

Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** How we express ourselves
- **Central idea :** Transformation occurs within societies and the natural world.

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 1

Summative 1 -

Goal: Your task is to create a children's informational book about the structure of our nation: specifically regarding our constitution and its components.

Role: The student will become the author and illustrator of their own informational book.

Audience: Your audience will be children from 3rd and/or 4th grade.

Situation: The context you find yourself is to be the expert of the constitution to inform third and fourth grade students about the structure and function of our country. You will then assess your students on the content they learned from your book.

Product: You will create a children's book. Students will work in groups to create a children's on the structure of our nation's government. Each group will focus on 1 of 5 text-structures (cause and effect, problem and solution, sequencing, description, and

Class/grade:

Age group:

School: **Briscoe Elementary**

School code: **112**

Title: How We Express Ourselves

Teacher(s): Date: November 13,2017 - December 21,2017

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?

Function

Responsibility

Reflection

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

- LOI 1 Government creates institutions to ensure stability and security in a nation. **(Responsibility) TEK: 5.20A, 5.20B**
- LOI 2 How is society a reflection of the contribution of many groups ?**(Reflection)**
- LOI 3 How is dividing a whole number by a unit fraction or a unit fraction by a whole number similar and different to dividing whole numbers? **(Function) TEK: 5.3 J, 5.3 L**

What teacher questions/provocations will drive these inquiries?

Reading/Social Studies:

- Responsibility: After reading the text, what textual features helps support the need for a government? **DOK3**
- Reflection: What is your opinion towards the contributions different people or cultural groups bring to our society? Support your opinion



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| <p>compare and contrast). The students will incorporate a variety of student created text features in their books. Students will create an assessment to evaluate their “student’s” learning. Student will self create the assessment piece and will reflect on their audience’s comprehension.</p> | <p>with reasons. DOK 3</p> <p>Math:</p> <ul style="list-style-type: none"> ● Responsibility: How can different math operations connect to form an answer? DOK2 ● Function: How can an area model be used to divide a whole number by a unit fraction or a unit fraction by a whole number fraction? Justify your reasoning DOK3 <p>Science:</p> <ul style="list-style-type: none"> ● Reflection: How are forms of energy used in our everyday life? DOK 2 ● Design a complete closed circuit using items other than wires and predict what would happen? DOK 3 |
| <p>3. How might we know what we have learned?</p> <p><i>This column should be used in conjunction with “How best might we learn?”</i></p> <p>What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?</p> <ul style="list-style-type: none"> ● Pre Assessment- KWL: chart about our constitution and bill of rights. What do we know about our freedom? <p>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</p> <ul style="list-style-type: none"> ● LOI1-Function: Draw and label a circuit diagram to demonstrate that as electrical energy flows through a circuit, it can produce light, heat (thermal), sound, or mechanical energy. (5.6a, b) ● LOI2-Reflective: Create a historical marker for the War of 1812 and the writing of the Star Spangled Banner. The marker should include details about the social and cultural changes that resulted from the war. Standard(s): <u>5.4A</u> , <u>5.17B</u> , <u>5.21B</u> , <u>5.24B</u> , <u>5.25B</u> | <p>4. How best might we learn?</p> <p>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?</p> <p>Function:</p> <ul style="list-style-type: none"> ● (Reading/Writing)- Students will select one text on the formation of our government and will create a cause and effect graphic organizer on how the government works. ● (SS) Students will study the Constitution and explain the effect of Constitution on themselves and their community. (Or Why did the United States go to war with Mexico?) TEK: 5.15B, 5.15C ● (Sci) Students will be grouped and given a role card with a form of energy. The students will work together to present the pros and cons of their form of energy. The class will hold a discussion on how the forms of energy will work together. TEKS:5.2D, ● (Math) Students will determine what is a fraction, and how are fractions part of the number system by utilizing a number line. TEK: 5.1 E, 5.1D,5.3I <p>Responsibility</p> <ul style="list-style-type: none"> ● (SS) Students create an interactive foldable on the purpose and responsibilities of the different branches of government and their interconnection TEK: 5.16A, 5.16B, 5.16C ● (Reading/ Writing)- <i>A More Perfect Union: The Story of Our Constitution</i> by Betsy |

- LOI3-Responsibility: Create a classroom Bill of Rights that reflects their responsibilities as a student to make a difference within their classroom. (5.15c)

and Giulio Maestro read aloud to class and write a journal reflection on the reasons for government and the responsibilities they believe a government has.

- (Sci)- Students will participate in a carousel activity with real world objects posted around the room. Students will work in groups to determine what form of energy is being used by the object. Students will then write a reflection on how they can become responsible consumers of energy and changes they can make at home to reduce energy use.

Reflection

- (SS): Read Aloud *We The Kids* by David Catrow. In a whole group, the class will work together to create a classroom constitution and set of agreements to go by.
- (Reading/Writing)- Students will write a letter to a government leader about the right they are most thankful for or a right that they think should be added to the constitution. TEK: 5.15B, 15C, 20A, 20B
- (Sci)- Students will write a step by step procedural on how energy travels to an appliance in their home.
- (Math) Students will create math problems and real world examples. The students will work to solve each other's created problems and will explain the choices they made to solve the problem. TEK:5.1A, 5.1B,5.1D, 5.3I, 5.3J, 5.3L,

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

Transdisciplinary Skills:

- Social: Creating a class constitution
- Thinking: Simulating circuits and creating their own math word problems
- Communication: Letter writing to a government leader

Learner Profiles:

- Inquirer: Creating and simulating circuits
- Caring: Creating a class constitution
- Reflective: Letter writing to a government leader

Attitudes:

- Creativity: Creating real world math problems
- Respect: Creating a class constitution

- Curiosity: Using different materials as conductors when simulating circuits

5. What resources need to be gathered?

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

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| Stemscopes-Science | A More Perfect Union-The story of our Constitution By:Betsy and Giulio Maestro | Step Up to the TEKS-Math Practice Book | | |
| Engaging Mathematics | My World-Social Studies textbook Vol.1 (Pearson) | Exploring Social Studies (Texas Edition) By: Teacher Created Materials Publishing | | |
| We the Kids-The Preamble to the Constitution of the United States Author: David Catrow | Math STAAR Diagnostics Series (KAMICO) Textbook | History Channel Videos | | |

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

Students will invite 3rd and 4th grade classes to their classroom to read and present their children’s book on the structure of our nation (summative task).
 Students will focus on items at home to create a procedural text on how energy is transferred in their home.



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

Stand Alone Teks:

Math:

5.3 A

5.3 I

5.3J

5.3L

5.3F