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Summary

How We Organize Ourselves - Groups Galore

Subject	Year	Start date	Duration
English, Mathematics, Science Lab	Kindergarten	Week 1, January	7 weeks

Inquiry

Transdisciplinary Theme

How we organize ourselves

The Central Idea

Physical attributes help us organize our world.

Lines of Inquiry

- sorting objects based on physical attributes
- exploring similarities and differences in living organisms
- how organization affects our lives

Teacher questions

- How do our five senses help us sort?
- What is a physical attribute?
- How are living organisms similar and different?
- How can we group living organisms and non-living things?
- How do plants and animals benefit from one other?

Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
	**What are our obligations?**	Responsibility: Societal decision making	behavior, initiative	Science Lab

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
Responsibility	The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.			

Developing IB Learners

Learner Profile

Principled

Reflective

Description

Learner profile: *principled* and *reflective* – conducting science experiments and observing plants and animals will allow the students to reflect on ways to take care of the earth.

Attitudes: *empathy* and *tolerance* – As students observe caterpillars/butterflies and take care of plants, they will develop empathy for all the living things on the Earth.

Transdisciplinary skills: research skills (recording data) – Students will develop research skills by: grouping animals, grouping plants, observing similarities and differences in living and non-living things, and using five senses to observe earth materials (soil and rocks) and objects made out of common materials (paper, plastic, glass, etc.).

ATL Skills

Approaches to Learning

Description

Learner profile: *principled* and *reflective* – conducting science experiments and observing plants and animals will allow the students to reflect on ways to take care of the earth.

Attitudes: *empathy* and *tolerance* – As students observe caterpillars/butterflies and take care of plants, they will develop empathy for all the living things on the Earth.

Transdisciplinary skills: research skills (recording data) – Students will develop research skills by: grouping animals, grouping plants, observing similarities and differences in living and non-living things, and using five senses to observe earth materials (soil and rocks) and objects made out of common materials (paper, plastic, glass, etc.).

Research Skills

Action

Student-initiated Action

None were taken.

Assessment & Resources

Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

-Students were shown a variety of containers with random objects. Students selected the container they wanted to sort. Students will orally describe how they sorted the objects based on their physical attributes. After students sorted the objects they named the sorting rule. Students also had the option to complete the activity on Seesaw. Some students were able to write a sentence explaining how they sorted the objects.

-We will encourage students to talk about their experiences with real world sorting (utensil drawer in kitchen, items in refrigerator, sections in grocery store, etc.).

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Creating a KWL chart

Class discussion

Watch video with no sound

Promethean Puzzle Chart

Use of planner-related vocabulary

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Learning Experiences

Designing engaging Learning Experiences

Extension and Enrichment Activities:

GK_How_We_Organize_Ourselves.docx Jan 11, 2022

VTR - Color, Shape, and Line Activity

- Create KWL chart.
- Compare and contrast animals, plants, rocks and soils.
- Describe characteristics of living organisms and non-living things.
- Identify the needs of animals and plants.
- Sort pictures of animals and plants.
- Plant seeds and observe the growth of plants.
- Compare animal parents and offspring.
- Participate in class recycling efforts.
- We will encourage students to talk about their experiences with real-world sorting (utensil drawer in kitchen, items in refrigerator, sections in grocery store, etc.).

Music

Central Idea: Music expresses feelings and ideas.

Key Concepts: Responsibility, Reflection

-Create additional verses to grade level songs about animals

-Group sounds and songs according to it's dynamics and tempo characteristics

-Listen to, move to, analyze, and perform a variety of music.

Art Class Instruction:

Key Concepts: Responsibility

Central Idea: Physical attributes help us organize our world.

Learner profile: *principled* and *reflective*

-Student will be reflecting on the elements of art and design, and creating original artworks using multiple elements

-Students will explore different mediums to create winter landscapes and animals

-Students will explore their impact on their community - both as an individual and as a society - and how they can represent that

visually

-Vocab discussed: neighborhood, community, endangered, collage, habitat

Science:

Key Concepts: Responsibility, Reflections

-Using their 5 senses, students will sort and collect data as they describe the physical properties of objects and determine what materials they are made from. (Properties of Matter Explore lesson form STEMSCOPES.

- Students will use their knowledge of physical properties of materials to determine how to build the best boat out of tin-foil, that will hold the most pennies without sinking.

-Students will use inquiry to communicate what they See Think and Wonder as they determine how to best use materials in an Explore station. (contraptions, pool noodle house, straws connectors, Contraptions, toy car ramp, shapes design, build for animals, magnet connectors, gears, ball ramps, bridges, marble-run wall, magnetic wall)

Spanish:

Key Concepts: Responsibility, Reflections

Students will learn names of animals and objects in Spanish.
Students will categorize vocabulary based on living on non-living

Students will learn vocabulary for the 5 senses in Spanish - body parts and the verb associated with the action of using that sense.

Provocations

Each small group will be given a bag of a dozen or so items (that can be made into groups based on a variety of attributes) and asked to explore and determine as a group what you can do with them. Groups can report their thinking. Teacher will lead discussion towards the Central idea.

Reflections

General Reflections

Looking Back

Adrienne Mather Apr 28, 2021 at 11:51 AM

Due to Covid protocols, it is more challenging to assess the on-line students as their interactions are limited. These students completed activities in Seesaw and were able to verbalize for the teachers how they sorted. Regarding in-person students,

we engaged in class discussions and hands-on sorting. We documented how students sorted and organized by taking photos of their work.

Students were able to explain the importance of being organized. Students demonstrated being knowledgeable thinkers and communicators throughout the planner.

Adrienne Mather May 18, 2022 at 9:55 AM

Students had multiple opportunities to sort and classify throughout the planner. They loved the chance to participate in self-directed activities and select the items of their choosing to sort and to come up with a variety of ways to sort. At the beginning of the year when we administer the GKIDS baseline, students typically struggle with the sorting activities. The learning opportinities throughout this planner help the students with the concept of classifying and sorting because of the hands-on activities.

Students took action and shared pictures of how they sorted items at home (toys, clothes, etc).

Most students have a clear understanding of the central idea and the importance of being organized -- so you can find what you're looking for.

Looking Forward

Adrienne Mather Apr 28, 2021 at 11:54 AM

Due to Covid protocols, collaborative opportunities were restricted. We hope the next school year will allow for more partner and groups collaborations. We innovated by creating Nearpod lessons and Seesaw activities, and we will plan to implement these strategies next year.

Adrienne Mather May 19, 2022 at 9:24 AM

We would like to have a planning session with the specials teachers.

Stream & Resources

Resources

Note posted on Aug 15, 2019 at 9:49 AM

Harcourt Science TE and supplemental materials; leveled readers; non-fiction books about plants and animals; United Streaming videos; Brain Pop Jr. videos, The Lorax by Dr. Seuss; caterpillars and habitat; seeds; soil; globe; High Touch High Tech Science. Our science lab instructor will support the planner with science experiments and activities.