: It would be great to bring a plant to the class and allow the students to take care of it to watch it grow.**  |

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