



1. What is our purpose?

1a) To inquire into the following:

- **transdisciplinary theme**

Sharing the Planet: Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; **communities and the relationship within and between them**; access to equal opportunities; peace and conflict resolution.

- **central idea**

Everything in a biome is interconnected.

Class/grade: 1 Age group: 6-7

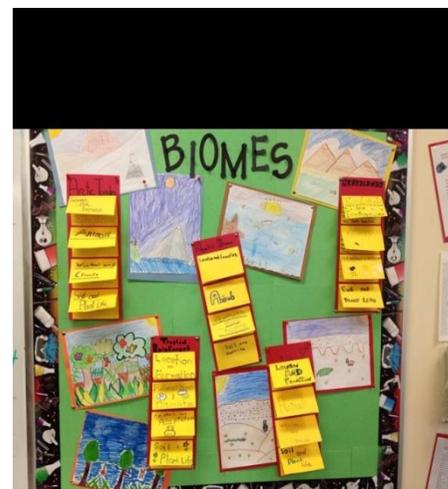
School: Poe Elementary School code: 49497

Title:

Teacher(s): Randall, Teague, Stilkenboom, Hubbard, Ford, Quevedo

Date: May 3- June 11 2021

Proposed duration: 6 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?

Post assessment: Students will create a biome flipbook outlining the major characteristics of their assigned biome (tundra, ocean, rainforest, desert, grasslands) including their animals, plant life,

climate, food chains, natural resource and explain how these are interconnected. A rubric will be used to assess the understanding of the central idea.

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?

Key Concepts:

- Form
- Connection
- Function

Related Concepts:

natural resources, interdependence, landforms,

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

- How the location on a planet determines the biome's features.
- How climate, landforms, water sources, and natural resources affect plant and animal survival.
- How food chains provide energy exchange.
- living & non living organisms

What teacher questions/provocations will drive these inquiries?

- What is a biome?
- What does an animal/plant need in their biome to survive?
- Why does a plant/animal belong in certain biomes?
- **Can they survive or adapt in other biomes?**

Planning the inquiry

<p>3. How might we know what we have learned? <i>This column should be used in conjunction with “How best might we learn?”</i> What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?</p> <ul style="list-style-type: none">• The teacher will have pictures of the 5 biomes (tundras, grasslands, oceans, deserts, and rainforests) for students to sort pictures of animals and plants. Each student will have an animal or plant. They will look at pictures of each biome and decide where they belong. Students will discuss why they think they belong in that particular biome. <p>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</p> <ul style="list-style-type: none">• Students will be able to locate where the biomes would be located on a picture of the earth map• Teachers will lead lessons and discussions about climate, landforms, and natural resources, and animals of each biome. Students will keep a folder for each biome and put pictures that illustrate information learned about climate, landforms, and natural resources, and animals of each biome• Students will make a mobile that illustrates food chains	<p>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?</p> <ul style="list-style-type: none">• Teachers will have a box that has examples of things from each biome. Students will be able to touch and/or see the items. Students may bring in items to add to the box or share with the class.• Students will come up with inquiry questions about each biome. Then they can research and report about their discoveries.• Students will be able to watch videos from United Streaming, Brainpop, and National Geographic Kids to research and learn about each biome.• Students will read books and magazines (Zoo Books, National Geographic Kids...) about biomes.• Students will go to the zoo to study animals and their habitats. (Not during pandemic) <p>What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?</p> <ul style="list-style-type: none">• Research: Students will research inquiry questions they develop.• Self Management: Students will work with a group to create a flip book. Students will need to manage time to complete flip book on time.• Social: Students will work with a group. They will need to cooperate to decide on what to put in their flip book.• Communication: Students will construct a flip book about a biome and present to the class.
<p>5. What resources need to be gathered? What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?</p> <ul style="list-style-type: none">• Magazines that focus on animals and habitats• People who may be experts on the biomes: zoo animal caretakers during zoo field trip• CD or internet radio for sounds from various biomes• Books gathered from the literacy lab about animals and habitats• World Book Web, Nettekcker research tool: specific biome <p>How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? The classrooms will have posters of each biome. As information is learned pictures and information will be added to the posters. Students will also add the information to their folders</p>	

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 could you improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

- We like the assessment the way it is. It really has them working together and sharing of ideas.
- Have students create a Venn diagram comparing two different biomes.
- Have students create and acrostic poem describing their biome

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

- Pre-Assessment showed understanding of animals and some plants in their biome. Some plants were harder to discern. Later in the unit students were able to understand which plants were in each biome through food chains/webs.
- Children were able to make connections between the climate of a biome and the plants that thrive or don't thrive there.

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?"
 - Creating food chains/webs allowed students to make connections of the transfer of energy from one animal to another. (concept of connection)
 - Creating a Venn Diagram helped students compare and contrast elements of different biomes. (skills)
 - Discussion allowed students to understand why animals, plants, and landforms are in certain biomes. (knowledge)
 - Creating a picture of a biome with all its elements (animals, plants, landforms, climate, resources). Teacher questioned students on placement of elements when things didn't connect in their picture (ie. Starfish floating ocean surface)
 - Demonstrate the learning and application of particular transdisciplinary skills?
 - Research- Students looked through books, watched videos, browsed internet to collect facts about assigned biomes
 - Social- Students had to work together to create a group biome presentation and share their element of the biomes.
 - Self-Management- Students had to work together with a group to create a flip book in a timely manner.
 - Communication- Students had to present their knowledge of the biome to the class that they'd researched.
 - Develop particular attributes of the learner profile and/or attitudes?
 - Cooperation/Respect- Everyone in a group had to work together to complete the project.
 - Principled- Each person had to do their fair part to get the project completed.

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.

- Students focused more on the animals- What animals are in the biome? How many animals belong to a biome?
- Can this animal survive in this biome?
- Can this animal eat this animal to survive?
- Desert and tundra brought up the most questions
- Most questions related to facts about biomes and elements and the believability of them

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- Researching their element or more of the biome.
- Researching more about unfamiliar animals.

9. Teacher notes

We need to modify the field trip booklet to be more about the biomes.