Planning the inquiry

1. What is our purpose?

1a) To inquire into the following:

- **transdisciplinary theme**
  
  Sharing the Planet
  
  An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
  
- **central idea**
  
  The world is full of living things.

1b) 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?

**Different Habitats Around the World**

Goal: Students are able to show that the world is full of living things. Each classroom can talk about the different habitats and share their learning with the other Pre-K classes.

Role: Observer, Writer, Artist, Performer.

Audience: Students will present to other classmates and other grade level members.

Situation: Draw clothing, food, people, animals and plants in that habitat. Explain what they learned from each classroom experience.

Performance or Product: Both; writing/drawing about different habitats and the living things in each one

**Provocation:** Pop Up Museum with Beanie Babies and pictures of living and non-living things; Group and sort the items based on its habitat. Can they determine that the animals are in groups by habitats? Do they have certain needs? How do we take care of them?

<table>
<thead>
<tr>
<th>Class/grade: Pre K</th>
<th>Age group: 4 yr. old</th>
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<tbody>
<tr>
<td>School: Kramer Elem IB World School</td>
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<td>School code: 051613</td>
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<td>Teacher(s): Chavez, Fisher, Karam, Farrisee, Trevino, Martinez</td>
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<td>Date: March 18-May 29, 2019</td>
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<td>Proposed duration: 10 weeks</td>
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2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, and responsibility) to be emphasized within this inquiry?

**Causation and Change**

Related Concepts: Classification, Habitat, and Interaction

What lines of inquiry will define the scope of the inquiry into the central idea?

- Defining living vs nonliving things
- What living things need to survive
- How changes affect living things
- Ways in which people interact with other living things

What teacher questions/provocations will drive these inquiries?

- What is a living thing?
- What is a habitat?
- How are the habitats compared to each other?
- What do living things need to survive in their habitat?
- How do you interact with living things?
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?

Pre-assessment Ideas:

What do you know about animals in different homes (habitats)? Draw a picture of your favorite animal and the ‘home’ it lives in. Do students understand the animal’s habitat? Can they describe the environment in which it lives?

What does a living thing need in order to survive? Class discussion then write in their journals about how to take care of living things and their needs.

Class plant; Ask students what plants need to survive. Make a list of how to take care of the plant and then keep up with the plant throughout the unit (class job).

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Do a nature walk around Kramer. What animals do you see? Where is their habitat? Students need to be able to describe the environment in which they find the animals. Exploration should occur with journal entries/drawings to follow. There should be a section of living and nonliving things in their entry.

Match a plant or animal to its habitat (Sort cards into living things and their habitats).

Discussion or journal: What happens to plants or animals if there is no sun for a week? What type of shelter does an animal or plant need when there is a storm? Why do we cover plants when it is going to freeze?

Students monitor their plant throughout the unit and journal/graph its progress. This should include how they as people are affecting the living thing (plant). What actions are they doing that affects the plant?

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?

Provocation: Pop Up Museum with Beanie Babies; Group and sort the animals based on needs. Can they determine that the animals are in groups by habitats? Do they have certain needs? How do we take care of them?

Frog Street Unit: Animals-farming, zoo, bugs and Changes-In and around me, maturing, earth changes, seasons, nurturing the earth (recycling, planting, taking care), reflecting on the year

Weather routine during calendar in the morning meeting-What impact does it have on the plants and animals around Kramer?

Read the Lorax to the students. Discuss the cause and effect of man made choices on a community or environment. Earth Day/Week April 23rd.

Drawing and creating art to make animals in the different habitats and then create the environment the animal lives in and draw what they need to survive.

Family project-Weekly dress up to demonstrate understanding of animals in their habitat:

- Farm Animals-Friday, 4/12 (Trevino)
- Zoo Animals-Thursday, 4/18 (Chavez)
- Bugs-Friday, 4/26 (Martinez)
- Sea Animals-Thursday, 5/2 (Karam)
- Arctic Animals- Friday, 5/10 (Farrisee)

Can also be used as an assessment piece. Do they know what these animals look like? Do they know what their habitats look like?

Read aloud-Books on Earth Day, animals, plants, conservation

Fish book after Aquarium field trip

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?
Learner Profile - Caring, Knowledgeable, Reflective

Approaches to Learning Skills - Communication (Communicate your feelings, reflecting on your choices, presentation skills); Research (Observing, Collecting and Recording Data, Presenting Research Findings)

- Clipboard Data
- Favorite Animal/Habitat/Recycling/Environmental
- Present to the classroom

5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Shores - Artwork connected to animals and their habitats, Southwick - The needs of the living things in the garden

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? Field trip to the Aquarium

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Reflecting on the inquiry
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.

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.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Understand the Central Idea:
- Starting to understand it with real world experiences (turtles, hermit crabs)
- Application to caring of animals has helped support this and make it real for the students.

Improving the Assessment:
- Plan tasks to be completed weekly so that the summative makes more sense and has a foundation for students learning and understanding. So a piece every week and focus on the reflection at the end of the unit.
- Southwick wants to get Pre K into the garden rotation the last few weeks of school.

Connection of Central Idea to Theme:
- 

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.

Lines of Inquiry:
- Rain and weather affect the amount of bugs that they saw. They see fewer bugs when it rains and asked where did they go.
- Life cycle of a chicken-Acted out to reinforce the connection to us as humans (chicks to babies or kids)

The LP Attributes and ATL Skills listed were added by Ms. West as you do not have them in any other planner throughout the year. Let’s discuss their relevance in the Spring.

Learner Profile:
Knowledgeable? Risk-Taker?

Transdisciplinary Skills:
Thinking? Research?
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.

- Why do bugs go away when it rains?
- When it rains, where do animals go?

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.

- They want to care for the animals and plants and want others to care for them.
- They don’t want to step on the bugs because we have to care for them.

9. Teacher notes

- Aligns well with the Pre K Curriculum
- Consider having a class pet all year
- Family project-DOL for the end of the week (checkpoint). Dress up every Friday as their favorite animal (farm, wild, sea, zoo, etc).
- Put a plant in the library to read to them. Talk about the benefits of talking to plants.