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

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

**Title**: We Are Family!

**Teacher(s):** Kindergarten Team

**Date:** October-November (Planner #2)

**Proposed duration:** 140 hours over 6 weeks



PYP planner

Planning the inquiry

**1. What is our purpose?**

**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 relationship including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

* **central idea-**

Families influence who we are.

**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 students will construct a story board or a mural demonstrating how their family has influenced who they are. They will choose a minimum of three characteristics or traits that are similar to others in their family. They will write to identify the family member and the way in which they are similar. The students will present their final product to the class.

**Assessment Tool:** Checklist

**Date:** October-November

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, Change, Reflection

Related Concepts (structure, growth, behavior)

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

* Family relationships
* Family traits
* Family characteristics

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

* What is a family?
* What are family traits?
* What are family characteristics?
* How do family members influence each other?

**Provocation**: Teacher’s present their storyboard or mural to the students.

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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?**

Teachers will explain their story board or mural eliciting questions and comments from the students.

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

* Family Tree- Student will draw a picture of each family member/relative on a paper leaf and then paste the leaves on an individual paper trunk to make a Family Tree. Student will then share and compare physical characteristics.
* Students share results of their interview of parents on family traits and characteristics.

**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?**

Fiction/Non-Fiction books will be available in the Classroom Library

Make a glossary of family words

Daily Journal writing about family topics

Verbally and through drawings describing their families

Practice interviewing skills

Parent interview

Using vocabulary in class, cut, paste and write about your family members.

Compare and contrast art work representing different families.

Students will interview parents/relatives to learn more about their pasts.

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

**Transdisciplinary Skills**:

 **Thinking:** Students will increase their vocabulary family glossary.

**Communication:** Students will be writing and drawing in their daily family Journal

**Social** : Students will learn how to listen sensitively to the presentations of their classmates

**Learner Profiles**:

**Thinker:** The students will demonstrate being a thinker by creating their final project s where they apply all the concepts learned throughout the theme. For example, the facts about their physical appearances, their family members, and their hobbies.

**Caring:** Students will show respect towards the needs and feelings of other while reading literature on the changes of families over time.

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 Theme stories, Horizons Social Studies Series, Technology, Music, Food, Movies

BOOKS (Fiction and Non- Fiction) related to respect/responsibility—A Rainbow of Friends Corduroy, Yo! Yes? Here are my Hands Lend a Helping Hand Berenstein Bears and the Truth Grouchy Ladybug What a Wimp! Responsibility, Alexander and the Terrible, Horrible, No Good, Very Bad Day, Is Your Mama a Llama?

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

CLASSROOM ENVIRONMENT: visual aids, vocabulary word wall, student work, Family Trees

LOCAL ENVIRONMENT: Invite the IB PYP Coordinator to visit the classroom and tell the students her family story

COMMUNITY: Kindergarten Cop Program

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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?”**

**Form**:

**Change:**

**Reflection:**

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

**Thinking:**

**Communication:**

**Social**:

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

**Thinker:**

**Caring:**

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Reflecting on the inquiry

 **9. Teacher notes**

**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.**