**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**  **Transdisciplinary theme:** How We Express Ourselves  **Central idea :** Our Beliefs and Values Determine Our Identity  **Over Arching Concept**: Identity  **Provocation**: Decorate the classroom with various holiday decoration (Easter, Halloween, Thanksgiving, Hanukkah, Christmas, etc.) then discuss what is “wrong” with the decorations to introduce Thanksgiving  **Summative Assessment Task(s):**  Share how our family celebrates the holidays. (poster, PowerPoint, pictures, video, be creative)  **Learner Profile (2)**: well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer  **Art/Mahon -** K - Students will create holiday themed artwork. Student initiated actions include creating their own drawings that align with specific holidays.  **Spanish/Garcia** - K-Ss will make some decoration to show how Mexicans decorate and celebrate the Day of the Death. Ss will be able to demonstrate their application of the line of inquiry. | **Class/grade:** Kindergarten  **School:**  Copeland  **Teacher(s):** Bussey, Ellison, Heise, Spikes, Mahon (Art), Garcia (Spanish)  **Date**: November 2nd to December 18th  **Proposed duration:** 6 Weeks (Jan 6-8 Buffer)  **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, Relationships, Belonging  **What lines of inquiry will define the scope of the inquiry into the central idea?**  An inquiry into our beliefs and values.  An Inquiry into our traditions  An inquiry into other people’s cultures.  **What teacher questions/provocations will drive these inquiries?**  **(Guiding Questions)**  How is our identity connected to our traditions? (connection)  How does our beliefs change our values? (change)  How does our perspectives affect our traditions and Culture Celebrations? (perspective)  Art/Mahon - K-Ss will make some decoration to show how Mexicans decorate and celebrate the Day of the Death. Ss will be able to demonstrate their application of the line of inquiry.  Spanish/Garcia - K-What is a holiday? Which holidays do you have in America?  **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 about topic * Graphic Organizers * Class participation * Journal work * I See, I Think, I Wonder * Pre-Post Assessment * Student Presentation about holiday or tradition (December)   Art/Mahon - K - Student centered questions about their prior knowledge about a specified holiday.  Spanish/Garcia - K-Ss will watch a video about the Day of the Death Celebration and explore a map showing where Mexico is located.  **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 share about their traditions/cultures/holidays (poster, speech, pictures, etc./)  Post- Assessment  \*\*Examples: Mexico, Cambodia, Peru, France, (not Thanksgiving), United States, Canada (Thanksgiving is in October)\*\*  Africa-Kwanza,  Art/Mahon - Student initiated discussions  Spanish/Garcia - Explore vocabulary about celebrations | **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:**   * Decorate the classroom with various holiday decoration (Easter, Halloween, Thanksgiving, Hanukkah, Christmas, etc.) then discuss what is “wrong” with the decorations to introduce Thanksgiving * Gallery walk of pictures from different holidays around the world: Christmas in Germany, United States, France, Peru, Mexico, Cambodia; traditions, food, songs, dance;   **Finding Out/Sorting Out:**   * Explore cultures and traditions from around the world (St. Nick day in Germany, Lighting the menorah for Hanukkah, Light Kwanzaa Candles) eating special foods, etc. * Compare and contrast clothing, Christmas tree, food in different countries to show their celebrations and how they are alike and different.   **Going Further:**   * Celebrate holidays in different countries by using songs, food, dances, clothing, (use assigned countries and teach the other classes what they have learned) also show how they are different/ same. * Travel around the world completing a passport from each country you have visited. In each country you will learn about songs, food, clothing and decorations to show alike/different.   **Drawing Conclusions/Reflecting and Acting:**   * Share favorites from each country: food from one country, a special song celebrating Hanukkah (Dreidel, Dreidel, Dreidel), traditions from one country (leaving boot out for Germany for St. Nick on Dec. 6th.) * Display favorite parts of Holidays around the world and explain why they like them and how they are a part of thier beliefs and traditions.   What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?   |  | | --- | | Thinking Skills: Comprehension, Application, Evaluation  Social Skills: Respecting Others, Fine Motor Skills  Communications Skills: Listening, Speaking, Reading, Writing  Learner Profile: Inquirer, Communicator, Reflective, Open-Minded  The Inquiry Cycle-Tuning In, Finding Out, Sorting Out, Going Further, Making Conclusions, Taking Action  Art/Mahon - Students will create various holiday themed art projects.  K - Students will be developing the transdisciplinary skill of communication through discussions about their prior knowledge of and associations of specified holidays.  Spanish/Garcia - K- Ss will work to match key vocabulary and pictures about the Mexican celebration.  K - Students will be developing the transdisciplinary skill of communication through discussions about their prior knowledge of and associations of specified holidays. | |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  Books:  The Night before Thanksgiving  The Night before Christmas  The First Thanksgiving  Christmas Around the World books  Thanksgiving Around the World books  Holidays Around the World  (Books from MyOn)  Country Specific Books\*\*  \*\*Ellison—Mexico; Heise—Peru; Spikes—France; Bussey—Cambodia\*\*  Videos:  Polar Express  Holidays Around the World  T’was the Night Before Christmas  Brainpop jr.  Country Specific Holiday Videos (also in native tongue)  How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?  Sorting green strips by size to make trees  Country Specific  Spanish/Garcia - K to 5- Teacher will display some Spanish works in the Pre K hall. | |

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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.  Spanish/Garcia - K-2: Students understood the central idea by discovering how Colombians celebrate Christmas following their own traditions, culture and belief.  Art/Mahon   |  | | --- | | K – Kindergarten students learned about multiple different holidays during unit two including Day of the Dead, Christmas, etc. Students created crafts relating to each of the holidays they learned about. Students also discussed how crafts are significant to each holiday (i.e. significance of sugar skulls in Dia de los Muertos). Students noted connections made with what they had previously learned about these holidays in their regular classroom and in Spanish. |   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.  Heise-I used the Holidays Around the World pack from TPT this year, it was awesome to travel to a different country every day. The kids were excited about most countries. (Kindergarten Smorgaspoard)  Have students share what they’ve learned about a particular country/holiday  Investigate more details into actual holidays (clothing, music, food, etc)  Use passports to travel around the world (Holidays Around the World pack)  Get parents involved, have them research a country and how they celebrate special holidays especially if there is a family connection to the country (even if distant, use info from Unit 1 “research”).  Ellison-Have students dive deeper into exploring the holidays around the world and be able to identify customs associated with each holiday. Assessments could also include students identifying different objects included in different holiday celebrations around the world.  Spikes- I would make it where the students could have more of a real life representation of each of the holidays from more of the countries around the world.  Bussey- Have students bring in items that represent how they celebrate holidays, birthdays etc. And have them compare it to another culture.  Heise- as we moved through the different countries, kids were able to recount what they saw else ware, and compare/contrast it to what they saw currently.  Bussey- The students were able to compare and contrast how both Hanukkah and Christmas are celebrated  Students talking about what they’ve learned, seeing/hearing details and getting excited about making the connection to the food and music  Students being able to explain how their celebration is the same or different from the celebrations in other countries.  Ellison-Students were able to draw conclusions about the holidays around the world and use graphic organizers such as a Venn diagram to compare holidays one to another.  They were able to write what the colors of Kwanzaa meant, how they expressed themselves, and what they like about the different holidays we discussed. They were able to recall facts from each.  Spanish/Garcia - K-5: By showing different examples of beliefs are part of our Identity  Art/Mahon   |  |  | | --- | --- | | K – To improve on the assessment tasks to have a more accurate picture of each student’s understanding of the central idea, I would have students reflect on the way artists express themselves through crafts relating to each of the holidays we studied.   |  | | --- | | K – There was evidence that connections were made between the central idea and the transdisciplinary themes. Homeroom teachers, Spanish, and Art all focused on similar holidays so students were excited to point out facts that they had already learned and were excited to build on prior knowledge and transdisciplinary skills. | | | **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?” * The students were given the opportunity to learn about the culture and traditions of other countries prompting them to become more open-minded about the world around them   Have the students ask more questions  More inquiry  Heise-the more we “traveled” the more excited the kids got to learn more.  Ellison-Videos giving visuals of how holidays around the world are celebrated helped to develop an understanding of what they wanted to learn. Songs and pictorial representations prompted inquiry.  Bussey-The students were given several opportunities to be inquiries as they explored the various holidays and celebrations around the world. They became more knowledgeable about other cultures traditions and values.  The students got to listen to stories and do Venn diagrams of the differences among the holidays we discussed and talk about how it was alike and different to our ways and beliefs of celebrating  Spanish/Garcia: Students made a personalized Christmas T-shirt to show how Christmas is celebrated in Colombia (South America) and they reflected about Colombia’s culture.   * demonstrate the learning and application of particular transdisciplinary skills?   More demonstration by the students  Heise-the kids were excited to see new things  Ellison-the kids were engaged in customs that were unfamiliar and allowed them to have new experiences  Bussey- The students were actively engaged in learning about various traditions practiced around the world. They were able to learn new vocabulary as it applied to the different holidays.  Spikes- They were actively engaged in learning about the different holidays and doing thing that pertained to them in stations.   * develop particular attributes of the learner profile and/or attitudes?   Make more connections to the learner profiles as we learn (risk taker-trying something new, open minded  Heise-continue to come back to the learner profiles.  Ellison-continue to teach and exemplify learner profiles  Bussey- Students were actively trying to become risk-takers as it pertained to the various holidays  Spikes -They were open to learning new things about the way people celebrate around the world.  Spanish/Garcia - K-2: Students made a personalized Christmas T-shirt to show how Christmas is celebrated in Colombia (South America) and they reflected about Colombia’s culture.  Art/Mahon Students demonstrated the learning application of transdisciplinary skills when they recalled on their prior knowledge of various holidays they had previously learned about in their homeroom and in Spanish.  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.  Art/Mahon   |  | | --- | | K – Students were excited to learn about holidays they had never heard of before like Day of the Dead. Students had questions about traditions relating to each holiday. |   **What student-actions inquiries arose from the learning?**  Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.  They wanted to know why the kinara was important in celebrating Kwanzaa.  They compared their Christmas Dinner to that of France.  The kids were so excited when they saw something random in the classroom/school/at home (related to a particular holiday) and will talk about what they’ve learned.  More writing/illustrations from the students.  Heise-having a student named Imani, and knowing her name came from Kawanzaa, was very exciting!  Ellison- Students inquired about the type of clothing people who celebrated Kwanza wore. They are also asked questions about the history of Christmas and learned new terminology with the holiday Hannukah.  Bussey- As we explored the holidays Hanukkah and Kwanza several students wanted to know do you have to be Jewish to celebrate Hanukkah and African to celebrate Kwanza. They also wanted to know could we get presents for eight days as people do when they are celebrating Hanukkah.  Spikes- The students wanted to know if they had Santa Claus like us. They asked about the foods the Jewish people ate and how they thought it would taste.  Spanish/Garcia: Students were very curious about the Spanish Christmas Vocabulary. They searched how to say different words in Spanish. Since they had to create their own t-shirt they looked for the words and pictures they wanted to draw on it.  Art/Mahon While learning about Dia de los Muertos, students created sugar skulls. Students reflected on traditions we learned about when they decorated their sugar skulls. Students recalled on their prior knowledge of marigolds being the flower of the dead and included them as part of their decorations on their sugar skulls. | **9. Teacher notes**  Students enjoyed decorating classroom to match assigned country (or half for USA and half for country)  Decorations for other celebrations, Kwanza, Hanukkah, etc.  Day or two per celebration (Kwanza, Hanukkah, St. Nick Day, etc)  If possible, bring in a kinara for each holiday for them to compare.  Use in house resources (Ex: Howell Abudabe, etc)  Look into Christmas Plays  Santa come read to the kids  Christmas tree in the classroom to match our assigned country  2019 Comments are red.  Heise-use a passport that gets stamped for each country. Try foods for each country  Ellison-I think one way we could make this unit better is to bring in artifacts from each holiday celebrated so that students can see up close visuals.  Bussey- It would be great for the students to go to the various grade levels and see how and if there countries celebrated Christmas. Students can also choose between Christmas, Hanukkah and Kwanza and make or bring in an artifact that represents that holiday.  Spikes- We could celebrate the 8 days of Kwanzaa as they do or maybe try to make the foods they eat in various countries during the holiday.  Spanish/Garcia - This unit was a great opportunity for me to share with students how we (Colombians) celebrate Christmas, share some traditions, culture, and language. I really enjoyed it and students too. |

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Unit 3 Standards:

SSKH1 Identify the national holidays and describe the people and/or events celebrated.

a. Christmas

g. New Year’s Day

i. Thanksgiving Day

j. Veteran’s Day

KRL2: Retell familiar stories, including key details.

KRI2: Identify the main idea.

KRF2b: count produce, blend, and segment syllables in spoken words.

KL2: Demonstrate command of the conventions of standard English: capitalization, punctuation, spelling when writing

KI4a: Identify new meaning for familiar words.

KL5d: Begin to distinguish shades of meaning among verbs describing the same general action.

KL6c:Identify real life connection between words and their uses.

KRI2: With prompting and support, identify the main topic and retell key details of a text.

KW1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

KRF3: Know and apply grade level phonics and word analysis skills in decoding words.

KRF4: Read common high frequency words by sight; read emergent text with purpose and understanding.

KRL9: Compare and Contrast the adventures and experiences of characters in familiar stories.

KL1b: Use frequently occurring nouns and verbs.

MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight. For example, a student may describe a shoe as, “This shoe is heavy! It is also really long!”

MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size

MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Classify objects and count the number of objects in each category.

MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.