

### 1. What is our purpose?

#### To inquire into the following:

- **Transdisciplinary Theme:**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **Central Idea:** Customs and traditions reflect environments

#### 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 of their traditions and their classmates (holidays, food, culture, clothing and etc.)
- Share family photos depicting celebrations/traditions
- Create a collage of family traditions/celebrations on a trifold
- Draw a picture of favorite celebration in writing journals
- Discuss celebrations around the world and compare to their own
- Participate in class show and tell to share out the project

Final: Scholars will participate in a PreK culture fair.

Class/grade: PreKinder

Age group: 3 / 4

School: Briscoe

School code:

Title: Traditions

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

Date: October 17 – December 21, 2017

Proposed duration: number of weeks: 9



PYP planner

### 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, perspective, reflection

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

- Differences and similarities in traditions/culture
- Respect each other's traditions
- Social and emotional characteristics

What teacher questions/provocations will drive these inquiries?

How are our customs/traditions the same/different? (perspective)

How are you connected to others around the world? (connection)

What makes a tradition/culture? (perspective)

How do show caring for ourselves and others? (reflection)

Provocation:

Read-A-Loud (Oh The Places You Will Go) to expose students to different cultures.

### 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?

- Scholars sharing about their traditions
- Participating in PreK culture fair
- Center time, reciting songs, chants, read-a-louds

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
- Feedback from families
- Conversations during centers
- Presentation of project
- Artifacts from PreK Culture Fair

### 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 more about different cultures (thinking skills)
- Interactions during mealtimes, learning centers and outdoor time (social and communication skills)
- Discussing family traditions as well as other traditions found in other cultures (social and communication skills)
- Creating class books (thinking skills)

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

- **Thinking skills:** Acquisition of **knowledge** (reading books, class discussion), comprehension (comparing traditions to their own)
- **Social Skills:** **Respecting** other, **cooperating**, listening to group discussions, presenting their own traditions
- **Communication skills:** speaking, listening, presenting (**risk takers**)

### 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 PreK curriculum (Stories and Rhymes), Gingerbread Baby by Jan Brett, Oh The Places You'll go by Dr. Seuss, The Shoemaker and the Elves by Paul Galdone, Too Many Tamales by Gary Soto, The Legend of the Poinsettia by Tomie DePaola, The Trees of the Dancing Goats by Patricia Polacco, The Hanukkah Bear by Eric A. Kimmel, Biscuits Hannukah by Alyssa Satin Capucilli, Children Around the World Celebrate Christmas by Susan Osborn

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

Scholar will share family traditions, pictures depicting different cultures and the traditions, PreK Culture Fair (Scholar will complete 4 artifacts)

**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**