## Planning the inquiry

### 1. What is our purpose?

1a) To inquire into the following:

- **transdisciplinary theme**
  Who We Are: An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social, spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be a human.

- **central idea**
  Friends and family help shape us as people and community members.

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?

Students will create a collage in which they show ways that their family, community, home and school shape them as a person. Teacher will create their own collage as they go. Students will present their collage to their class to explain their understanding of the central idea.

**Goal:** Students can create a visual representation of the meaning of home, family, community and school to them. They can identify who impacts/shapes them as people.

**Role:** Creator, Communicator, Experts, Artists

**Audience:** Peers and teacher

**Situation:** Collage will include people and places that influence them.

**Product/Performance:** Product (Collage)

**Standards:** Uses art as a form of creative, self expression (VIII.A.2); Shows understanding by responding appropriately (II.A.1)

### 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?

- **Connection** - How are you connected to others? How do your actions affect others? How are your behaviors the same or different at school and at home?
- **Responsibility** - What is my responsibility at school? At home? What do I need to be accountable for at school? At home?
- **Perspective** - How am I unique? How do I feel about being a caring, principled person? How does my family and friends help me?

**Related Concepts:** Relationships, Systems

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

- How behaviors and actions affect relationships
- Exploration of thoughts and feelings
- Compare and contrast behaviors expected at home and at school
- Navigating social settings, including interacting with others

**What teacher questions/provocations will drive these inquiries?**

- How am I unique? What is something special about me?
- How am I similar or different to my classmates? My family members?
- Who are the important people in your life?
- How do my actions affect me or others?
- What are my responsibilities at home and school?
- How do the Essential Agreements help me navigate social settings?

**Provocation:**

Pop up museum with pictures of the teachers with their family, friends and in their community. Who do
you think these people and places are? Why do I have them in my life? Why do you think they are important to me? Make a connection to their All about Me bags.
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?

What kind of teacher do you want? Poster-Have students give suggestions about what kind of teacher they would like to have in class. Connect to “What kind of students do we want to be?”

Graphic Organizer- the teacher records evidence of children’s ideas of what the Essential Agreements look like/sounds like.

Show and tell-Students bring photos to school to describe their family to their peers. They will describe their family and answer questions from their class. **Create a grade level bulletin board.**

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

Students create and agree upon the Essential Agreements.

Students discuss and reflect on the roles and responsibilities of friends in small groups.

Students suggest solutions to problem situations when dealing with issues of friendship or family. The activity is done through role-play.

Literature- the teacher reads literature on family, friendship and community to gauge student understanding of each. Through literature, students will discuss how characters in stories show positive interactions towards others.

Literature- the teacher reads “David Goes to School”. Students can identify how David’s actions affect others. Then they share what David should have done in each scenario. What would have been a better choice? How can we tell David to be a caring, principled person?

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?

**Identity - Who I am? All about me bag - create 3 items that best represent you or your family and talk about it with your classmates. (Pop up Museum)**

*Art hands - learning personal space and respect of others materials*

**PHASE 1 OF PSPE**

**Phase 1**

- Learners have an awareness of themselves and how they are similar and different to others.
- They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes.
- They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change.
- Learners reflect on their experiences in order to inform future learning and to understand themselves better.

**Active Living - Using fine and gross motor skills to enhance learning. Beginning writing - playdough - cutting skills - personal space**

**Phase 2**

- Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being.
- They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body’s capacity for movement develops as it grows.
- Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning.
- They understand their personal responsibilities to themselves and others in relation to safety practices.

**Week 1: Students will help develop the classroom Essential Agreements.**

Essential Agreements will be created, agreed upon and discussed. Introduce the Action Cycle as they reflect on the Essential Agreements. Students will help develop, agree and follow the Essential Agreements in the classroom and around the campus. They will commit to following one every day with a reflection at the end of the day. Students will explain how they followed one of the essential agreements during the day.

**Week 2: Students will learn about School Culture and Pre-K.**

Introduce the Unit Planner (Specifically Theme and Central Idea), Continue to use the Essential Agreements, Action Cycle, the Learner Profiles attributes of Caring and Risk Taker.

Continue practice routines set up in the first week of school. For example, practice their meals on the plate set up in the home/kitchen center. Talk about the importance of keeping their space clean. Why is this important?

Students will develop their sense of self and community by participating in class jobs and sharing responsibilities.
Week 3: Students will learn about their physical self.

Introduce Attitudes of Commitment and Respect, Introduce Social Skills, Continue to use the Unit Planner, Essential Agreements, Action Cycle, Learner Profile (Caring and Risk Taker-why?), Wonder Wall

All About Me Bags: Students create a bag telling about themselves. Students share with the class to help build relationships.

Week 4: Students will learn about their physical self and senses.

Continue to use the Unit Planner, Essential Agreements, Action Cycle, Learner Profile (Open-Minded, Communicators), Wonder Wall, Social Skills

Investigations with senses (salty v sweet, soft v rough). Why are skills important? How do our senses help us?

Week 5: Students will learn about feelings.

Continue to use the Unit Planner, Essential Agreements, Action Cycle, Learner Profile (Open-Minded, Communicators-why?), Wonder Wall, Social Skills

Introduce the calm down corner, Action Cycle and feeling posters. Students will identify and investigate different types of feelings. Use the feeling cards from Mrs. K (Dinosaur cards) and have students identify their feeling and problem solve how to maintain or correct that feeling. Why is it important to manage their feelings?

Week 6: Students will learn about families.

Introduce Self-management Skills, Continue to use the Unit Planner, Essential Agreements, Action Cycle, Learner Profile (Inquirers, Reflective), Wonder Wall

Students will be given opportunities to graph data reflecting their self and family uniqueness through similarities and differences. Create houses based on the makeup of their families (parents, siblings, pets, etc).

Week 7: Students will learn about home life.

Continue to use the Unit Planner, Essential Agreements, Action Cycle, Learner Profile (Inquirers, Reflective- why?), Wonder Wall, Self-Management Skills

Make a list of what you can do at home, at school or BOTH. Talk about the systems that happen at home and how they affect who you are as a person. If they are messy at home, will they be clean at school? If they are mean at home, will they be nice at school? How do your roles differ from home to school? Connect to literature of “No, David” and “David Goes to School”.

Week 8: Students will learn about friends.
Continue to use the Unit Planner, Essential Agreements, Action Cycle, Learner Profile (Knowledgeable and Principled), WonderWall, Self Management Skills
Through literature, students will discuss how characters in stories show positive interactions towards others.
Why do we have friends? How do we keep our friends? Role play friendship situations. Show what it looks like to be a bad friend. How does it make you feel? Show what it means to be a good friend. Why is it important to be a good friend?
Week 9: Students will learn about their community.
Continue to use the Unit Planner, Essential Agreements, Action Cycle, Learner Profile (Knowledgeable, Principled-why?), Wonder Wall, Self Management Skills
Students reflect on ways to be respectful and responsible as individuals, as friends, as family members in different social settings. This will be done one group at a time, but repeated throughout the units.
Students study helpers in the community. Students dress up as the community helpers in centers and talk about/play with the tools they use to help a community. Have community members come speak specifically to Pre K.
What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?
Learner Profile-Caring-Relationships with others, being good friends, taking turns, respecting others and their space, showing HALL; Principled-following directions, modeling good behavior, staying on task; Risk-Taker-Trying to make new friends, Trying to be a leaders, Trying new foods, Coming to school every day
Approaches to Learning Skills-Social Skills-Cooperation, Resolve Conflict and Respect others: Self-Mgmt-Safety, Spatial awareness, Codes of Behavior
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Books, visuals, videos, music, art, all covering the aspects of friendship and family.

Copies of “David Goes to School” from the library (Ms. Sancedio).

Find community helpers for Week 9 to come speak to the classes.

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

Sharing and practicing Kramer expectations throughout the building, sitting with different sections in the cafeteria, classroom spotted tickets, recess, garden, specials, hallway, etc.
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?

Student Understanding of the Central Idea-
- Understood friends, family and community
- Did not understand the ‘help shape who we are’
- They can tell you what the community helpers do to take care of you, also what they do for the community
- They know the role that those people play in their lives
- We are born with things and learn things. Where do we learn it from? Make a connection about those people and the way they shape us.

Improve the Summative Assessment-
- Essential Agreements went well, tied to the new curriculum (Using your words, communicating with others, doing the right thing, being a good friend).
- Revisit these daily, all day.
- Ask them “why”? Continue to explain each why they should follow the agreements. They like to “help” each other: “You need to walk.” “You need to be safe.” “Use your big voice. You’re not a baby anymore!”
- They understand the natural consequences.

Connection to Central Idea to Theme-
- Theme connects with the central idea. It has everything to do with it. Your beliefs, values shape who you are. These things are connected.
- Aligns mostly to human relationships to theme and nature of self.

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?

Lines of Inquiry-
- Natural consequences made sense. It was tangible to see. If you run, you may fall and get hurt.
- You have responsibilities in class. You need to contribute to the community.
- They know how to use their big voice, complete sentences.
- Lines of inquiry have been continuing. It’s now being mastered.
- Missing the “at home” piece. Have more control over the “at school” but connect behaviors to how they act here to how we act at home (Breakfast example, Home/Play Centers-“Do we do that at home?”)

Transdisciplinary Skills-
- Social-Aligns well. They are learning to get to know their peers and how to work with them. Still on-going. Seeing a big difference in the playground. Students are resolving their conflicts.
- Self Management-Good connection with behaviors and the essential agreements. When you spend this much time in a certain center, you won’t get to go to others. Need visual timers as reminders.

Learner Profile/Attributes-
- Caring-It aligned with working with others.
- Principled-This was a great connection!
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.

- Questions about friendship: Why do we need to be friends? Why do we have to have friends? Why do we need lots of friends?
- What are the rewards in the library display case?

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.

- Students use the breathing strategies to calm themselves down.
- Students use their “big voice”, being mature, speaking up for themselves, remove the tattling, resolving their own issues.