**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**   An inquiry into orientation in place and time; personal histories and the advancement of technology .  **Central idea :** Learning about the past can help us make connections to the present and future.  **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?  *Students will compare and contrast the items from the past and present. Students will discuss how these items have changed.* | Class/grade: Pre-K Age group: 4-5 years  School: Copeland School code:  Title: Unit 3  Teacher(s): Godbee, Hanley  Date: 01/08/2020  Proposed duration: number of hours over number of weeks- 6 weeks / Feb 19th end date  **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?  Change  Function  Connection  **What lines of inquiry will define the scope of the inquiry into the central idea?**  An inquiry into how people change  An inquiry into how technology impacts our lives. or An Inquiry into technology throughout history.  An inquiry into how new technology is developed.  **What teacher questions/provocations will drive these inquiries?**  How do you think people communicated before phones?  How do you think technology will improve in the future? |
| **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?  Can students identify objects from the past.  KWL chart- past, present and future technology  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 discuss how technology affects them.  After reading Click Clack Moo students will discuss how typewriters were the original computer. | **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?  During week one- We will add items to the pretend play center that we discuss during large group time. The students can explore a typewriter, rotary phone and cassette tapes.  During week two- The students will take a virtual fieldtrip (Technology of Yesterday) and then will draw pictures of what they observed.  During week three- students will make a collage of technology of yesterday and today.  During week four- Students will make a compare and contrast chart of yesterday and today’s technologies.  During week five- Students will create a future technology that will help us in society to communicate better.  During week six- Students will review what we have learn by paying a matching game of yesterday and today technology and making a chart of what we have learn over the unit.  What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?   |  | | --- | |  |   Students will use research skills to learn about technology of yesterday and today.  Students will use thinking skills on how to use technology of yesterday and today for communicating with others.  The students will be inquirers on how yesterday technology and today’s technology compare to each other.  The students will be risk takers by exploring different technology of yesterday and today in the pretend center. |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  Click Clack Moo Book  Ellen Technology fieldtrip video  Mrs. Hanley’s Grandmother virtual Q&A  How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?  **Add tech to centers**  **Technology posters**  **Technology books** | |

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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.  Godbee-The students learn about past technology and present technology by playing with technology of the past and the present. By learning what names and functions of each technology and by playing a matching game and having discussions on the technology.  Hanley- Students were able to explore old technology during center and discussion time. They enjoyed the hands on experience.  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.  Godbee- I think by showing pictures of the technology of past and present and having a discussion of what we think they do before we introduce the central idea will help the teacher prepare more on what the students know and what we need to teach the students about the technology.  Hanley-Having grandparents come in to talk to the children about the technology they used throughout their lives would have been a great way to include the community and families in this lesson.    What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Godbee-Discussions about the different technology of past and present was evident that the students understood what the technology was about and how it was use. Putting past and present technology in different centers help the students make connections of the discussions we had about technology.  Hanley- Students drew pictures depicting what life was life was like in the past, they included the old technology in their drawings. | **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.  Godbee- Develop an understanding- We use a KWL chart to ask the question “What do we want to learn?”  We put different technologies of past and present to show how they function, how they are connected, and how the technology has changed over the years.  The students became thinkers because we had to think about how technology can help us in everyday usage, how technology has changed over the years, and how can we use technology. We also became researchers because we had to research some of the older technology to see what their functions were in the past.  Hanley- We used Mind Maps to draw a web showing the growth of different items, such as the telephone.  We used old technology in each of our centers such as a phone book in the writing center and a walkman in the listening center. |
| **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.  **Godbee**  **How do you use a typewriter? We demonstrated how a typewriter works.**  **Can a typewriter be like a computer? We research to see if a computer was an improvement on the typewriter.**  **How does a phone work? We research to see how a phone works and what it takes to make a phone call.**  **Hanley- Typewriter- “how do you delete a mistake?”**  **Walkman- “what if I want a new song?”**  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.  **Godbee-** How do you think people communicated before phones? -This question lead into the discussion on how does a phone work?  How do you think technology will improve in the future?- This lead the students wanted to see new technology that was being developed for the future.  **Hanley-** How do you think people communicated before phones?  **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.  **Godbee- While in centers, a group of students had different types of phones of past and present. The students were discussing how to use a dial up phone. One said, “ Push the buttons”, “Press the call button”, “Search your contact list”, and “I am going to just facetime my friend ‘.** | **9. Teacher notes** |

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