**Planning the inquiry**

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| **1. What is our purpose?****To inquire into the following:****Transdisciplinary theme:** Where We Are In Place and Time**Central idea :** The Evolution of our Past Impacts our Present and Future **Over Arching Concept**: evolution**Provocation**: No Technology Day, play games (jacks, checkers, marbles, red rover, jump rope, etc.) Picnic outside, outhouse, writing with feather and ink, **Summative Assessment Task(s):**  Timeline with five events from a child’s life. First tooth, birth, pictures, etc. Chronological order**Learner Profile (2)**: well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer | **Class/grade**: Kindergarten **School:** Copeland  **Teacher(s)**: Bussey, Ellison, Heise, Spikes**Date**: January 25th to February 19th **Proposed duration**: 4 Weeks (Buffer: Feb 22-26)**2. What do we want to learn?****What are the key concepts(3)** (form, function, causation, change, connection, perspective, responsibility, reflection) **to be emphasized within this inquiry?****Related Concepts:** Discovery, Journey, Time, Appreciation**What lines of inquiry will define the scope of the inquiry into the central idea?**An inquiry into how education has evolved.An Inquiry into how people have traveled over time.An inquiry into tools we use to communicate.**What teacher questions/provocations will drive these inquiries?** **(Guiding Questions)**How have schools changed over time? (change)How have the different functions of communication changed? (function)How has the forms of transportation changed? (form)**Approaches to Learning (3)**: Communication, Research, Self-Management, Social, Thinking |
| **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?**KWL Chart Graphic OrganizersClass participationJournal workTurn and Talk I See, I think, I WonderWonder Wall Sentence Starters**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**Students will listen carefully to teacher read stories and videos about schools, transportation and communication of the past and ask appropriate questions. (oral communication rubric)Students interview older family members about how it was in the past (school, transportation, communication.) students get to choose one and share it with class.(anecdotal record)Class timeline with each topic 3-4 dates/picturesJournal Work | **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?****Tuning In:*** In the past day: What it was like having no technology, outhouse, playing old fashion games (jacks, red rover, ring around the Rosie, marbles, slinky, writing on slates, lanterns, eating outside, no stations, writing with feathers, etc.)

**Finding Out/Sorting Out:** * Students view a scene from Little House on the Prairie showing what school, houses, and communication were like so students can learn how these things have evolved.
* Students interview parents and grandparents about their experiences in school, and how their houses and communication were different to show then and now.
* Students will view a video about transportation around the world to show then and now.

**Going Further:** * Changes through the years and around the world: houses, transportation (trains, planes, boats, cars/horses, etc.), clothing (washboards), schools (desks, furniture, etc.), communication (telegraphs, pony express, carrier pigeon, telephones) to show how things have evolved.
* Compare Cambodia transportation (Tuktuk) /U.S.A. (Uber etc.) to show alike/difference and appreciation.

**Drawing Conclusions/Reflecting and Acting:*** Circle time: students discussed what they have learned and what they like best about how things have evolved around the world.

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

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| Thinking Skills: Comprehension, Applicationn, EvaluationSocial Skills: Respecting Others, Fine Moter SkillsCommunications Skills: Listening, Speaking, Reading, WritingResearch Skills: Formulating Questions, ObservingLearner Profile: Inquirer, Communicator, Reflective, Open-Minded |

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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?BrainPop Jr.Music from then and nowMedia Specialist: Story Time Comparing then and now (each area)MyOnPicturesBooks: “When I was Young in the Mountains”Videos:Little House Prairie segments“Old” Games: Red Rover, hopscotch, Jacks, marbles, Ring around the Rosie, etc.Make Tin Can Telephones**How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?** Museum field trip |

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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.* More hands on artifacts should be used when possible. They could not understand how people used rotary phones by looking at pictures.
* Ellison-We achieved our some of our purpose, due to students having to be in quarantine we had to put our No Tech Day on hold and switch it towards the end of the unit. This was a variable outside of our control.
* Bussey-Students were able to relate and make the connection that our past does have a great impact on our present conditions as we know it and also factors in on determining our future. Students were surprisingly able to make those connections due to the pandemic.
* 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.
* Pretest the kids on types of technology, communication, transportation, just to see what they already know.
* Include more research from a global perspective on communication, transportation, and technology.
* Bussey- Students can do time lines and compare the past and present of our society to those around the world. This will help them gain more insight on different cultures.
* Heise-I missed participating in this unit!!!! I wanna be F2F!

What was the evidence that connections were made between the central idea and the transdisciplinary theme? * The kids were soooo excited to review what they learned by looking at back at books, images, etc.
* After the museum visit, students will make more connections between past and present
* Bussey-Students were able to identify artifacts from the past and match them o the modernized version in our present day through gallery walks and videos
* Heise-This unit was tough to teach virtually.....especially no tech 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?”
* Houses and schools around the world
* Transportation and communication around the world
* Making huts
* Ellison-Students had video learning experiences as well as galler walks to enable to form questions surrounding what they wanted to learn.
* Bussey- Students were able to participate in gallery walks to become more knowledgeable of the past and also be communicators and express what they saw, what they thought and express any inquiries they may have had
* demonstrate the learning and application of particular transdisciplinary skills?
* The kids being able to compare what they’ve learned about past verses present.
* Ellison-Students were able to use math manipulatives (unifix cubes) to construct both old and new homes in our transdisciplinary station.
* Bussey- Students used various materials such as shapes, blocks, and unifix cubes to construct various artifacts from the past; homes, buildings, cars, technology etc..
* develop particular attributes of the learner profile and/or attitudes?
* Students were more appreciative to what they have now, compared to what was available in the past, they missed technology and lights
* Ellison- Students had to practice being open-minded about the use of older technology and how it operated differently from modern technology.
* Bussey-Students definitely were communicators when they expressed their thoughts about things in the past. They had to be open- minded in order to grasp the concepts of how life was once upon a time
* Heise-I'm just struggling with PYP while virtually teaching.

In each case, explain your selection.  |
| **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. How has life changed over time? (Schools, transportation, communication, housing) This question was most effective in driving inquiry for my class, comparing how schools and housing was in the past to how we live today. They wanted to know what they used for lights, what they did if they had to use restroom and it was raining.Ellison-My students wanted to know why technology had changed so much and looked so different compared to today’s technology. They were taken aback by how much phones had changed and compared pictures of old phones to my cell phone. Bussey- Students were expected to open minded and learn how life was years ago and be able to compare it to present day and to make distinctions between the differences and similarities. For higher order thinking, students were expected to predict how the past may impact our future.Heise-this is one of my favorite units, I just wish I would have been able to truly have taught this unit this year. **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.* The kids found books and pictures that showed what they have learned and were excited to talk about what they know.
* The kids wanted more (how soap is made, toilet paper, etc)
* Ellison-Students created and compared pictures of old houses to houses today and copied a dictated sentence that said, “Houses have evolved”. The type of old houses that students chose to draw differed, they used examples from a video.
* Bussey-Students made inquiries on how life for them would have been if they were educated in a one room school, or if they had to use the bathroom in an outhouse. They had group discussions about their feelings about if they had to be educated and live in those circumstances.
 | **9. Teacher notes****Newsletter for Each Unit*** **Next year we should send home a note prior to No Technology Day to inform parents and possibly have the students dress in costume of the past. Teachers should also dress the period.**
* **Students enjoyed eating outside, playing games such as Ring around the Rosie; Red Rover, red rover; writing with chalk on tablets (black construction paper); writing with feathers and ink (black paint); Choosing a grade level and family name to be in (labeled with masking tape); learning to play Jacks and marbles; hopscotch**
* **Order actual chalk boards to use, lanterns,**
* **What does life look like in the future? (Jetsons, etc)**
* **Ellison-In a newsletter we could include the ideas mentioned above as well as asking parents to locate pictures of themselves using older technology when their child was smaller and sharing it with the class (we could create a class gallery walk).**
* **Bussey- Next year we could do a time line to notate events. Also we can dress in old clothing if possible so they can see in person what the past looks like to make more of an authentic connection. Also focus more on predicting what life would look like in the future**
* **Heise-I love the above ideas!!**

**\*\*Take More Pictures\*\*\*****Spanish/Garcia**K-5: Unfortunately, we didn’t have enough time to cover the unit of inquiry because many classes had to pivot to learn at home, included myself. So, we didn’t have the time to develop the unit ...and just few classes had the chance to connect Spanish with the Unit of Inquiry.Nevertheless, the Spanish Youtube Channel that was created in collaboration with another Spanish PYP teacher and I helped a lot to connect Ss with the vocabulary, concepts and classes that we missed face to face.**Mailhot**Do not use the same concept in each line of inquiry **An inquiry into how education has evolved**. - this helps explain EXACTLY what will be covered (Evolution into math – Abbacus vs calculator vs phones vs......)Transportation – **An inquiry into how people have traveled over time.** **An inquiry into how technology impacts communication** **An inquiry into TOOLS we use to communicate** |

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**SSKH1**: Identify the national holidays and describe the people and/or events celebrated. (Columbus Day)

**SSKH3**: Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)

a. Now, long ago

b. Before, after

c. Today, tomorrow, yesterday

d. First, last, next

e. Day, week, month, year

f. Past, present, future Geographic Understandings

**SSKG3**: State the street address, city, state, and country in which the student lives.

**SKE1**: Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.

a. Ask questions to classify objects according to those seen in the day sky, the night sky, and both.

b. Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words.

**ELA:**

RI1: With prompting and support, ask and answer questions about key details in a text.

**RI7:** With prompting and support, describe the relationship between illustrations and the text in which they appear.

**RF3**: Know and apply grade-level phonics and word analysis skills in decoding words.

**KL2c**: Write a letter or letters for most consonant and short-vowel sounds (phonemes)

**KL2a** Capitalize the first word in a sentence and the pronoun I.

**KW2**: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**KL1a:** Print many upper- and lower-case letters.

**KL1d:** Understand and use question words.

**KL2a**. Capitalize the first word in a sentence and the pronoun I.

**KL2b.** Recognize and name end punctuation.

**KL2d**. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**RF4**: Read common high frequency words by sight.

**RL2**: With prompting and support, retell familiar stories, including key details

**MATH:**

**OA3**: Decompose numbers less than or equal to 10 into pairs in more than one way.

**NBT1**: Compose and decompose numbers from 11 to 19 into tens, ones, and some further ones.