**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme: Who We Are**      * **Central idea : Awareness of Ourselves and others helps us gain a sense of belonging.**     **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?  Drawing pictures of ourselves and our family.  Naming the people in our family.  Knowing classroom rules and why they are important.  Students who follow rules and ask others to do the same.  Students pretend play as a family in the dramatic play center. | Class/grade: Pre-K Age group:4-5  School: Copeland Elem School code:  Title:  Teacher(s): Hanley/Godbee  Date: 08/19/2020 - 10/19/2020  Proposed duration: 6-8 weeks  **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?**   * Function * Connection   **What lines of inquiry will define the scope of the inquiry into the central idea?**   * Families come in all shapes and sizes. * Following the rules will help me be successful. * Treat people the way you want to be treated.   **What teacher questions/provocations will drive these inquiries?**   * How is your family different from mine? * What rule did I just follow? What could have happened if I did not follow that rule? * If I don’t share my toys how will my friends feel? |
| **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- What is a family? * Class discussions- What makes you unique? * Read Aloud discussion-Who are the family members in the story?     **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**   * Students following rules. * Students noticing each others differences and similarities. * Students help others with clean-up. * Students share their supplies and toys. | **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?**     * How does it make you feel when someone won’t share? * How is your family different from mine? * What could happen if we run in the classroom?   **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**   |  | | --- | | * Social Skills * Self-management * Caring * Reflective | |
| **5. What resources need to be gathered?**  **What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**  Family pictures, A World of Families by Trish Holland, Love is a Family by Roma Downey  **How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?**  Bulletin board of family pictures, Books on family in class library, Family members in the school can be guests during story time. | |

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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.**    Hanley- Students enjoyed learning about their selves and each other. They can state the different types of people, families, careers and attributes of the people around them.  Godbee- The students completed a KWL chart about what is a family and drew pictures of themselves on how they are different from one another. Following the rules in the classroom and completing a matrix to see if they did follow the rules of the classroom with ease.  **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.**  Hanley- Spend more time doing individual projects instead of mostly small group.    Godbee - Taking individual notes on what each child thinks is a family and identifying who is their family. Have a better understanding on what is a KWL chart and how to fill it out correctly.  **What was the evidence that connections were made between the central idea and the transdisciplinary theme?**  Hanley- Students were able to draw portraits that show the differences between them and their best friend. | **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.**  Hanley- After bringing in photos of our families we were able to voice our curiosity about the families we saw in the photos.   * Each student reflected on their own morning routine and how others could be different. * Students learned to be more caring and empathetic of their peers and their differences.   Godbee - The children came up with questions about families and we did some research on the questions. · Connecting our families to each other to understand how are families are alike and different. · Using social skills to communicate how to make friends, talking about our families and what makes us unique from everyone else. |
| **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.**  Hanley- “What’s it like having no siblings?”  “Do you always to grandmas for dinner on Sundays too?”  Godbee - What does a family mean? We looked up the definition and found out that a family is a group of one or more parents and their children living together as a unit. · Does everyone have a family. · Can a family be other people we around? We gave examples on how our class is a family and our school is a family  **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.**  Hanley- How is your family different from mine?  What rule did I just follow? What could have happened if I did not follow that rule?  Godbee - What is a family?- What makes up a family? Who is in a family? · How are we different/alike? How are we the same and how are we different? · What are the rules in our classroom? What are some rules that we should follow in our classroom?  **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.**  Hanley- CD- brought in her moms photo album  Small groups- Helped create a list of class rules and expectations.  Godbee - Students decided what they wanted to learn about families. · Students help come up with rules for the classroom. | **9. Teacher notes** |

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