

1. What is our purpose?

To inquire into the following:

- transdisciplinary theme

Who We Are

- central idea

Families and friends define and shape who we are

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?

- Writing Samples
- Drawing activities
- Play Based Learning Activities
- Author Studies
- Speaking and Listening sharing family artefacts
- Celebration of learning – Family Suitcase; students express themselves by describing their families and friends through questioning/ drawing/ recording and writing.

Class/grade: 1/2

Age group: 6-8 years old



School: Glenroy West Primary School code: 301074

Title: Who We Are – Friends and family define and shape who we are

Date: Term 1 – 29/1/2016 till 24/3/2016

Proposed duration: 3 number of hours over number of weeks

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 – Function – Perspective

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

- Why do people have family and friends?
- Families and Friends in Literature
- Qualities of a Friend
- School as an extension of Family

What teacher questions/provocations will drive these inquiries?

- What is a Family?
- What makes a good Friend?
- How do these people help you?
- What can you learn from them?
- How can families be similar and different

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?

- Description of a good friend
- Who is in your family?
- Group discussion and brainstorming using post-it notes and teacher generated questions
- Peer discussions comparing similarities and differences of families between peers

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

- Understanding of what a family is; how they may differ and be similar
- Drawing and Writing Pieces
- Making connections from fiction texts to self
- Conversations between peers
- Home learning
- Artefacts that students may bring from home

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?

- Cultural artefacts that mean something significant to the student and that they can explain, describe and draw
- Draw and describe in co-centric circles their family and friends

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

- Reading literature that align with the profiles
- Photographs/videos of the students exhibiting the attitudes and essential agreement
- Group brainstorming of a good student, a good teacher and a good learner
- Essential Agreement

5. What resources need to be gathered?

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

Author Study /YouTube clips /Drawing Activities / Writing – Recounts/ Reading eggs

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

Different learning areas/ Discussion

Essential Agreement/ Opportunity for Parents to speak to students/ Positive learning environment

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.

- Following student's wonderings and questions the central idea manipulated down to who is in our family, how they help me and why they are important to me.

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.

- Using a graphic organiser to have as summative assessment as well as celebration of learning
- Teachers to create a rubric to show understanding of unit

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

- Children identified their family members by name and their relation to them
- Who lives with them.
- Children identified that families come from different countries and celebrate different things
- That family is important to them
- That friends can help each other and how to be a good friend
- Roles and responsibilities of family members and friends
- Change over time (Maths graphs – timelines)

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- We looked at each individual learner profile
 - Caring
 - Co-operation
 - Open-minded
 - Knowledgeable
 - Thinkers
 - Communicator
 - Inquirer
 - Risk Taker
- Key Concepts identified at the beginning were Form – Function – Perspective
- Form/Function was used throughout the numeracy domain for non-number e.g. graphs, timelines, number lines, Time, Chance and Probability.
- Perspective – students looked at others perspectives of families they listened to each other and shared ideas and photos.
- Connection – while not identified students were making connections to texts, each other, nationalities, and to learner profile. They used the learner profile to describe themselves, characters in texts, and each other.

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.

- Questions about change over time
- Questions about family
- Discussions/Graffiti walls on how to be a good friend
- Families – how does my family help me?
 - Your mum and dad help you to live
 - They give you, food, clothes, clean water and toys
 - Parents help you to be SAFE they help you to learn how to do things – cooking, reading, tie your shoelaces.
 - Parents work, they have a job so they can buy things for me to live.
- What is a family? Students did drawings, photographs, and developed knowledge about roles in a family
- How families and friends help us? – Students wrote drew about their relationships.
- Suitcase – photos, putting together pieces information about themselves.

(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.

- Due to short term no action was taken, on reflection fundraising could have been organised to coincide with the Good Friday Appeal.
- Raise money or do a collection of items for homeless/ families in need.

9. Teacher notes

- Teachers need to delegate planning time to discuss student ideas, after questioning, in week 2
- Use more graphic organisers to show thinking.
- Use the questions from lines of inquiry before introducing the central idea
- Using graphic organiser – A good friend.....says/does/is/doesn't do worked well to gets students thinking