



Summary

How We Organize Ourselves

Subject

English, Mathematics,
Science Lab, Social Studies

Year

PreK

Start date

Week 3, October

Duration

9 weeks



Inquiry



Transdisciplinary Theme



How we organize ourselves



The Central Idea

People interact in various communities.



Lines of Inquiry

- Jobs in communities
- Exchange of goods and services
- Organization of communities
- Interaction of people in communities



Teacher questions

- What is in our community?
- What do workers in our community do?
- What can we do in our community?
- What kinds of communities do people live in?
- What is a farm?
- How do machines help farmers?
- Why do farmers have animals?
- How does food get from a farm to your house?



Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	Students will be engaged in activities that demonstrate the workings and organization of communities.	culture, supply and demand, roles	Social Studies
Connection	How is it linked to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	Students will make connections from what is being taught in the classroom community with the surrounding communities.		

Developing IB Learners

Learner Profile



Inquirers



Thinkers



Communicators



Open-minded

ATL Skills

Approaches to Learning

Description

Transdisciplinary Skills: Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Spatial Awareness, Safety, Healthy Lifestyles, Acquisition of knowledge, Comprehension, Evaluation, Respecting others, Cooperating, Listening, Speaking, Reading, Non-verbal, Viewing.



Communication Skills

- Exchanging information - Listening, interpreting and speaking

Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Ask for clarifications.

Listen actively and respectfully while others speak.

Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.



Action

Student-initiated Action

Students brought in different pictures and were able to share with the class why they think it was a community.



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?

Pre-K Community Map:

Each student will draw a piece of a conceptualized community aspect to piece together to create a Community. Students will



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describe orally their piece and how it functions within the community.

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

Teacher will utilize What They Know What They Want to Know Chart. Class discussion.

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Learning Experiences

Designing engaging Learning Experiences

Literacy:

Listening to stories and participating in discussions (The Two-Promise Walk, A Day in the Life of a Firefighter, The Little Red Hen Makes A Pizza, The Ugly Vegetables, Farm, Otis, Click Clack Moo: Cows That Type, Apple Farmer Annie)

Learning new vocabulary (hospital, house, library, park, post office, street, bridge, entrance, fountain, gift, statue, traffic, bus driver, doctor, job, mail carrier, police officer, teacher, alarm, emergency, equipment, firefighter, report, train, gym, mall, movie theater, restaurant, supermarket, zoo, delicious, dough, ingredient, lovely, sip, stir, city, country, farm, neighbor, people, town, bloom, breeze, garden, sprinkle, stem, vine, animal, barn, farmer, land, plant, gate, pen, turkey, wagon, wool, yarn, cow, egg, hen, milk, pig, sheep, daily, deal, electric, exchange, furious, impatient, apple, buy, pick, sell, tree, truck, deliver, load, refrigerate, ripe, sort, stand)

Science:

1. Make structures out of different materials to create shelters for humans and animals. Discuss how the materials influence the level of safety of the shelters.

2.Shared Writing Activities -

Students and teacher will observe and describe what happens in the sky and how it affects various community workers.

Use language to tell about an experience and observe and describe what happens during changes in the Earth as it relates to seasons.

Use language to describe and identify the characteristics of organisms.

Students will tell one thing an animal, that they see in the community, needs.



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3. Role Play - Students will act out fire safety rules and procedures.
4. Sorting healthy and non-healthy foods.
5. Experiment - Investigate properties of common ingredients.
6. T-chart - Comparing and describing properties of common objects.
7. Use of animals pictures to describe physical characteristics.
8. Experiment - Use simple measuring devices to determine if a prediction was accurate .
9. Cycle Chart - Life Cycle of a Plant
10. Describe and investigate properties and characteristics of common objects found in a community.
11. 3 - column chart - Identify, compare, and discuss Earth materials and their uses.
12. Track the Sun Activity

Social Studies:

Shared Writing Activities:

1. Students and teacher will use language to describe themselves interacting in a community setting.
2. Use language to describe the environment and identify common features of the environment through recognizing various locations of water within the community.
3. Graphic Organizer - Responsibilities of community workers
4. Shopping Story - use language to tell about an experience and become aware of what it means to be a consumer.
5. Let's Go Shopping - create a shopping receipt with various items in the classroom community.
6. Use language to describe and discuss fairness.
7. List various modes of transportation and discuss the best option(s) to transport foods to market.

Graphic Organizer - Students and teacher will create a graphic organizer that reflects the voting process.

Describe, observe, and investigate clothing material, and demonstrate that people need clothing.

Discuss producing and selling through role play.

Drawing Activity - students will draw their favorite activity in their school/home community.

Needs Charade - Students will role play an activity and the rest of the students guess the need that is being met.

Bubble Chart - How we use technology to access information.

Drawing Activity - students will draw a picture of fresh food and the place from which they buy it.

Role Play Supply and Demand - Students take turns being the producer and consumer.

Math:

Students will use math manipulatives, theme books, and community pictures to describe the location of things in the environment using location words.

Students will name, sort, combine, and describe the attributes of common geometric solid shapes and where they see those shapes in their classroom and home communities.

Students will use common items, counters, and manipulatives to make verbal word problems relating to the exchange of capitol



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in community settings.

Concept Related Play:

Student selected concept based centers (Writing, Listening, Library, Construction, Math, Science, Art, Music, and Dramatic Play)

Provocations

A community visitor will come to the preK classroom to speak about their role within the community.



Stream & Resources

Resources



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

A lead teacher and assistant teacher, parent and community volunteers, theme related centers, interactive whiteboard, Hatch tablets, I-pads, cd-player, student computers, concept vocabulary cards, content area manipulatives, center related props, theme related books and thematic classroom board.

Classroom environment will display them related concepts, display of theme related vocabulary and literature, clearly defined theme related centers that promotes a literacy rich environment. Theme related in house and community field trips through community partners.