

Planning the inquiry

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme: Where We Are in Place and Time

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

Central idea :

Patterns generate relationships to provide structure.

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?

Formative assessments(s): Reading and Math

- **Reading: Connections–Feb 7–CFA (unit 4)**
- **Math : Measurement–Feb. 7–Eduphoria created test**

Summative: Reading and Math

- **Reading: Research, connections across literary and informational text (4.19A-F)–Feb. 23–Paired passage from Motivation Reading**
- **Math: Measurement and Points, Lines and Angles (4.6A-D, 4.7A-E, 4.5C-D, 4.6A, 4.8A-C)–Feb. 23–Eduphoria created test**

Class/grade: 4th

Age group: **9–10**

School: **Briscoe Elementary**

School code: **112**



Title: Where We Are in Place and Time

Teacher(s): Blum, Ehlke, Fiscal, Alvarado, Ortiz

Date: January 22nd - February 23rd

Duration: 5 weeks

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 Concept: Connection, Form, Responsibility

Transdisciplinary Skills: Research, Self Management

Learner Profiles: Inquiry, Communicators, Risk Takers

Attitudes: Commitment, Curiosity, Independence

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

LOI#1 Reading - connections across literary and information texts

LOI#2 Math - concept of measurement and angles

LOI#3 Sci- Patterns and changes of Earth

An Inquiry into the relationships between and the interconnectedness of individuals and civilizations.

What teacher questions/provocations will drive these inquiries?

Connection

Science:

**How is it (time, weather, seasons, etc) connected to natural events?
DOK 2**

In what ways are scientific processes and maps used to make weather predictions? DOK 2

Reading:

How can we create connections to make text personally relevant and useful? DOK 3

Explain why the author organizes information to construct meaning? DOK 2

Math:

Think, Puzzle, Explore: How can we connect measurement to our daily lives? DOK 3

Think, Puzzle, Explore: how we can measure in different ways. (DOK 3)

Form

Science

In what ways are soils classified based on their properties? DOK 2

Explain how the earth's surface constantly changes. DOK 2

Reading:

Explain why researchers gather information and systemically record the information that they gather? DOK 2

How can we organize information to present findings in a

meaningful way? DOK 2

Math:

How does the process used to find the area of a rectangle relate to the formula $a=lxw$? DOK 3

How is the absence or presence of parallel lines used to classify a two-dimensional figure. DOK 3

Responsibility:

Science

How does making decisions about our world affect the quality of our lives? DOK 2

Why is it important for us to understand and make sense of our world? DOK 3

Reading

How do we choose different sources to gather and present findings for specific purposes? DOK 2

How can interpreting media affect our ability to distinguish between factual and nonfactual information? DOK 2

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?

L1 Connections

- Think, puzzle & explore: How can we measure in different ways?
- Think, puzzle & explore: Why do we use different types of measurements?

L2 Responsibilities

- **Read Aloud/Reflect: Why is it important to interpret media responsibly?**

L3 Form

- Think-Pair-Share: What changes in the pattern of the earth contribute to the earth's surface?

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

Formative and Summative assessments and Project-Based assessments.

Understanding, explain, and apply objectives in future learning.

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?

Science:

- See, think, wonder: Types of soil and anchor chart (DOK 1) [Connections: reflective]
- Diff types of soil PPT and notes (DOK 1) form: knowledgeable
- Types of soil reading passages and questions (DOK 2) Connections: thinkers
- Changes to earth interactive notebook (DOK 2) Form: inquirers
- Changes to earth's surface-draw, label and explain effects (DOK 3) Responsibility: thinkers
- Changes to the earth's surface-read, learn, summarize (DOK 3) Connections: reflective
- Changes to earth's surface-hands on mini labs (DOK3) Form: thinkers
- Patterns of the earth anchor chart (DOK 1) form: knowledgeable
- Weather forecast (DOK 3) connections:inquirers
- Water cycle changes and role of the sun read, draw and explain (DOK3) form: reflective
- Shadows, tides and moon phases mini lab, anchor chart, PPT (DOK 1, 2) Connections: communicators

Reading:

- Informational and Expository Passage & STAAR Formatted Questions (DOK 2) [Change & Responsibility - Inquirer]
- Reading Passage Gallery Walk (DOK 2) [Change & Responsibility - Thinker]
- I See, Think, Wonder with pictures - making connections/Interpret and analyze, suggest how to alter the message (DOK 2/3) [Change & Responsibility - Thinker]
- Graffiti Wall (making connections to text/self/world/characters (DOK3 thinker)
- Create questions to text (DOK 3 Thinker)
- Compare/Contrast different types of Media Literacy (Ex:Ads) (DOK 2)

Math:

- Geoboards - area and perimeter DOK 2 (Inquirer - connection)
- Geometry in art - lines and angles DOK 3 (inquirer - connection)
- Alphabet lines of symmetry DOK 2 (thinker - form)
- Shape fold - lines of symmetry connect to shape attribute DOK 2 (risk-taker -

connection)

- K'Nex angles DOK 2 (communicators - form)
- Comparing and sorting angle measurements DOK 2 (communicator - connection)
- Dissect the angles DOK 3 (risk taker - form)

Social Studies:

- Create a map of the railroads in TX DOK 4 (Knowledgeable)
- Write a letter home from an American Indian and their feelings of life in the Nineteenth Century DOK 3 (Communicator)
- Make a poster and display of the effects of the development of the cattle industry in TX DOK 2 (Reflective)
- Four corners - Write ideas about the economic development of TX during the settlement of the TX frontier DOK 2 (Reflection)
- Create an exhibit of the TX frontier DOK 4 (Thinkers)

Writing: Essay - DOK 3 (open-minded, risk takers, thinkers) use student baseline essay to focus on the following areas...

- Intro "Hook"
- Intro transition words/phrases
- Thesis Statements
- Conclusions

Revise and Edit - utilize revise and edit passages/questions from motivation writing/escribir como estrellas. DOK 2 (thinkers, reflective, communicators)

Topic Sentence- The Write Topic(pg.81) DOK3 (Knowledgeable)

Central Idea- A picture is worth a Group of Words(63) (DOK2) (Thinker/Inquirer)

Compound Sentences- Agreeing to Part, Sentence Links(92) DOK 2)(knowledgeable/Thinkers)

Prepositional Phrases- On Your Toes(69)(DOK 3) (Thinker/Risk Taker)

Transitional Words- Recipes in the Making(108) (DOK 3) (Communicator, Thinker)

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

- **Research - natural resources: brainstorming, model using Library Media Services**
 - Inquiry - gathering information and facts
 - Knowledgeable-understand and apply information collected through research
- **Communication - partner presentations & feedback, self reflection, what message does the project communicate to audience**
 - Communicator-communicating research findings through mini presentations and group presentations.
 - Reflective- use peer and teacher feedback to adjust presentation
 - Inquirer

5. What resources need to be gathered?

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

Textbooks: Go Math, Social Studies “My World”, Science, Journeys, Mentoring Minds (Writing, Reading, Math), Journeys Write Source, Write Source

Library Media Services: Learn 360, Pebble Go, Nearpod, Bibliotech, San Antonio Public library

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

Classroom: IB Bulletin Board and inquiry based activities (Summative research project (See Box 1 above Reading/Science)

Community: Accountable talk with family/community members about their motivations for various aspects of their lives

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

Transdisciplinary Theme: How the World Works

November 27, 2017 to January 19, 2018

Writing Stand Alone TEK

Weeks 1-6 4.18A