**Class/grade:** K  **Age group:** 5-6

**School:** Fienberg Fisher K-8 Center **School code:** 004356

**Title:** Kindergarten Rules!

**Teacher(s):** Kinder Team

**Date:** August-October (Planner #1)

**Proposed duration:** 130 hours over 6 weeks



PYP planner

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme –**

**Sharing the Planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution

* **central idea**

People develop rules to establish and maintain order.

**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?**

Task: Students will create their home’s Essential Agreements working together with their parents. They will create a presentation using visuals to represent each Agreement. They can choose universal signs learned in class. The student will have to orally present their essential agreements; they will have to be able to explain the reason behind each agreement. The presentation can be presented in any form, song, video, poster, etc..

**Assessment Tool:** Rubric

Planning the inquiry

**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, Causation, Responsibility

*Related Concepts: behavior, consequences, justice*

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

* Developing rules
* The importance of rules
* Establishing and maintaining order

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

* How do rules work?
* Why are rules important?
* What are the consequences when rules are not followed?
* What rules do you feel are most important at school? Home?

**Provocation:** The teacher will present a puppet show where the characters demonstrate following rules.

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**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?**

Participation in class discussion related to rules and why we establish and maintain order

**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, as a group, will brainstorm and design the classroom rules.
* Through class discussion the students will give examples of appropriate classroom behavior.
* The students will write and draw pictures in their journals about consequences when rules are not followed.

**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?**

* Create classroom rules
* Playing “Simon Says”
* Drawing pictures of appropriate and inappropriate rules.
* Role Play a community leader like a park ranger.
* Establish daily routine
* Discuss rules that are followed in places other than school
* Praise students who follow rules

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

**Transdisciplinary Skills**:

**Social:** Students will work cooperatively in a group, being courteous to others, sharing materials and taking turns.

**Communication:** Students will listen to directions during role playing in order to demonstrate appropriate behavior in class.

**Self-management:** The students will engage in appropriate personal behavior to avoid placing oneself or other in danger.

 **Learner Profiles**:

 **Knowledgeable:** Students will discuss how rules have a global significance

 **Principled:** Students will take responsibility for their own actions when rules are not followed.

Planning the inquiry

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

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

Houghton-Mifflin Reading series, Horizon Social Studies Series, Technology (Brain Pop),

Books (Fiction and Non-Fiction) *(Recess Queen, No, David!, Wheels on the Bus, David Goes to School, Giraffes Can’t Dance, Leo the Lion, Kissing Hand)*

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

**Class environment-** Visual aids, vocabulary word wall, student work

**Guest speaker** Leader at the school come talk to the class about the importance of rules and what it take to be a leader

**Field Trip -** local police station, fire station, or court house

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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.**

**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?”**

**Function**:

**Causation:**

**Responsibility:**

* **demonstrate the learning and application of particular transdisciplinary skills?**

**Social:**

**Communication:**

**Self-management:**

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

**Principled:**

**Knowledgeable:**

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Reflecting on the inquiry

 **9. Teacher notes**

Week one:

* Introduce Central ideas and Lines of Inquiries. Teacher will create a puppet show modeling characters following the rules established.
* Establish classroom’s Essential Agreements, and create a poster to write down the essential agreements. Students will draw pictures representing each agreement. All students will sign the agreement created.
* Modeling following classroom’s essential agreements
* Read “No David”, and drive discussion for the students to infer what the rules at home were. Oral discussion about the consequences of not following the rules

Week two:

\_ Safety signs (STOP, NO SMOKING, NO FISHING, EXIT, etc.)

Learning the meaning of signs, Identifying signs

\_ Week three:

Role playing: Students will pretend to be an authoritative character like park ranger, teacher, principal, policeman, and will create rules for a specific place like classroom, park, and theater. Teacher will help them writing the rules on the board. Students will select signs that can help to understand the rules created, or they can create new signs representing the rules.

* Start a journal about the rules (Topics?)
* Playing Simon says / Following the Leader (PE)
* Counting how many signs they find in a state park map and explaining the meaning of each sign.
* Walk around the school looking for different signs. Collect data, count how many signs there are in all

**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.**

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