*OVERVIEW

Grade/Year level:	**5th Grade**	Collaborative teaching team:	**Sarah Baber, Andrea Crump, Jericha Rankin, Tyler Truax, Rita Salinas, Nesrin Stout**
Date:	**December-January**	Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	

Transdisciplinary theme

How We Express Ourselves (2nd planner)

Central idea

A person's background, experiences and cultural perspectives influence how they communicate.

Lines of inquiry

- How readers can use their knowledge of an author's background to better understand their work
- Background experiences from our own lives that influence our writing.
- Ways a person's origin and where they reside affects the way they do things.

Key concepts

- Form
- Perspective
- Connection

Related concepts

- Genre
- Measurement
- Conversions
- Language
- Personal narritive
- Point of view

Learner profile attributes

- Communicators
- Knowledgeable
- Reflective

Approaches to learning

Research Skills- observing, collecting and recording data
Communication Skills- Read a variety of sources for information and for pleasure.

Action

Students may write a text (poem, narrative, etc.) that expresses their own cultural upbringing

Prompts: Overview

Transdisciplinary theme

Which parts of the transdisciplinary theme will the unit of inquiry focus on?

Central idea

Does the central idea invite inquiry and support students' conceptual understandings of the transdisciplinary theme?

Lines of inquiry

What teacher questions and provocations will inform the lines of inquiry?

Do the lines of inquiry:

- clarify and develop understanding of the central idea?
- define the scope of the inquiry and help to focus learning and teaching?

Key concepts

Do the key concepts focus the direction of the inquiry and provide opportunities to make connections across, between and beyond subjects?

Related concepts

Do the related concepts provide a lens for conceptual understandings within a specific subject?

Learner profile attributes

What opportunities will there be to develop, demonstrate and reinforce the learner profile?

Approaches to learning

What authentic opportunities are there for students to develop and demonstrate approaches to learning?

Action

What opportunities are there for building on prior learning to support potential student-initiated action?

REFLECTING AND PLANNING

Initial reflections

Students who are from different countries will have a voice to speak about how their culture influences the way they communicate. Also students who have parents from a different culture will be able to go home and have converations about how things are similar or different here in the US and how this affects their communication.

Prior learning

- Group and paired discussions surrounding personal background.
- Concept map on communication.

Connections: Transdisciplinary and past

- Link to science and math through learning about the two different ways to communicate measurements (customary and metric).
- Link to math through learning how fractions and decimals are different forms used to represent the same value.
- Link to social studies through learning about the interactions between U.S. colonies, Native Americans, and Europe

Learning goals and success criteria

Reading/Language Arts- 5.9B, 5.9C, 5.10D, 5.10E, 5.10G, 5.12A, 5.8B, 5.8C
5.9B Students will explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
5.12A Students will compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.
Students will describe the author's use of imagery, literal and figurative language throughout the study of multiple genres.
Math- 5.2 A, 5.2B, 5.2C – 5.3 A,K,H - Students will develop decimal and fractional concepts by moving from concrete models and pictorial representations to the symbolic level.
5.7A Students will solve problems by calculating conversions within a measurement system, customary or metric.

Science- 5.5A,5.5B, 5.5C
The students will discover how to use scientific measurement tools to explore and manipulate matter and motion

Social Studies- 5.6A,5.6B, 5.7A, 5.7B, 5.7C 5.7,D, 5.17B, 5.17C, 5.17E
The students will describe how the 13 colonies were founded.

Teacher questions

Why do people migrate?
How can matter be measured?
How can matter change states?

How are decimals and fractions similar/different?
When would you use frations?
When would you use decimals?
Where in the world are each system of measurement used (customary, metric)?
How/why do people communicate?
How is poetry and pros similar/different?
What is the difference between literal and figurative language?
How might literal and figurative language look different across a variety of genres?

? Student questions

How many times has my family migrated? Why did we migrate?
Why does the US use the customary system?
Will the US ever change to using the metric system?
Can poems be different genres?
Do you use figurative language when writing in different genres?

Prompts: Reflecting and planning

Initial reflections

How can our initial reflections inform all learning and teaching in this unit of inquiry?

Prior learning

How are we assessing students' prior knowledge, conceptual understandings and skills?

How are we using data and evidence of prior learning to inform planning?

How does our planning embrace student language profiles?

Connections: Transdisciplinary and past

Connections to past and future learning, inside and outside the programme of inquiry

What connections are there to learning within and outside the unit of inquiry?

What opportunities are there for students to develop conceptual understandings to support the transfer of learning across, between and beyond subjects?

How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?

Learning goals and success criteria

What is it we want students to know, understand and be able to do? How are learning goals and success criteria co-constructed between teachers and students?

Teacher questions

What teacher questions and provocations will inform the lines of inquiry?

Student questions

What student questions, prior knowledge, existing theories, experiences and interests will inform the lines of inquiry?

DESIGNING AND IMPLEMENTING

Unit of inquiry and/or subject specific inquiry (inside/outside programme of inquiry)

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Designing engaging learning experiences

Science

- Exploring measurement tools (thermometer, balance, spring scale, ruler, meter stick, graduated cylinder, etc.)

-Separating mixtures and solutions

-Classifying objects by their properties

Social Studies

-Age of Discovery game. Students make choices that affect their journey to North America

-Tax Experience-Students receive an amount of candy to represent their funds. One student is chosen to be King George and collects "taxes" from their candy funds.

- Role-playing- Students are given a role and pretend to be either the explorers or the Native Americas already living in the country.

Reading

-Poetry Book - Students create a poetry book by choosing from different types of poem studied. The poems created should include a variety of figurative language elements, including sound devices such as rhyme scheme, alliteration, onomatopoeia.

-Personal Narrative- Students will compose a personal narrative. Students are given the choice of multiple prompts. Students will first brainstorm and complete a graphic organizer to complile thoughts and ideas.

Math

Fractions and Decimals

-Notes

-"I have, Who has….." class activity

-Fraction/Decimal memory card game

-Decimal Diner (teachers will recreate the classroom into a diner, students will rotate tables and practice decimals skills.).

Customary and Metric Systems

-Notes

-Group work on task cards over customary and metric systems

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Supporting student agency

- We will co-construct learning spaces and be responsive to student questions and reflections.
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- Students will have ownership in selecting and researching an author.

Teacher and student questions

Social Studies:
Why would one look for a new place to call home?
How would we feel if we had to travel across the world to find a new place to live?

Science:
Why can a solid change to a liquid?
Why use a spring scale?

Math:

Why does the US use their own system of measurement?

Wouldn't it be easier if the US just went to the Metric System?

Reading:

When is it appropriate to use figurative language versus literal language?

How many different genres exist in literature?

Ongoing assessment

Informal/formal observations
Weekly "check-ins" on author study project

Making flexible use of resources

Metric Measurement https://www.youtube.com/watch?v=ZNX-a-5jGeM
Customary Measurement https://www.youtube.com/watch?v=ZNX-a-5jGeM
Decimals https://www.youtube.com/watch?v=D1gowiIjKUA
Go Math textbook
Decimal Diner Packet

Public library
School library
Classroom library
Students will determine the best resources to use for their research
Studies weekly

Student self-assessment and peer feedback

- Reflection and self-assessment: students will use a learning journal to document reflection and self assess against learning goals and success criteria. One-to-one teacher student feedback to support students.
- Peer-to-peer feedback on collaboration and decision making in a group for example verbal feedback on the learner profile and relevant learning goals.

Ongoing reflections for all teachers

Keep hard copy of planner available. Record notes as planner continues. Record student actions and what went well.

Additional subject specific reflections

How did you choose a reliable source for your research?
What made you choose your specific author?
If you could pick one system over the other (customary or metric) which one would you pick and why?

Prompts: Designing and implementing

Designing engaging learning experiences

What experiences will facilitate learning?

For all learning this means:

- developing questions, provocations and experiences that support knowledge and conceptual understandings
- creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile
- building in flexibility to respond to students' interests, inquiries, evolving theories and actions
- integrating languages to support multilingualism
- identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension.

Supporting student agency

How do we recognize and support student agency in learning and teaching?

For all learning this means:

- involving students as active participants in, and as co-constructors of, their learning
- developing students' capacity to plan, reflect and assess, in order to self-regulate and self-adjust learning
- supporting student-initiated inquiry and action.

Questions

Teacher questions
What additional teacher questions and provocations are emerging from students' evolving theories?

Student questions
What student questions are emerging from students' evolving theories?

Ongoing assessment

What evidence will we gather about students' emerging knowledge, conceptual understandings and skills?

How are we monitoring and documenting learning against learning goals and success criteria?

How are we using ongoing assessment to inform planning, and the grouping and regrouping of students?

Making flexible use of resources

How will resources add value and purpose to learning?

For all learning this means:

- the thoughtful use of resources, both in and beyond the learning community to enhance and extend learning. This might include time, people, places, technologies, learning spaces and physical materials.

Student self-assessment and peer feedback

What opportunities are there for students to receive teacher and peer feedback?

How do students engage with this feedback to self-assess and self-adjust their learning?

Ongoing reflections

For all teachers

- How are we responding to students' emerging questions, theories, inquiries and interests throughout the inquiry?
- How are we supporting opportunities for student-initiated action throughout the inquiry?
- How can we ensure that learning is purposeful and authentic and/or connects to real-life challenges and opportunities?
- How are we nurturing positive relationships between home, family and school as a basis for learning, health and well-being?

Additional subject-specific reflections

Inside or outside the programme of inquiry

- What opportunities are there for students to make connections to the central idea and lines of inquiry or the programme of inquiry?
- What opportunities are there for students to develop knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

REFLECTING

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Teacher reflections

Student reflections

Assessment reflections

Prompts: Reflecting

Teacher reflections

How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea?

What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning?

What evidence do we have that students are developing knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team?

What did we discover about the process of learning that will inform future learning and teaching?

Student reflections

What student-initiated inquiries arose and how did they inform the process of inquiry? What adjustments were made, and how did this enrich learning?

How are students supported in having voice, choice and ownership in the unit of inquiry? (For example, through: co-constructing learning goals and success criteria, being engaged in student-initiated inquiries and action, being involved in self-assessing and self-regulating, co-designing learning spaces and so on).

How have these experiences impacted on how students feel about their learning? (For example, through: developing and demonstrating attributes of learner profile and approaches to learning, developing understanding of the central idea, achieving learning goals, taking action and so on).

Assessment reflections

How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?

What evidence did we gather about students' knowledge, conceptual understandings and skills?

How will we share this learning with the learning community?

Notes