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 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**: Living in different locations and climates cause people to build homes with different materials.

1b) 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?

The student will design and build a home/house out of various materials. Guest judges (students from other classes) will be invited to “judge” the best home.

The student’s home must have a roof, walls, doors, windows, a garden and any additional extras the student would like to add to his/her home.

The student will be assessed on his/her creativity, and how he/she applied their research and self-management skills.

The student must answer the following questions while being “judged”:

1. Describe your home.
2. What materials did you use to build your home?
3. Where in the world would your home be built? (region/location/climate)
4. Why is this type of home important to people?
5. Why did you choose to build this type of home?
6. What might you change next time you build this home?

The student will reflect on his/her knowledge, skills, and attitudes through a self-assessment.

Class/Grade: Kindergarten
Age Group: 5-6 year olds

School: Wildwood
School Code: 7489

Title: Home Sweet Home!

Teacher(s): Ania Bafia, Stephanie Stankus

Date: October – November 2015

Proposed Duration: # Hours 60 over # weeks 6

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?

- **Form**: Students learn that different homes take different forms depending on the geography of them.
- **Causation**: Students learn that people design homes/houses based on the climate of their regions.
- **Related Concepts**: Geography and Structures

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

**Lines of inquiry:**
What is a home/shelter
Materials used to build homes
Homes similarities and differences of homes from different parts of the world.

What teacher questions/provocations will drive these inquiries?

1. What is shelter/home? (Form)
2. How is shelter built? (Function)
3. Why do people need shelter/homes? (Causation)
4. How are homes similar and different? (Reflection)
Planning the inquiry
3. How might we know what we have learned?

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Background Knowledge: We will introduce form, function and causation of homes through exploratory tables; read aloud; teachers’ questions posted; photos of various homes/shelters; various resources and books placed in reading corner about shelter; vocabulary posted on Word Wall; KWL; student questions posted will be indicators of what they are thinking.

Checklist that illustrates student understanding of shelters and their various functions.

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

The students will be assessed using a checklist that lists their ability to enter group discussions, ask questions, respond to questions, and express their opinions, presentations, reflections, and work in groups.

The student will have the opportunity to:
- compare his or her home to those of others throughout the world
- define shelter as a need rather than a want
- write (or dictate) about the value of having a home in a community
- define community as a group of people living in the same area and under the same government; or a group having common interests and likes
- understand that people create shelter according to both culture and environment
- understand how humans adapt to variations in the physical environment
- describe how the physical environment, including weather and climate, influences building styles and the availability of building materials.

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? Please describe HOW.

The students will have the opportunity (how) to browse through and look at a variety of non-fiction books from the library and other sources; have access to a range of photos and pictures of various homes and other buildings to look at and complete Venn Diagrams; discuss their own homes in Chicago and other cities/countries and share differences and similarities; look at houses from Europe/Africa/Asia and compare them to houses in the United States and discuss why the houses might be similar/different; build their own houses according to a set of criteria for their summative assessment; and share their thoughts on their responsibility to those who are homeless and why they might be so.

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

LP: Open-Minded: The student will discuss how home's function; why certain materials are used in certain parts of the world; and what we can do for those who do not have shelter.

LP: Reflective: The student will be able to identify various forms of homes around the world; discuss why people need shelter; and identify materials needed to build shelter.

LP Attitude: Empathy: The student will discuss what it means to be “homeless” and identify ways we can help those who need shelter.

Social Skills: Cooperation: The student will be responsible for his/her learning; be respectful of others’ learning; work cooperatively in groups; and identify ways everyone works together when building homes.

Students are asked to work in small groups and assign each other different jobs within the group.

Self-Management Skills Fine Motor Skills: The student will apply his/her fine motor skills while creating “homes” during art activities; use his/her time effectively; and engage in safe personal behaviour.

Students work in small groups cutting paper, gluing and pasting objects.

Research Skills: The student will complete learning experiences in a timely manner; ask relevant questions about shelters and seek personal answers; and help others in their learning without being asked.

Provided with a series of various shelter pictures, students observe to discern differences and similarities between shelters.

Provided with magazine pictures, students are asked to identify the climate where the shelters might be found.
5. What resources need to be gathered?

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

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?
The classroom will be set up with various books and pictures of different kinds of houses.

Reflecting on the inquiry
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.

Stankus:
Students are assessed through their self-management and how they applied their research through their creativity. Instead of me assessing their creativity, I would have the students come up with a checklist or illustrations to help improve on their peer’s homes. They could use an iPad to reflect and record on their ideas and contributions they have that will offer suggestions and observations.

Bafia:
In the future, I will have the students come up with a rubric to help guide them in each others’ home creations. Students will be working with groups and have specific tasks to make sure all the points are addressed. There will be a timekeeper, a creativity checker, a background informat (of how their particular home suites the location and climate of the home), a recorder (in charge of recording through an iPad) and each member of the group will have a portion they are presenting on.

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

Stankus:
As we researched and pulled up images from homes around the world students, students made connections to their own home and how they looked different and alike. Many conversation and discussion occurred, about where students live and if students have come from other places and what that looked like. Students began drawing different pictures of their own homes and designed a layout of the exterior of their house, as well as the exterior; labelling each. After learning about the differences in shelters, students made a graphic organizer of differences in homes vs. shelters, which demonstrated their understanding of the differences between the two. Students really enjoyed and wanted to focus on animal shelters, The students seem to reflect heavily on this, by making animal shelter illustrations and engaging in peer conversations about each other’s shelter.

Bafia:
In the future, I will have the students come up with a rubric to help guide them in each others’ home creations. Students will be working with groups and have specific tasks to make sure all the points are addressed. There will be a timekeeper, a creativity checker, a background informat, a recorder (in charge of recording through an iPad) and each member of the group will have a portion they are presenting on.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

demonstrate the learning and application of particular transdisciplinary skills?

Research Skills: Teacher and students work together to find, and comment on different types of shelter.

Stankus:
My students were given images of homes from different parts of the world and were able to identify, where they came from based on the climate and structure of the home. This included; tepees, Igloo’s, brick homes, log cabins, animal shelters and homeless shelters.

Open-Minded:

Students are exposed to each other’s experiences and are encouraged to discuss that one is not better than the other. The idea is that our diverse homes serve the unique purpose of providing shelter.

Attitude: Cooperation: Students are expected to be part of learning teams. In these groups (e.g., daily 5 groups, shelter building groups, reading groups, writing groups, students are assigned working roles within the team. The roles are posted via rotation boards.
Bafia:
Students made connections to the different pictures of homes that were discussed. Upon seeing a teepee, students thought it looked somewhat like a tent that they have seen or even used for camping. When a picture of an igloo was presented students knew what it was but also didn’t think that was a good type of a home because it would be cold inside and did not fit our weather (climate). Students mostly discussed their own homes and how they are made of bricks or from wood. When constructing their homes out of shoe boxes, all the homes had the basic features: walls, a roof, windows and a door. One group made sure that their home has an alarm system for if the bad guys came in. The alarm system was very detailed and had cameras around the house. Overall, students did understand that a home is a shelter that protects us from danger and bad weather.

Students are able to describe their own personal housing journeys:
Students are able to share the different types of “shelters” they have experienced in their short lives.
Students were able to understand conceptually that there are different types of shelters for different purposes.
Students are able to tell, describe the difference between a shelter and a “home”.
Students are able to tell and describe that animals have a type of home that is a shelter.

My students enjoyed looking up pictures of different homes from different parts of the world. This unit gave them the purpose of research using iPads and looking at different books. This activity also allowed for students to work together and they enjoyed pointing out differences in home to each other.
Reflecting on the inquiry

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.

Stankus:
During our KWL students asked questions about different homes around the world. They were curious as to why some homes look different than other homes. After showing images of homes from around the world, students asked why some homes have brick around their house and why others look like a cone (tepee). After comparing and contrasting Igloo’s to our homes, students asked how

Bafia:
During our beginning discussions of homes and shelters, students initiated wonderings about why some areas have homes that look in different ways.

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.

Stankus:
Students were so enthused about seeing the differences in homes they wanted to create their own home in the classroom. They used a large box, using their background knowledge; the students were able to construct a house with a roof, window and door. They drew bricks as their foundations and decided after completion that this was their “gingerbread house”.

While addressing the differences between “homes” and “shelter”, students began using their imagination and making animal shelters out of construction paper for animals who had no place to go.

Bafia:
During our Personalized Learning time, students decided to use boxes that we had in the classroom to construct homes. They drew, cut and pasted the interior of the typical home that they see and know. They focused on the basics each shelter has - a floor, walls and a roof. Some students added windows and an entrance. Some students added details to the interior such as coaches, tv. beds.
One of my students demonstrated the Action piece for this unit by putting together a Power Point Presentation of what he noticed about shelter/Homes while traveling to Panama.

9. Teacher Notes

Maths: (Data Handling and Shape and Space):

Music: Music did not lend itself authentically to this unit.

Visual Arts:

PE: The unit did not lend itself authentically to PE.