**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**  **Transdisciplinary theme:** How We Organize Ourselves  **Central idea:** Community helpers provide goods and services.  **Over Arching Concept:** Community Helpers  **Provocation:** First day, have the students come into a room that is “trashed” discuss student reactions, leading to the custodians quit and how that affects us. What if the lunch room workers quit? Etc.  **Summative Assessment task(s):**  Dress as your favorite community helper of choice, share information about your job.  **Spanish – Students will learn the names of some jobs in Spanish.**  **PE/OBrien - Students will learn how successful teams can adopt a variety of strategies to solve problems and support others.**  **Learner Profile**: well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer | **Class/grade**: Kindergarten  **School**: Copeland  **Teacher(s)**: Bussey, Ellison, Heise, Spikes, Prescott, Garcia, O’Brien  **Date**: March 1st to April 1st  **Proposed duration**: 5 Weeks  **2. What do we want to learn?**  **What are the key concept**s (form, function, causation, change, connection, perspective, responsibility, reflection) **to be emphasized within this inquiry?**  **Related Concepts:** Discovery, Organization, Community  **What lines of inquiry will define the scope of the inquiry into the central idea?**    People’s jobs are connected (connection)  There are helpers in every community. (Function)  Community helpers have special roles. (responsibility)  **What teacher questions/provocations will drive these inquiries?**  **(Guided Questions:)**  What are the functions of the different community helpers? (Function)  What are our responsibilities to our community? (Responsibility)  How are goods and services connected to community helpers? (Connection)  **Spanish - Give examples of different jobs in the community.**  **PE/O’Brien - How do successful teams function? What happens when a team applies different strategies?**  **Approaches to Learning:** 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 Organizers  Class participation  Journal work  Community Helper Visits  **PE/O’Brien - Students will be assessed through verbal questioning on their prior knowledge of rules.**  What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?  Student will dress up as the community helper of their choice and share about their job.  Give scenarios and have the students identify which community helper will be needed in that situation.  **Spanish - Identify the names of different jobs in the community and be able to say some jobs in Spanish.**  **PE/O’Brien - Students will create a game and the rules for the game.**  Role Playing Websites: Kids Dream Jobs - Can You Imagine That? / Community Helpers Brainpop jr. / Community Helpers Provocation: Have the classroom “trashed” when they come in as a whole class and (Like a custodian didn’t do their job) | **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:**   * Have various community helpers within the school to not do their job for a little while and observe the student’s reaction. Example: The room will not be clean ( floor not vacuumed) or the teacher comes in and just sits in the class. Express to the students that lunch is going to be really late because the cafeteria workers did not feel like cooking. * Brainstorm: Who are Community Helpers and examples of them. Create a chart with the different Community Helpers to see what children already know since most kids should have some knowledge.   **Finding Out/Sorting Out:**   * Start exploring about individual community helpers and what their jobs are (baker-bread, waitress-serve food.) * Discuss the importance of the jobs/services and what would happen if that job didn’t exist. * Focus on different areas and the community helper (School: principal, teacher, assistant principal, media specialist, lunchroom, custodians, etc.; City: mayor, superintendent, judges, etc.) Goods and services.   **Going Further:**   * Students will choose a community helper of their choice, dress up as that person and deliver characteristics and their job. * Have a wax museum to showcase the different community helpers invite pre-k, first grade, admin to come observe.   **Drawing Conclusions/Reflecting and Acting:**   * Share what they know about community helpers and the importance of their jobs. What life would be like without those jobs? * Showcase the learner profiles using the community helpers. * **Spanish - Show a video and have Ss identify different jobs in the community.** * **PE/O’Brien - Students will work on compassion and teamwork. (Acts for the good of all.)**   What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?  **Spanish – Developing Communicators**  **PE/O’Brien - Principled**   |  | | --- | | 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 | |
| **5. What resources need to be gathered?**  **What people, places, audio-visual materials, related literature, music, art, computer software, etc., will be available?**  Brain Pop, Brain Pop Jr.,  **Books:**  “Good Night Moon”  “Happy Birthday Moon”  “Goodnight Bear”    MyOn  Community Helpers, Community Helpers at School, Community Helpers at The Hospital, Whose Tools are These?  **Videos:**  Day and Night video (Blobby guy)  You Tube  How will the classroom environment, local environment, and/or the community be to use to facilitate the inquiry?  Contact local community helpers to talk to the kids  Police, Firemen, Postal Worker, Doctor, Dentist, Dispatch  Writing cards/letters to community helpers  Trip to fire station  STEM building for construction  Pencils to color fingers to investigate fingerprints  **Spanish - Spanish Reading material, Spanish Youtube Channel, websites, Duolingo, Spanish videos and songs.** | |

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| **6. To what extent did we achieve our purpose?**  (2019 Comments)  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.  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.   * Find more unique people * Paper/pencil assessment? (Do we have to have one?) * Guess Who Game/ inviting at least five different community helpers dressed in uniform to school. As they describe their job behind a curtain or etc. students will guess the Community Helper.   2020-2021 Comments  Bussey- We can use more paper/pencil assessments that ask questions about the various community helper’s roles in society so that we truly check for student’s understanding.  Ellison-We could improve on the assessment tasks by having students complete graphic organizers individually about the role of different community helpers, this would allow to see who can recall factual information.  Spikes – We could let them do a book report on a community helper Divide the sections of each elements and draw the setting , the main character and what they do  Spanish - Ss made a reflection in class about the importance of the different jobs in the community.  What was the evidence that connections were made between the central -idea and the transdisciplinary theme?  Bussey- Students were able to make connections between the community helpers and their importance to them in society. They determined which community helpers provided goods and which ones provide a service. Through the provocation the students were able to understand that based upon the services that particular community helper provided and how they are organized within the school they had an impact on student learning.  Ellison-Evidence that connections were made between the central idea and transdisciplinary theme is that students were able to articulate the differences between community helpers and the roles they play within the community, while denoting if they provided a good or service.  Spikes-The students were able to tell the difference between two similar community helpers and make the connection of the importance of community helpers in our society as well.  Spanish - Ss recognized the importance of the different jobs and roles in the community. | **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? * Role play of community helpers to share what they have learned * develop particular attributes of the learner profile and/or attitudes?   Bussey- Students listened to books read aloud in class, and youtube videos about various community helpers. They also had to write about the community helpers in the writing/transdisciplinary small groups. At the end of the unit as a formative assessment, students had to dress up like their favorite community helper and tell their role.  Ellison-The learning experiences that enabled students to do the skills listed above were exposure to different videos and books about community helpers, seeing graphic organizers comparing and contrasting different community helpers, and writing complete sentences about the roles of various community helpers in their journals.  Spikes- We read books and look at videos. They wrote sentences and drew a community helper to go with the sentence in our writing station during small group.  In each case, explain your selection.  Inquirer, Communicator, Reflective, Open-Minded  Bussey- Inquirer- Students had wonderings about various unfamiliar community helpers roles in society.  Communicators- Students were encouraged to communicate their ideas about which community helper they would like to be when they grow up as well as their role.  Open-minded- Each student had to understand and respect the various community helpers that were presented in class.  Ellison- Inquirer-Students were able to look at the title of books and pictures of community helpers and complete an “I see, I think, I wonder” graphic organizers.  Communicator-Students had to communicate how each community helper performed his or her job using action words.  Reflective-Students had to reflect to lessons from previous days in order to complete Venn diagrams comparing and contrasting roles of community helpers.  Open-Minded-Students had to remain open-minded when thinking about the jobs of community helpers and understand that each is a way to make a living.  Spikes- Inquirers Students ask questions about unfamiliar community helpers they didn’t know we had and what goods and services they provided for us.  Communicator- The students were encourage to tell us what community helper they would like to be and what is their favorite thing a community helper does.  Reflective- They have to listen to the activator in order to do the I see, I think, I wonder, Venn diagram, and discussions in order to participate in the opening about whichever community helper we choose to do.  Spanish - Reflective/communicators: Students learnt a Spanish song about professions. |
| **8. What student-initiated inquiries arose from the learning?**  Record a range  Bussey- Students wanted to know how did the butcher cut the meat that was taken from various animals. Also, does a veterinarian assist people too?  Ellison-Students inquired about the role of the paramedic and how they were different from a doctor.  Spikes- They wanted to know where all the mailman deliveries. They also inquired about all the tools that a fireman has. They wanted to know how a mechanic knows how to fix parts on cars.  Spanish Ss asked how to say some professions in Spanish?  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.  **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 students were able to reflect on their leaning about Community Helpers, they chose their favorite helper based on their understanding, students took actions by dressing up as thier favorite Community Helper.  Bussey- Students were able to display that they were knowledgeable about the various roles of the community helpers presented in class by writing about them. They chose their favorite community helper and communicated their role.  Ellison-Student-initated actions that arose from the learning is that students were able to clearly write sentences about the roles of community helpers and give a visual of a given community helpers uniform through dress-up.  Spikes- The students were able to communicate to us what they knew about community helpers before hand when we presented different community helpers to them and the roles they play in the community. | **9. Teacher notes**  **Use the “Unit of Inquiry” Terminology**  Give a Community Helper award at the end of the Unit  Bussey- We can have the class vote on their favorite community helper and have them come in and do a presentation (in house field trip)  Ellison-I think next year we could do a living museum where students dress up and create presentations about different community helpers.  Spikes- We send home a gingerbread man cardstock and have them identify what they want to be when they get older then put a picture of their face in the face area and send back to school for display in the hall. |

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**Unit 5 Standards:**

**Reading**:

**KL1e**: Use the most frequently occurring prepositions

**KRI3:** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

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

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

**KL1c:** Form regular plural nouns orally by adding /s/ or /es/ when speaking

**KL1e:** Use the most frequently occurring prepositions

**KW2**: Use combination dictating, drawing and writing to compose informative explanatory text in which they name what they are writing about and supply some information about the topic.

**KRL9**: With prompting and support compare and contrast the adventures and experience of characters in familiar stories.

**KL4b**: Use the most frequently occurring infections and affixes as a clue to the meaning of an unknown word.

**KW3:** Use the combination drawing, dictating and writing to narrate a single event or several loosely linked events. Tell about the events in order in which they occurred and provide a reaction to what happened.

**Math**:

**MGSEK.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**MGSEK.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**MGSEK.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation).

**MGSEK.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

**MGSEK.OA.5** Fluently add and subtract within 5.

**Science/Social Studies:**

**SSKE3** Explain how money is used to purchase goods and services.

a. Distinguish goods from services.

b. Identify that U.S. coins and dollar bills (paper money) are used as currency

**SSKE1** Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

**SSKE2** Explain that people earn income by working.

**SSKE4** Explain that people must make choices because they cannot have everything they want.

**SSKG2** Explain that a map is a drawing of a place and a globe is a model of Earth.

a. Differentiate land and water features on simple maps and globes.

b. Explain that maps and globes show a view from above.

c. Explain that maps and globes show features in a smaller size.