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

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

**Title:** Imagine That!

**Teacher(s):** Kindergarten Team

**Date:** November-January (Planner #3)

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



PYP planner

Planning the inquiry

1. What is our purpose?

**To inquire into the following:**

* **transdisciplinary theme –**

**How We Express Ourselves**

An inquiry into the way in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

* **central idea**

Imagination is a powerful tool for extending our ability to think, create, and express ourselves.

**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(s):**

The students will create an imaginary character. This character must be an original creation of their imagination. Students have the choice of using, construction paper, fabric, recyclable items such as candy wrappers, yarn and other types of embellishments. Students will write a sentence or sentences explaining their creation. They need to include the name of the character and what the character does. The students will present the characters in class.

**Assessment Tool:** Rubric

**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?**

Reflection, Function, Perspective

Related Concepts: role, subjectivity, interpretation

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

* Imagination
* How imagination impacts thinking
* Imagination as a creative tool

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

* What is imagination?
* What is the link between imagination and thinking?
* What is creativity?
* How can imagination be expressed?

**Provocation:** Read a Curious George story.

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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 facilitate a discussion about imagination after reading about Curious George.

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

* Verbally and through drawings the students will use their imagination to create a new ending to the stories read aloud in class. They will then transfer their ideas and write their endings in a few sentences.
* Students will be engaged in playing a game of charades using their imagination to represent words or book titles for the class to guess.
* Teacher will provide the students with a variety of art materials for them to create a story using their imagination.

Planning the inquiry

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 puppets to represent characters of a story and use them in a puppet show.

What if… or character journal writing

Pantomime various scenarios for classmates to identify or describe

Use a variety of art medium to create pictures

Use The Art of Mickey and other Disney materials to learn how imagination has impacted Mickey Mouse

Students will be given different instruments in order to create a song for the class.

Students will be given a paper with a scribble on it and will use their imagination to create something from it.

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

**Transdiscplianry Skills**

**Thinking:** Students will use their previously acquired knowledge to create new endings to stories read aloud in class.

**Self-management:** Students will engage in planning in order to effectively make a new story.

**Learner Profile**

**Risk-takers :** Students will use their imagination to create new stories.

**Communication :** Students will express ideas using a variety of modes of communication.

5. What resources need to be gathered?

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

Music, Movies, Food, Art. Imagine by Lennon, Imagination song from Epcot, The Art of Mickey

Books (Fiction and Non-Fiction) - Harold and The Purple Crayon, Disney Stories, The Cat in the Hat, Hortons Hears a Who, The Polar Express

**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

**Local Environment:** The librarian will come to class to discuss how the writers use their imagination to create new stories for books. The librarian will read stories as example of how imagination works for writers.

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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**:

**Reflection:**

**Perspective:**

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

**Thinking skills**:

**Self-management:**

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

**Risk-takers**:

**Communication:**

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Reflecting on the inquiry

**9. Teacher notes**

**ELL/SPED Strategies**

Words and pictures are placed around the classroom to assist students in language acquisition.

Small group instruction is available for students who need more assistance.

Differentiated instruction allows students to learn and develop at their own pace through centers, strategic pairing of students, group work and other strategies.

In our EFL classrooms, Spanish is linked to our planner. Students are exposed to content from English Instruction to Spanish Instruction.

**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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