



## Summary

### Sharing the Planet

#### Subject

English, Mathematics,  
Science Lab, Social Studies

#### Year

PreK

#### Start date

Week 2, January

#### Duration

9 weeks

## Inquiry

### Transdisciplinary Theme



#### Sharing the planet

### The Central Idea

Organisms share and adapt to our changing planet.

### Lines of Inquiry



- animals in different habitats
- climate and seasonal changes
- preservation of Earth

### Teacher questions

- What is a jungle?
- What are jungle animals like?
- What is a desert?
- What are desert animals like?
- What happens when day changes to night?
- What happens when the weather changes?
- What changes in each season?
- How can we take care of the Earth?

## Key and Related Concepts

### Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
 Change	<b>How is it transforming?</b> The understanding that change is the process of movement from one state to another. It is universal and inevitable.	Students will learn about and observe seasonal and weather changes.	systems, environment, climate, interdependence	Science Lab, Social Studies
 Responsibility	<b>What are our obligations?</b> 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.	Students will engage in recycling activities that support the idea that we all are responsible for our Earth.		

## Developing IB Learners

### Learner Profile



Knowledgeable



Caring

## ATL Skills

### Approaches to Learning

#### Description

Transdisciplinary Skills: Observing, Organization, Informed Choices, Acquisition of knowledge, Comprehension, Listening, Speaking, Writing, 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

#### Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.



#### Action



##### Student-initiated Action

Students loved to bring in pictures of their pets and describe the pet's habitat.



#### Assessment & Resources



##### Ongoing Assessment

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



IB PYP Homeroom (PreK)

1. Animal Sorting Activity - SW sort animals into the correct habitat and be able to provide reasoning for placement,
2. Paper Doll Activity - SW will draw appropriate clothing for each season and/or weather condition and be able to provide reasoning for choices.
3. Reduce, Reuse, Recycle - Sw will act out how to complete each step of the Triple R cycle utilizing props and costumes.

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

Day and Night T-Chart: Students will draw their favorite activity and then place picture on the correct time of day.

Habitat T-Chart - Students will choose an animal from either the desert or the jungle to draw and then place in the appropriate habitat.

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

Discussion using teacher questions. The answers given by students will determine at which level of knowledge to start.

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## Learning Experiences



### Designing engaging Learning Experiences

Literacy: All activities below utilize animal, plant, habitat, earth, and sky vocabulary

- Jungle Riddle
- Happy Sounds
- What Word Is That?
- Animal Sound Walk
- Play Take Away
- A Walk in the Desert
- Initial Sound Bingo
- Lucky Lizard or Silly Snake
- Sound Fishing
- Sunny Day Slide
- Word Stars
- Sand Search
- Windy Weather
- A Storm is Coming
- Write A Message - SAVE OUR EARTH

Math:

- Repeating Patterns in Animals
- Recognizing Patterns with Animals Sounds
- Recognizing Patterns in Nature
- Sharing Fairly
- Recycling and Sharing Stories

Social Studies and Science:

- Fun on Land and Water
- Plants, Plants, Plants
- Real or Not Real
- Day and Night Animals
- Plants and Weather
- Zoo Jobs
- What Living Things Need
- What is Hiding?
- Heating Up!
- Let's Look at Dirt
- GiddyUp Desert!
- Sink or Swim
- Desert Animals
- Energy from Electricity
- Day and Night'
- What's the Weather?
- It's Windy! It's Rainy!
- Weather Safety Chart
- In a Rain Storm
- Clothing and Shelter



IB PYP Homeroom (PreK)

- Seasons
- Clothing Protects Us
- Trees and Soil
- Recycle
- Measuring How Many? (Recycling Measurement)
- Sorting Fun (recyclable materials)
- Going Green
- Reuse IT!
- The Desert
- Rocks and Sand
- Desert Winds
- Rain in the Desert
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Provocations

Teacher will display planet Earth Jungle and students will play guess the animal sound.



## 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.