



## Important

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## Planning the inquiry

### 1. What is our purpose?

#### To inquire into the following:

- **Trans-disciplinary theme: How We Organize Ourselves**
  - An inquiry into economic activities and their impact on humankind and the environment; An inquiry into the interconnectedness of human-made systems and communities.
- **Central idea :**
  - Repeated events heighten our awareness

#### 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?

Summative : TV weather report

Reading- Teks resource

Math- Teks resource system, cut and paste.v

Formative- District CFA

Class/grade: 3<sup>rd</sup>

Age group: 7-8

School: Briscoe Elementary

School code:

Title:

Teacher(s): S. Christal, A. Franco, J. Mata, C. Rodriguez

Date: Nov. 13, 2017

Proposed duration:

### 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?

- Causation, connection, and change

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

**Causation** - How can human activity cause an increase in natural disasters?

(SS 3.4A)

**Connection** - What connections can be made between weather and climate? (3.4A SS, and 3.8A Science)

**Change** - Why is it important to understand day-to-day weather changes in different locations? (3.8A) Science

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

##### **Causation:**

In what ways can weather conditions be described? After collecting data, what observable patterns are created? What is the connection between...

How does a poet's use of figurative language, create imagery?



**Connection:**

How does climate shape the physical environment of different communities?

(SS 3.4A)

What is a logical connection that can be made between texts that share a similar theme? (ELAR [3.Fig19F](#))

What connections can be made about similes and metaphors?

What is the connection between the characteristics of various forms of poetry and how they create imagery? (ELAR 3.6A)

What is the connection between sensory language and imagery? ( ELAR 3.10)

Why is it important to observe, measure and / or model patterns of a system?

**Change:**

List and explain some of the ways humans change their physical environment? (3.4B)  
SS

Explain the differences (changes) between air temperature, wind direction, and precipitation and the tools used to measure them. (3.8A) Science

Record day to day changes in the weather and analyze the data. (3.8A) Science

Compare weather changes in different locations at the same time. (3.8A) Science

### 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-assessments:

- KWL: First and Final Thoughts Strategy.
- SURVEY: How Certain Are You Strategy.
- I see, I think, I wonder

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

Journal Entries - Across subject areas showing student understanding

Exit Tickets - Varied

Response boards - Students demonstrate understanding of systems and component functions within a system across subject areas.

Formative and summative assessments (Eduphoria/TEKS Resource)

### 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?

1. Create news weather report based off of weather data collected over an extended period of time. Students will analyze the data to create a scripted weather report that demonstrates their understanding of weather patterns and how it affects communities.
2. DIY weather measuring tools
3. Record daily weather in Interactive Notebooks including temperature, precipitation, and wind direction.
4. Students use compass outside to learn cardinal points and directionality.
5. Students use computer to look up daily weather.
6. Poetry Slam
7. Daily Poetry Focus
- 8.

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

- Communication Skills
  - Listening, speaking, non-verbal communication, presentation, confidence
- Thinking Skills
  - Curiosity, Independence, Integrity
- Social Skills
  - Respecting others, cooperating, resolving conflict and accepting responsibility, enthusiasm

Principled, Reflective, Open-Minded, Inquirer & communicator

##### **5. What resources need to be gathered?**

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

Trip to the planetarium to see Dynamic EARTH

Puerto Rican poetry

NewsELA-weather vs. climate, natural disasters

Thermometers

Wind Vanes

Compass

Meteorologist - Kens 5

Weather Channel App

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

Sarah's sister to be used as a weather person from Philly.

Weather reports from other cities.

## 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.

\*Students understand the increase that human activity can cause in a natural disaster.

\*Students were able to make connections and justify how weather and climate are related.

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?"

We connected all TEKs to the key concepts across subjects.

- demonstrate the learning and application of particular transdisciplinary skills?

Group collaborate projects that allowed students to utilize their communication, thinking and social skills.

- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Collaborative group projects allowed students opportunities to display attributes of the learner profiles and attitudes. While working on their collaborative activities, students were given opportunities to self reflect on their work and performance. Students exercised their creativity, curiosity, independence and ability to cooperate.

### 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.

What is the difference between weather and climate?

What causes a tornado?

Can there be a tornado in the ocean?

Is a hurricane the same as a tornado?

What is a tropical depression and how does it form?

How do humans cause natural disasters?

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.

#### Connection

Why is it important to observe, measure and / or model patterns of a system?

#### Causation:

In what ways can weather conditions be described? After collecting data, what observable patterns are created? What is the connection between...

#### Change:

### 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

Transdisciplinary Theme:

- An inquiry into economic activities and their impact on humankind and the environment; An inquiry into the interconnectedness of human-made systems and communities.

Starting and Ending dates:

- 11/11/2017-01/19/2018

Math Stand Alone TEKS

- Wk 1: Recall multiplication facts with corresponding division facts up to  $10 \times 10$ . (TEK 3.4F)
- Wk 2: Use strategies (mental math, partial products and properties) and standard algorithm to solve 2 digit by 1 digit multiplication. (TEK 3.4G)
- Wk 3: Determine if a number is even or odd using divisibility rules. (TEK 3.4I)
- Wk 4: Determine quotient using relationship between multiplication and division. (TEK 3.4J)
- Wk 5: Solve one and two step problem involving multiplication and division up to 100. (3.4 K)
- Wk 6: Determine the missing factor/product in a multiplication/division equation. (TEK 3.5D)