1. What is our purpose?
To inquire into the following:

- transdisciplinary theme
  How the World Works

- central idea

Animals contribute to our lives in different ways

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?

- Pets (week 3)
- Australian Animals (week 4)
- Zoo (Week 5)
- Jungle/ Wild (Week 6)

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 – Connection, Function

Learner Profile - Caring

Attitudes -

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

- What are animals?
- What makes an animal an animal?
- What are different types of animals? (pets, Australian animals, zoo, jungle/wild, farm)

What teacher questions/provocations will drive these inquiries?
As above.
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?

Categorizing – what is an animal? How do you know it is an animal?

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

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?

- Story Books- selecting
- Using appropriate YouTube videos to show students what the animal looks like in real life, how it moves etc
- Excursion to the farm
- Craft (making animal face masks)

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

Numeracy – counting animals, graphing animals, patterns of animals, location of animals (near, above, next to, beside, etc)

Reading – Guided Reading selected texts on animals, shared books on animals

Writing – about animals describing features of the animals, what animal they like and why etc

ICT – researching about animals

5. What resources need to be gathered?

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

- Interactive white board
- Books about animals (big books, guided reading)
- Flash cards of living vs non living things
- Flash cards of different types of animals (farm, zoo, pet, jungle, wild, Australian animals etc)
How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

- Anchor charts will be in the classroom displaying prior knowledge about what students think is an animal.
- Anchor charts about different groups of animals
- Bundoora Farm Excursion
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:
In each case, explain your selection.
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.

9. Teacher notes
• Both students and teachers very enthusiastic about this unit, lots of resources at school to support unit