

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme: Who We Are**

An inquiry into human relationships including families, friends, communities and cultures.

- **central idea:**

Experiences shape relationships.

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?

Goal: The goal is to depict and describe similarities and differences in themselves as well as their peers.

Role: Your job is to complete a self-portrait to show similarities and differences between you and your friends.

Audience: Your audience are your pre-kinder students.

Situation: The challenge involves making you aware that although you are the same, there are still differences in families, friends, communities and cultures.

Product/Performance and Purpose: You will create a self-portrait that shows your features and appearances. You will participate in a show and tell to discuss your self-portrait.

Standards and Criteria for Success: Students will participate in a show and tell and their audience will be their peers. The teacher will use ARK to record details of self portrait.

Class/grade: PreKinder

Age group: 3/4

School: Briscoe Elementary

School code:

Title: All About Me

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

Date: Aug. 14 – Oct. 13, 2017

Proposed duration: number of hours: over 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: Perspective, form, connection

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

- Physical, social and emotional characteristics
- Abilities, preferences and interests
- Similarities and differences in my world

What teacher questions/provocations will drive these inquiries?

1. How are we different from others? (perspective)
2. What are you interested in and why?
3. How are you connected to other groups? (connection)
4. Who am I like? How? (form)

Provocation:

Read-A-Loud (We are different, We are alike) to discuss similarities and differences as compared to students' own lives.

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?

Students will complete a self-portrait (BOY, MOY, EOY) and participate in a "pair-share" to discuss their portrait. Teacher note the various physical features the students draw.

Present the central idea by showing a treasure box with items to include: figurines, mirrors, play food, sporting goods, glasses (teacher uses anecdotal records to record students' comments and questions).

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

Self-Portrait – features, details (eye color, hair, gender etc.)

Teacher will use rubric to assess student learning in the context of lines of inquiry.

Self-portrait comparison (show and tell). Teacher assess students using ARK to include discussion of features and details of their drawing.

Students sort themselves into groups based on similarities and differences. Teacher will observe if students are able to group themselves.

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?

- Classroom discussions based on how we are alike and how we are different. (charts/graphs by hair color, eye color, boy/girl, height)
- show and tell
- Centers – dramatic play – housekeeping (show relationships within the family)
- multicultural foods
 - Blocks/Legos – multicultural figurines
 - Science/Discovery – sense (ties in to learning styles)
 - Writing Sentence starters (I am like you because...../I am different than you because....)
 - Math – 5 Little Creatures

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

Self-Management skills: fine motor skills (self-portrait)

Learner Profiles: Inquirers, Knowledgeable, Thinkers, Communicators, Open-minded, Caring, Risk-takers, Reflective

Attitudes: Appreciation, confident, respectful, creativity, empathy

5. What resources need to be gathered?

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

Five Creatures by Emily Jenkins
We Are All Alike, We Are All Different
Multicultural Figurines
Multicultural Food
Self-Portrait Cut outs
Paint, yarn, fabric pieces, googly eyes,
Multicultural construction paper

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

Multicultural items will be added to centers

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 could you improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea?

Allow more time for the completion of the "All About Me" project.

Allow more time for question and answer component during the sharing out of the project.

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

The students had a lot in common with each other through their experiences. This has allowed the students to have a better relationship with each other. They have more in common than they thought.

Ex. Students had siblings with the same name.

Students had similar pets.

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.

*The students were able to identify how they were similar and different from each other. Some of the students had similar interests which came as a surprise to them –most students at this age tend to think they ARE THE WORLD and don't realize that they are a small piece of the community/world. They learn that they are a small piece of the puzzle.

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 does he have black hair and I have brown hair?

ST 1: My brothers' name is Markie. ST 2: My brother is Markie, not her brother!

I have a dog and so does she!!!!

A chicken is NOT a pet!

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.

1. How are we different from others? (perspective)
2. What are you interested in and why?
3. How are you connected to other groups? (connection)
4. Who am I like? How? (form)

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.

Conversations were sparked during compare/contrast.

Descriptive vocabulary arose from conversations after the presentations.

Relationships developed from similarities.

9. Teacher notes

Walters – I want to ask in advance for extra materials to be provided for students to complete the project.

Krupalla – If the project can be done on a larger scale, students could present to the entire PK grade level.

Lopez – Provide extra time for students to complete the project.

Ruiz – Show examples to students before hand.