Planning the inquiry

What is our purpose?

1. Purpose: (Why are we learning this? Why does it matter?):
   The purpose of the unit is for students to learn about themselves and what makes them unique.

1a) To inquire into the following:
   ● transdisciplinary theme
     Who We Are: An Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
   ● central idea
     What makes us uniquely human are not only our physical traits but our personal relationships with family, friends and our community.

Class/grade: Kindergarten       Age group:      5-6
School: Wildwood       School code:     
Title: Who We Are       
Teacher(s): Bafia, Stankus
Date: September-October 2016
Proposed duration: 5 weeks   number of hours over number of weeks:
### 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?

Students will draw/create a self portrait.
Students will draw/create a self family portrait.
Students will create an All About Me Glyph using the Learner Profile.
Students will create flip books to document how they use their five senses.

Students will engage in a conversation and produce a concept map about what makes up a family.
- Students will be able to name at least 5 different members of their family (eg. mom, dad, brother, uncle, grandma)

Students will listen to the book “Mi Semana” (My week) during PYP Español lesson.
- Students will be able to identify days of the week in both languages.
- Students will listen for family and community vocabulary words in both the target language and English. This will introduce the concept of cognate recognition and reinforce listening and speaking skills.

### 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:** Structures of communities, beginning with family.

**Function:** Families provide safety and security to its members.

**Responsibility:** Roles that the family instills on its members paves the way to the understanding of the responsibility that its members have to the community.

**Perspective:** Individuals have different characteristics, but our common ground is humanity.

What lines of inquiry will define the scope of the inquiry into the central idea?
1. Understand each person comes from a different story
2. What makes you unique?
3. How are my five senses part of who I am?

What teacher questions/provocations will drive these inquiries?
- Student travels over summer or during the unit.
- Who are you?
- What are your five senses?
- How are they important to you?
- Where does your family come from?
- Do we all come from the same place?
- What does it mean to be unique?
- Are all families the same? Do we have unique family types?
Planning the inquiry

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-assessment: Students draw self portraits. In this way I can determine students’ knowledge of facial parts. (5 senses)

Students create graphs to represent individual characteristics. Students use the chart to explain how people are similar and different.

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

1. Students will create personal pictures of themselves and find students with similar and different characteristics of themselves (rubric)
2. Students make drawings of their 5 senses and their function.
3. Using their sense drawings, students make presentations of their senses and their function.
4. Using a map of the world students, locate the different countries that they come from
5. Working in pairs, students complete drawings of each other and present how they are different from their partner.

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?

Who I Am: Students created multiple self-portraits that demonstrated how they see themselves and are able to see the uniqueness in each other.
What Are My Five Senses: Students made a flap book using their 5 senses and how they use each sense.
How Can My 5 Senses Help Me: Students identified and illustrated each of their senses and how they work.
What makes a Family?: Whole group we read different books about families, made a web providing different ideas of who/what contributes to a family. Students illustrated their family, drew pictures of their families. Class discussed the differences between families.
Spanish: Students will listen to two short stories in Spanish and English. These stories explore vocabulary about the senses and family. Students will learn about cognates and the importance of language acquisition.

Where are you from? Students create questions to ask their family about where they came from to have blonde hair or dark skin, or freckles, etc.

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

Thinking Skills: Acquisition of knowledge: Through direct instruction, students learned the names and function of the 5 senses.
Self Management: Fine motor skills students were given opportunity to practice cutting, drawing, pasting, and writing.
Communication skills: Speaking: Students are taught to speak or respond to questions using complete sentences.

5. What resources need to be gathered? What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Students will listen to stories that help to explain that we are all different but similar.
Students will watch short videos to explain how being different contributes to society.
Students will interview family members to find more information about their own background.

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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.

(Stankus)
The students were able to active in various senses activities and were able to share with the class. The students asked questions about their senses and how they work in different environments. The students were able to located their senses and explain their function through illustrations and presentation. The students presented members of their family through pictures and explained their role they had in their own family.

(Bafia)
Students in my classroom were able to identify the differences in their appearance as compared to others they know. They drew self-portraits that highlighted what they believed was a representation of their physical traits of who they are. Students also expressed their understanding of who they are as an individual within their family and community through their drawings and written explanations.

Students enjoyed listening and recognizing vocabulary as the short stories were read aloud during language class time. Students learn and enjoy the challenge of identifying a cognate as they acquire new Spanish vocabulary words. (Navarro)

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.

The student's use of more varied manipulatives will help gage their understanding of the five senses more effectively.

The students seemed to understand that it is their families that shapes them; however students could benefit from truly understanding the uniqueness of individual families.

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

Students were able to connect that even though we are all different we are still the same.

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?”

  **Who I Am**: Students created multiple self-portraits that demonstrated how they see themselves and are able to see the uniqueness in each other.

  **What Are My Five Senses**: Students made a flap book using their 5 senses and how they use each sense.

  **How Can My 5 Senses Help Me**: Students identified and illustrated each of their senses and how they work.

  **What makes a Family?**: Whole group we read different books about families, made a web providing different ideas of who/what contributes to a family. Students illustrated their family, drew pictures of their families. Class discussed the differences between families.

- demonstrate the learning and application of particular transdisciplinary skills?

  Thinking Skills: Acquisition of knowledge: Through direct instruction, students learned the names and function of the 5 senses.

  Self Management: Fine motor skills students were given opportunity to practice cutting, drawing, pasting, and writing.

  Communication skills: Speaking: Students are taught to speak or respond to questions using complete sentences.

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

  In each case, explain your selection.

  **Caring** - For the beginning of Kindergarten caring was the most critical attribute. Students at this age are self absorbed and only see the world as it relates to them. In order for them to be able to function within a classroom setting, which for some is a new experience, students need to understand how the caring attribute can and will help in a classroom environment and also as a whole person.
Reflecting on the inquiry

<table>
<thead>
<tr>
<th>8. What student-initiated inquiries arose from the learning?</th>
<th>9. Teacher notes</th>
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<tbody>
<tr>
<td>Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.</td>
<td>Science Standards:</td>
</tr>
<tr>
<td>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.</td>
<td>5 Senses video for humans <a href="https://www.youtube.com/watch?v=Qh5XsItAhuA">https://www.youtube.com/watch?v=Qh5XsItAhuA</a></td>
</tr>
<tr>
<td>The most effective question was when my student inquired about how their senses work. This particular question drove many discussions and reflections. For example, students asked about uniqueness. We all look different but the use of the senses is the same.</td>
<td><a href="https://www.youtube.com/watch?v=lvBXWMvOGOOk">https://www.youtube.com/watch?v=lvBXWMvOGOOk</a></td>
</tr>
<tr>
<td>The read-aloud book “I Am Unique” helped students talk about physical differences among themselves.</td>
<td><a href="https://www.youtube.com/watch?v=q1xNuU7gaAQ">https://www.youtube.com/watch?v=q1xNuU7gaAQ</a></td>
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What student-initiated actions arose from the learning?

Books to look into:

“The Boy Who Changed the World” - Andy Andrews

“Just Because: Where Seeing Another Point of View Makes a Better You”

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