

# Unit of inquiry planner

(Primary years)

# OVERVIEW

Grade/Year level:		Collaborative teaching team:	
Date:		Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	

## Transdisciplinary theme

(Type Transdisciplinary theme here.)

How we share the planet

## Central idea

Importance of sharing resources.

## Lines of inquiry

- To identify the basic organisms needs and their habitats of basic organization.
- Caring for resources.
- Dependency of organisms on their environments and how humans use processing goods
- Sharing resources is a challenge and an environmental necessity.

## Key concepts

- Causation
- Connection
- Reflection

## Related concepts

- Change
- Choice
- Interdependence
- Beliefs

## Learner profile attributes

- **Inquirer**-explore provocations; follow own inquiries
- **Principled**- take responsibility for own actions and consequences
- **Reflective**-thoughtful consideration to their own learning and experience.


## Approaches to learning

### Communication Skills:

- **Listening**
- **Speaking**
- **Reading**

### Research Skills

- Collecting Data
  - Organizing Data
  - Presenting Research (presenting their recycled model)
- Self-Management Skills
- Safety
  - Health Lifestyles
  - Codes of Behavior

 **Action**

Student will plant a seed and take care of it over time by may, they will take plant it outside/ or student can take it home.

# 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

## Prior learning

- Through observations of students interactions and behavior/processes through small and large group instruction.
- Through use of anchor chart(s) teacher will collect students' information of prior knowledge information.
- Through use of graphic organizers ( KWL- Venn Diagrams, T-charts)
- Students' turn and talk in small and whole groups
- Student constructed bridges, buildings, etc. using blocks.

## Connections: Transdisciplinary and past

Changes and patterns of the earth, sky and time.

## Learning goals and success criteria

Student will be able to take care of resources.  
Student will be able to articulate what resources are, why they are important.  
Student will be able to identify such as: water, food, tree, shelter.

## Teacher questions

- What is recycling?
- Do you know the parts of a plant?
- What are the things a living organism needs?
- What are the life cycles of organisms and their relationships in their environments?
- How animals and humans depend on plants, other animals and natural resources and how human use processed goods?
- What are some roles and duties in the community and their members
- Recognize, observe and discuss the relationships of organisms to their environments ( seasons, behaviors and natural habitats)

## Student questions

- How does a plant grow?
- How do I recycle?
- What can we make from milk?
- Are we eating baby chickens (while eating eggs)?

- Why do we have to save trees?
- How do we make paper from trees?
- Why do we recycle?
- Why do we use salt and ice to make ice cream?
- Why ice cream is so cold?
- Why do we have water in the cup when butter is formed?

# 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)

Transdisciplinary theme/Central idea:

Collaborative teaching team:

Grade/Year level:

Date:



### Designing engaging learning experiences

- Workstations in classroom will be set up for students to explore each unit. Materials and equipment will be added and removed as needed throughout the unit.
- Each workstation will be modeled by teacher for the use of the unit in science and social studies.
- Students in the classroom and in the science lab will experience and explore organisms of the natural world, its conservation, and the processes that nature (plants and animals) go through to be served as food for humans (through hands on, books, pictures, songs, objects/items, stories, technology)
- Students in the classroom will experience and explore items of the social world through conservation on subject related activities. (through books, pictures, songs, objects/items, stories, technology, fieldtrips)
- Students will be involved in conversations during whole group and small group instruction in how communities develop processing foods for human nourishment.
- Students visit the science lab to explore live organisms including humans, through their changes, their needs, their differences, and similarities using exploration and the five senses.
- Field trip to the zoo, farm, and the rodeo
- Hands on activities to differentiate processed and natural products
- Observation of chicken coop habitat.



### Supporting student agency



### Teacher and student questions



### Ongoing assessment



### Making flexible use of resources





## Student self-assessment and peer feedback



## Ongoing reflections for all teachers



## Additional subject specific reflections

# 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

Transdisciplinary theme/Central idea:			
Collaborative teaching team:		Grade/Year level:	Date:

 **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