

PYP planner

Planning the inquiry

**Class/grade:** 1st **Age group** 6-7

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

**Title:** Gotta Have It?

**Teacher(s):** 1st Grade Team

**Date:** March - April

**Proposed duration:** 160 hours over 6 weeks

**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 ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

* **central idea**

If people discover the difference between their wants and their needs, they might make better choices.

**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 have a choice to either create a collage or picture book to communicate their needs and wants. The collage/picture book will include magazine clippings and/or illustrations representing needs and wants. The students will choose one need and one want to compare/contrast. They will write in simple sentences to tell why selecting or having one over the other is a better choice.

**Assessment tool:** Rubric

**2. What do we want to learn?**

**What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?**

Form, Perspective, Responsibility

*(Related Concepts: choices, opinion, values)*

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

* Wants
* Needs
* How wants and needs are reflected in choices

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

* What is a want?
* What is a need?
* How are wants and needs determined?
* How are choices influenced by wants and needs?

**Provocation:**

Display table of items that are wants and needs?

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**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 and share a flip book of needs and wants from the class chart.

Grocery shopping bag food picture card activity

Identify needs and wants related to specific activities (going to beach, camping, etc.)

Use a map of the community to identify wants and needs

Students make a list of needs and wants at the beginning and then later make a new list to compare – see if there are any changes.

As a class we will create a healthy meal and determine the needs and wants for this meal.

Choose two different situations of settings and determine one’s needs and wants.

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

**Transdisciplinary Skills**

**Communication:** Students will record information and observations as they create their collage/picture book of needs and wants.

**Self-management:** Students will select and determine, based on their opinion and experiences during the unit, whether something should be categorized as a need or a want.

**Research**: Students will collect magazine clippings to represent examples of needs and wants.

**Learner Profile**

**Communicator**: Students will be encouraged to communicate with their peers their choices of needs or wants while creating their collage/picture book.

**Reflective:** Students may realize that not everyone agrees with their choice of a need or a want and this might prompt them to make different choices.

**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?**

Students will classify items on the display table as needs or wants and explain their placement.

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

* Following the outline of If You Give a Mouse a Cookie (the series), students will create a new character and create their own story.
* Students create a grocery shopping list based on making the right choices which will identify their needs and the “extras” they want if there is money left over.

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?**

Literature and videos showing how different cultures live, e.g., cultures very different from our own; BrainPopJr. “Needs and Wants” video, *The Moving Day* (Houghton Mifflin Reading), *If You Give a Pig a Pancake* (Houghton Mifflin Reading), and other books from the library; magazines and flyers for the “Needs and Wants” collage; dictionaries to determine definitions of needs and wants.

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

Group created bulletin board displaying different needs and wants for school and home; Books on display about other cultures.

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**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:**

**Perspective:**

**Responsibility:**

* **demonstrate the learning and application of particular trans disciplinary skills?**

**Communication:**

**Self-management**:

**Research:**

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

**Communicator:**

**Reflective:**

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 trans disciplinary theme?**

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Reflecting on the inquiry

**9. Teacher notes**

Optional activities:

Create class chart of wants and needs.

Given a list of words, students will categorize the words between needs and wants.

Use graphic organizers, e.g., Venn diagram where students can compare needs and wants.

**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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