

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

How the World Works

- **central idea**

Cycles maintain balance

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?

Scholars will:

- discuss similarities and differences between night and day activities as well as create a sun and a moon using modeling clay.
- illustrate the physical properties of the earth (land/water).
- discuss the relationship between humans and animals and how it maintains balance in the world.
- discuss and create a plant cycle (seed to flower) as well as identify parts of the plant.
- discuss and create the life cycle of the butterfly.
- discuss recycling and what it looks like.

Final: Scholars will create a recycling project and how it will impact the world.

Class/grade: PreKinder

Age group: 3/4

School: Briscoe Elementary

School code:



PYP planner

Title: How the World Works

Teacher(s): Krupalla, Lopez, Ruiz, Walters

Date: January 9 – March 9, 2018

Proposed duration: number of hours over number of weeks : 9

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?

Key Concepts: connection, causation, change, responsibility

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

- Respect and responsibility towards Earth/environment
- Cycles maintain life and balance in the world
- Similarities and differences between night and day

What teacher questions/provocations will drive these inquiries?

How are animals and humans different/alike?
What activities are done during the day/night?
How can we make a cleaner world?

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?

- Class discussion on creating venn diagram with night and day activities
- Labeling parts of a flower
- Graphic organizer of human animal relationships

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

- Teacher observations and ARK's
- planting a flower garden
- Matching products to the animal they come from (ex. milk – cow)
- Create life cycle of a butterfly
- Sort recycled trash into proper groups (ex. metal, plastic, paper, glass)
- Presentation of recycled trash project to peers

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?

- Using literature to learn about similarities and differences of day/night activities.
- Create a sorting mat to match product to the correct animal
- Graph recycled trash
- Take a nature walk to catch butterflies
- Create a class book showing favorite product to animal.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Transdisciplinary skills:

Communication skills: listening during group time, speaking during group time, show and tell

Research Skills: sort recycled trash, complete home project over recycling

Learner Profiles:

Inquirers, Knowledgeable, Thinkers, Communicators, Open- minded, Caring, Reflective, Integrity

Attitudes: Appreciation, confident, respectful, creativity, empathy, commitment, cooperation

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Frog Street Press Curriculum; The Very Hungry Caterpillar by Eric Carle; Seeds by Eric Carle; Flower Garden by Bunting; Grow, Flower, Grow by Bruce; A House for Hermit Crab by Eric Carle; The Earth Book by Todd Parr; Don't Throw That Away by Little Green Books

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

Scholars will go on a walk on the school grounds to clean up trash and sort items in the classroom; will create and complete a recycling project at home and present to class; will have an opportunity to plant a flower.

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?

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.

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.

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.

9. Teacher notes