



Summary

Who We Are

Subject

English, Mathematics,
Science Lab, Social Studies,
Music, Visual Arts

Year

PreK

Start date

Week 1, August

Duration

9 weeks

Inquiry

Transdisciplinary Theme



Who we are

The Central Idea

Humans interact within their environments.

We develop an understanding of human interactions in various environments by exploring the tools humans have for interaction, comparing differences and similarities in objects, living things, relationships, and environments, and learn how actions affect ourselves and others.

Lines of Inquiry

- similarities and differences of friendship
- the composition of various family members
- the life cycle of a human being

Teacher questions

- How do we learn from one another?
- How do we use our body parts to learn and move?
- How can we learn at school?
- How can we use our body parts to show feelings?
- How can we learn using our body parts and senses?
- How do we care for one another?
- How do families and friends care for one another?
- How are families and homes alike and different?
- What do families and friends do together and where to they go?
- How do friends use kind words and make each other feel special?



Learning Goals

Standards and benchmarks

Georgia State Standards

GELDS: Early Learning and Development Standards

Physical Development and Motor Skills (PDM) 48-60 Months

Standard PDM6: The child will demonstrate fine motor skills.

PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.

PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.

PDM6.4a Performs fine-motor tasks that require small-muscle strength and control.

Motor Skills

Standard PDM5: The child will demonstrate gross motor skills.

PDM5.4b Demonstrates coordination and balance in a variety of activities.

PDM5.4a Coordinates movements to perform more complex tasks.

Standard PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.

PDM4.4b Takes things apart and invents new structures using the parts.

PDM4.4a Discriminates between a variety of sights, smells, sounds, textures, and tastes.

Health and Well-Being

Standard PD1: The child will practice healthy and safe habits.

PDM1.4f Can name people who keep them safe and healthy.

PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.

PDM1.4d Communicates the importance of safety rules.

PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.

PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility.

PDM1.4a Stays awake and alert during the day except during voluntary nap time.

Use of Senses

Standard PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance, and location.

PDM3.4b Demonstrates spatial awareness through play activities.

Standard PDM2: The child will participate in activities related to nutrition.

PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.

PDM2.4a Helps prepare nutritious snacks and meals.



Social and Emotional Development (SED) 48-60 Months

Standard SED5: The child will develop relationships with peers.

SED5.4e Shows respect for peers' personal space and belongings.

SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.

SED5.4c Attempts to resolve conflicts using appropriate strategies.

SED5.4b Plays cooperatively with a few peers for a sustained period of time.

SED5.4a Develops and maintains friendships with other children.

Developing a Sense of Self with Others.

Standard SED4: The child will develop relationships with adults.

SED4.4d Seeks out adults as a resource for help and assistance.

SED4.4c Shows affection to familiar adults by using more complex words and actions.

SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.

SED4.4a Transitions well into new, unfamiliar settings.

Developing a Sense of Self

Standard SED1: The child will develop self-awareness.

SED1.4d Shows independence in his/her own choices.

SED1.4c Shows confidence in a range of abilities and the capacity to accomplish tasks and take on new tasks.

SED1.4b Identifies personal characteristics, preferences, thoughts, and feelings.

SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

Self-Regulation

Standard SED3: The child will demonstrate self-control.

SED3.4c Regulates a range of impulses.

SED3.4d Manages transitions and adapts to changes in schedules and routines independently.

SED3.4b Regulates own emotions and behaviors and seeks out adult support when needed.

SED3.4a Independently follows rules and routines.

Standard SED2: The child will engage in self-expression.

SED2.4d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.

SED2.4c Uses pretend play to present emotions of self and others.

SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.

SED2.4a Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.

Approaches to Play and Learning (APL) 48-60 Months

Standard APL5: The child will demonstrate a cooperative and flexible approach to play.



APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.

APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or an adult.

APL5.4c Demonstrates inventiveness, imagination, and creativity to solve a problem.

APL5.4b Demonstrates flexibility in taking on various roles in a group setting.

APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.

Play

Standard APL4: The child will engage in a progression of individualized and imaginative play.

APL4.4a Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.

Initiative and Exploration

Standard APL1: The child will demonstrate initiative and self-direction.

APL1.4c Sets goals and develops and follows through on plans.

APL1.4b Selects and carries out activities without adult prompting.

APL1.4a Takes initiative to learn new concepts and tries new experiences. Initiates and completes new tasks by himself/herself.

Attentiveness and Persistence

Standard APL3: The child will sustain attention to a specific activity and demonstrate persistence.

APL3.4b Practices to improve skills that have been accomplished.

APL3.4d Persists in trying to complete a task after previous attempts have failed.

APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.

APL3.4a Engages in independent activities and continues tasks over a period of time.

Standard APL2: The child will demonstrate interest and curiosity.

APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.

APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.

Communication, Language, and Literacy (CLL) 48-60 Months

Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).

CLL6.4a Listens and differentiates between sounds that are the same and different.

CLL6.4b Identifies and produces rhyming words.

CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.

Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.

CLL7.4a With prompting and support, recognizes and names some upper and lower case letters of the alphabet.



Standard CLL8: The child will demonstrate awareness of print concepts.

CLL8.4a Demonstrates interest in different kinds of literature, such as fiction books, non-fiction books, and poetry, on a range of topics.

CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.

CLL8.4c With prompting and support, tracks words from left to right, top to bottom, and page to page.

CLL8.4d Recognizes and reads environmental print.

CLL8.4e Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.

Early Writing

Standard CLL9: The child will use writing for a variety of purposes.

CLL9.4a Draws pictures and copies letters and/or numbers to communicate.

CLL9.4b Uses writing tools.

CLL9.4c Uses writing for a variety of purposes.

CLL9.4d Writes some letters of the alphabet.

Standard CLL4: The child will use increasingly complex spoken language.

CLL4.4a Uses spoken language that can be understood with ease.

CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

CLL4.4c Describes activities, experiences, and stories with more detail.

CLL4.4d Uses new and expanded vocabulary in a variety of situations.

Standard CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.

CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.

CLL2.4b Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations.

Expressive Language

Standard CLL3: The child will use non-verbal communication for a variety of purposes.

CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.

CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language, and actions.

Receptive Language (Listening)

Standard CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.

CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.

CLL1.4b Listens to and follows multi-step directions.

CLL1.4c Extends/expands thoughts or ideas expressed.

Early Reading

Standard CLL5: The child will acquire meaning from a variety of materials read to him/her.



CLL5.4a Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.

CLL5.4b Retells familiar stories.

CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.

Cognitive Development: Science (CD-SC) 48-60 Months

Living Creatures

Standard CD-SC3: The child will demonstrate knowledge related to living things and their environments.

CD-SC3.4c Identifies and describes the functions of many body parts.

CD-SC3.4a Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles of living things.

Interaction with the Environment

Standard CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.

CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.

Scientific Skills and Methods

Standard CD-SC1: The child will demonstrate scientific inquiry skills.

CD-SC1.4b Uses simple tools correctly to experiment, observe, and increase understanding.

CD-SC1.4a Uses senses to observe, classify, and learn about objects and environment.

Cognitive Development: Social Studies (CD-SS) 48-60 Months

Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.

CD-SS4.4d Explores the uses of technology and understands its role in the environment.

Family

Standard CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.

CD-SS1.4b Describes similarities and differences between self and others.

CD-SS1.4a Describes his/her family structure and family roles.

People and Community

Standard CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.

CD-SS2.4c Recognizes similarities and differences between own cultures and that of others.

Cognitive Development: Creative Development (CD-CR) 48-60 Months

Creative Movement and Dance

Standard CD-CR1: The child participate in dance to express creativity.

CD-CR1.4a Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.

Visual Arts

Standard CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.



CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.

CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.

CD-CR2.4c Shows appreciation for different types of art and the creative work of others.

Music

Standard CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.

CD-CR3.4a Uses familiar rhymes, songs, or chants and musical instruments to express creativity.

Drama

Standard CD-CR4: The child will use dramatic play to express creativity.

CD-CR4.4a Participates in dramatic play presentations.

CD-CR4.4b Uses dialogue, actions, objects, and imagination to tell a creative story.

CD-CR4.4c Represents a character by using voice inflections and facial expressions.

CD-CR4.4d Participates in dramatic play to express thoughts, feelings, and creativity.

Cognitive Development: Cognitive Processes (CD-CP) 48-60 Months

Thinking Skills

Standard CD-CP1: The child will demonstrate awareness of cause and effect.

CD-CP1.4a Recognizes cause and effect relationships.

CD-CP1.4b Explains why simple events occur using reasoning skills.

CD-CP1.4c Draws conclusions based on facts and evidence.

Standard CD-CP2: The child will use prior knowledge to build new knowledge.

CD-CP2.4a Explains how to use objects in new situations.

CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.

CD-CP2.4c Uses information gained about familiar objects and people and can apply to a new situation.

CD-CP2.4d Makes, checks, and verifies predictions.

CD-CP2.4e Explains how an activity is built on or uses past knowledge.

Problem Solving

Standard CD-CP3: The child will demonstrate problem solving skills.




CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

CD-CP3.4b Uses both familiar and new strategies to solve a problem.

CD-CP3.4c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.

💡 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.			
 Change	How is it transforming? The understanding that change is the process of movement from one state to another. It is universal and inevitable.			
 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.	Connections will be made between individual's similarities and differences within families and friendships.	family, roles, culture, cycles, family , relationships, roles, values, and culture	English, Science Lab, Social Studies

👤 Developing IB Learners

★ Learner Profile



Communicators



Caring



Risk-takers (Courageous)

Description

Communicators: We will learn the different ways humans communicate with one another.

Caring: We will explore how families and friends care for one another.



Risk-Takers: We will share personal details with each other and listen to others with respect.

ATL Skills

Approaches to Learning

Description

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love learning through life.

Thinkers: We use critical and creative thinking skills to analyze and take responsible actions on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



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.

Action

Student-initiated Action

Since we talked about caring, the students wanted to have a class pet to care for.



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?

Observations during large/small group instruction.

Informal observations of student to student interactions during center time.

Collection of work samples, photos, matrices, and observational notes.

Evidence:

Positive student to student social interactions.

Students verbal responses to open-ended questions (chart stories, chart of student responses).

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

Listening to stories and participating in discussions.

Learning new vocabulary

Engaging in concept related play

Students to student interactions during center time

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

Inquiry based strategies (discussions, KWL Charts)

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IB PYP Homeroom (PreK)

actions, will we look for?

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Inquiry based strategies (discussions, KWL Charts)



Learning Experiences



Designing engaging Learning Experiences

- Listening to stories and participating in discussions.
- Engaging in concept related play.
- Learning new vocabulary.
- Participating in inquiry based hands on activities

Literacy:

- Letters in my Name
- My Name - Your Name
- A Family Picture
- Picture Perfect (Compare and contrast friendship activities)
- The Name Game
- Family Writing
- Let's Eat (family mealtime structure)

Math:

- Tracing (Tracing friends hand and comparing)
- Similar and Different
- How many in a set? - Family counters
- How many children?
- How many at the table?

Social Studies and Science:

- Point and Tell
- Workers at School
- Alike or Different
- You Can Trust a Friend
- Living or Non-living
- How do they help?



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- Big and Little
- Our Five Senses
- Who is in a family?
- Take a Vote (Understanding similarities and differences within friendship)
- Everyone has a home
- A Get Well Card (Support Friendship)
- We Grow and Change
- Chores (family structure)
- We All Need Food (growing life cycle)
- Celebrations in Different Cultures
- Who is in your family?
-
-

Provocations

Meet and Greet Name Games

How are you special game



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.