

Class/grade: 1st Grade  
School: Ogden International School of Chicago  
Title: Who We Are  
Teacher(s): Chris Chantry, Alfredo Lopez, Bridget Callaghan, Brendan Vaughan, Jacki Melnyk, Laura Ledesma, Mary Sweetman, Maria Esparza, Melanie Neuhaus, Sara Schneeberg, Jezail Jackson, John Paul Arellano  
Date: W2 September  
Proposed duration: 6 weeks

Age group:  
School code: 006749



PYP planner

## 1. What is our purpose?

### To inquire into the following:

#### • Transdisciplinary theme:

#### Who we are:

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; **rights and responsibilities**; what it means to be human.

#### • Central idea:

Our responsibilities change depending on the situation.

#### 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?

Students will create an all-about-me book focusing on their personal responsibilities in a variety of locations they will encounter. Pages will describe responsibilities in their communities and/or homes. Students bring in photographs of them demonstrating their responsibilities and use the photos to create their books.

## 2. What do we want to learn?

### What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasised within this inquiry?

**Key Concepts:** Causation, Perspective, Responsibility

#### Related Concepts:

##### Causation:

Consequences

##### Perspective:

Values

##### Responsibility:

Rights

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

- How responsibilities change over time
- The effects of neglecting responsibilities

### What teacher questions/provocations will drive these inquiries?

- What guidelines will help our classroom work in the best way possible and keep everyone safe? ①
- How do you as an individual contribute to your home environment? ①

#### Provocations:

What would it be like if we didn't have any rules?

Brainstorming Essential Agreements for the classroom

What needs to living things have (and how can we care for them responsibly)?

What does it mean to be responsible/What do responsible people do?

### 3. How might we know what we have learned?

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

The students will share classroom rules from other experiences.

The students will share rules from their homes.

The students will share rules from within their neighborhoods.

Observe the students' abilities to follow standard school procedures.

The students will demonstrate responsibility by caring for living organisms.

Students will create and observe animals natural habitats.

Question – ability to recognize roles and responsibilities of school personnel.

Discuss the value of set rules and consequences.

Share similarities and differences between themselves and students in other countries.

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

- How responsibilities change over time
- The effects of neglecting responsibilities

#### Additional Notes:

How responsibilities change over time:

Venn Diagram (or chart) with Past/Present/Future responsibilities. What responsibilities did I have when I was younger? Now? In the future?

The effects of neglecting responsibilities:

What would happen if. . . scenarios. (Plants dying, pets getting sick, not feeding fish leading to them eating each other, etc.)

### 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?

**\*\*Spanish Integration\*\***

Students build on their family/friend vocabulary learned in Kindergarten. Students work in partners to complete a comparing of family traditions presentation project.

PE Integration

Students will participate in a discussion about their responsibilities in PE class and how it will benefit them. In addition, students will demonstrate responsibility by participating in all the activities to the best of their ability. Lastly, students will understand following the essential agreements is a responsibility that help them and the class.

#### •Line of Inquiry: How responsibilities change over time

create an Essential Agreement and consequences for the classroom

read and listen to a variety of stories about responsibilities around the world

Visit various locations in Ogden's East Campus to meet the personnel that work there and discuss their responsibilities.

write a script for Reader's Theatre – The students will act out conflict resolution strategies.

narrative writing prompts- making personal connections (Pigsty: I'm responsible when I. . . )

make an idea web of good manners and responsibilities

create connections in writing to Have You Filled A Bucket Today?

Home connection: identify ways we are responsible at home with the help of our families and pets, report back to our class

Identify responsibilities of community members

•Line of Inquiry: The effects of neglecting responsibilities

Plants, fish and insects provocation: Students care for plants, fish and insects in the classroom. It is a great way to create jobs and get more science time in. Maybe it would be worth organizing a watering schedule for next year so the plants don't die. Maybe kids could research how often they should water the plants in order to gain knowledge and keep them alive. Millipedes eat tree bark (not apples)! Students could also research what millipedes eat. They could come up with a few questions to research in order to care for their creatures. (Try pets in the classroom link to try to get them for free!)

Field Trip Ideas: Jezail called a few places but they are booked because people book in August usually. Some parents have Shedd contacts so maybe we can get into the Animal Encounter experience. Considering Botanical Garden, Butterfly Garden, Nature Museum. Nature walk might work too. South Shore Cultural Center has nature preserve for insects. Garfield Park Conservatory, North Park, Glen, Bison Park, Lincoln Park Zoo?, Park Ridge Nature Preserve

Read books about responsibility (Horton Hatches an Egg, Arthur's Pet Business, Little Red Hen, Manana Iguana...)

Horton Hatches an Egg- write about a time that you kept a promise

Read books about life cycles and caring for animals

Take responsibility by caring for millipedes, beetles, guppies, snails and plants

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

Communication Skills: The students will present their ideas and develop speaking and listening skills.

Self-Management Skills: The students will reflect upon creating the Essential Agreement and Consequences, obeying each, and working to the best of their ability.

Social Skills: The students will develop an understanding of specific rules for specific places

Learner Profile

Caring: Students will care for living animals.

Reflective: The students will set personal goals for themselves as a member of a family, class community, and individual.

Balance: The students will examine how roles and responsibilities create a productive environment.

Principled: The students will examine why rules are in place to keep people safe and productive.

### Selected Learner Profile Items

- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Balanced:** We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### Attitudes

Independence, Integrity, Respect.

### Transdisciplinary Skills

- **Research Skills:** Observing, Recording Data.
- **Self-Management Skills:** Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices.
- **Thinking Skills:** Acquisition of knowledge, Comprehension.
- **Social Skills:** Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles.
- **Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting.

## 5. What resources need to be gathered?

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

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



### G1 Responsibility Letter

Website

Added by Sara Schneeberg on September 19, 2017

**Summative Assessment**

Google Drive Version so we can update dates and text each year.



### Google Docs - create and edit do...

Website

Added by Sara Schneeberg on September 19, 2017

**Summative Assessment**

Revised with Command Terms to be useful throughout unit.



### Summative Assessment Rubric

docx • 5 KB

Added by Sara Schneeberg on November 07, 2016

**Summative Assessment**



### P.E. Unit Plan 8

docx • 40 KB

Added by Rachel McMillin on October 31, 2016

**Scope & Sequence**



### P.E. Unit Plan 7

docx • 40 KB

Added by Rachel McMillin on October 17, 2016

**Scope & Sequence**



### P.E. Unit Plan 6

docx • 40 KB

Added by Rachel McMillin on October 10, 2016

**Scope & Sequence**



### P.E. Unit Plan 5

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**Scope & Sequence**



### P.E. Unit Plan 4

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**Scope & Sequence**



### P.E. Unit Plan 3

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**Scope & Sequence**



### P.E. Unit Plan 2

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Added by Rachel McMillin on October 10, 2016

**Scope & Sequence**



## P.E. Unit Plan 1

docx • 30 KB

Added by Rachel McMillin on October 10, 2016

Scope & Sequence



## Journal

journal

Added on September 03, 2015

Summary

**Trade Books** – First Day Jitters, The Lorax, Have You Filled a Bucket Today, Fox Makes Friends, The Boy Who Cried Wolf, Michael Recycle, The Great Trash Bash, A Visitor for Bear, Morris Goes To School, Manna Iguana, Katie Loves Kittens, The Great Kapok Tree, Chrysanthemum

**Stories from Unit 1** - Back to School, And the Answer Is..., Suki's Kimono, Wolf!, School Then and Now, School Bus

**Fine Art** – Unit 1: Layla and Majnun at School, The Libraries by Jacob Lawrence, and La lectura by Arturo Gordon Vargas

**Stories from Unit 3** – Responsibility, What Does It Mean to be Responsible?, Arthur's Pet Business, Pigsty, Talking About Our Environment, When I Get Up in the Morning

**Fine Art** - Unit 3 – The Injured Mason by Francisco de Goya, Boy Reading by Alberto Morrocco, and Nursemaids by Martha Walt

**Brainpopjr.com: Science** – School, Rights and Responsibilities, Community Helpers, habitat

**Habitat Books**

**Health** – Friends, Bullying, Caring for Pets, Reduce, Reuse and Recycle,

Safety Signs

Post-It Paper and markers to create the Essential Agreement, Charts, and Webs

## 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.**

Central Idea: Our responsibilities change depending on the situation.

Students understood how responsibilities change depending on "location" more than the "situation."

The school noise levels helped students connect with how their responsibilities change throughout the school day.

The living things made students realize that they really need to be responsible with their desks- they can't be messy or move them around.

Revising and Revisiting- students sat with partners and helped with writing, missing letters, missing sounds, content, developing ideas, etc. They are now owning the responsibility of helping each other out too.

**How could you improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.**

In the wording of our Summative Task we could consider asking students to think of things they do instead of places.

A larger group of students this year struggled with the writing part of the summative assessment. The focus ended up being on the writing part, which was hard, and it took away from the thinking.

Writing part was good practice for students to work on but may be difficult for some kids to do another book for the next unit.

5th Grade reading buddies helped out with the writing part. Teachers wrote the text for kids on post-its that they could copy so that their thinking was recorded. Another idea is to type up what kids say and tape it on their pages.

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

Who We Are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; **rights and responsibilities**; what it means to be human.

Central Idea: Our responsibilities change depending on the situation.

Human relationships: Students write a lot about helping other people, following the law and being a good citizen/student

Responsibilities: Essential Agreement writing, read alouds- students identified responsibilities all the time, caring for plants and animals (learning about drowning the plants), etc.

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

### **What were the learning experiences that enabled students to develop an understanding of the concepts identified in “What do we want to learn?”**

Causation/Perspective- We need to think about how to be more intentional in addressing our key concepts.

Responsibility- plants and animals- if you didn't take care of it, it died

### **What were the learning experiences that enabled students to demonstrate the learning and application of particular transdisciplinary skills?**

We probably need to focus our attention on a smaller scope of skills for next year. Only include "explicitly targeted teaching opportunities" and not "opportunities that arise authentically from the learning" (MTPYPH pg 38).

Research Skills: Observing, Recording Data (about living things)

Self-Management Skills: Organization, Time Management (beginning to learn how to organize desks weekly and keep folders organized in a system; organize classroom through classroom jobs)

Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict (Second Step, SEL, Be the Solution, Bucket Fillers/Dippers)

Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal (classroom hand signals), Viewing, Presenting

### **What were the learning experiences that enabled students to develop particular attributes of the learner profile and/or attitudes?**

Respect: through Essential Agreements, read alouds, POP Chart and Bucket Book

Learner Profile Attributes: Reinforced through beads

Caring: Explicitly taught because it is the monthly focus for September

## 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.**

The snails in the habitats led to a discussion about different types of foods because some students pointed out that in China they eat snails. Other students were very curious and excitedly engaged in asking each other about different types of foods they eat.

Students wanted to know what the millipedes eat because they put them in the terrariums with only soil and leaves. Students brought in all kinds of food for the millipedes to try to figure out what they eat.

### **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 would it be like if we didn't have any rules? Students discussed what would happen and decided it would be total chaos.

Central Agreements were helpful for going over how we do things (daily routines).

What needs to living things have (and how can we care for them responsibly)? Students explored this through the habitats. They also discussed living and nonliving things.

### **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.**

Students are telling others to be responsible and keep pencils in their pouches.

A student brought in a book about presidents that they bought in Washington D.C. after reading a book (Grace for President) about what the president does (responsibilities).

Students started pointing out other people's responsibilities (like telling others when they were responsible to clean up their mess).

## 9. Teacher Notes

It is going well this year starting off with students working out what living things need to survive before ordering the living things.

Letting students make the responsibility book in any way they wanted was great for the summative assessment. They chose from different paper options.

Timeline was better. Waiting a bit to do plants first and then adding the animals was better.

## Scope and Sequence

### Physical Education - [IB] Identity (1st Grade)

#### Overall Expectations

- have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

#### Conceptual Understandings

- Each person is an individual.
- As people grow and change they develop new skills, understandings and abilities.
- Reflecting on our experiences helps us to understand ourselves better.

#### Learning Outcomes

- describe how they have grown and changed
- talk about similarities and differences between themselves and others
- identify positive thoughts and attitudes in themselves and others

### English - [CC] Reading: Literature (1st Grade)

#### Learning Outcomes

- 1.RL.1 Ask and answer questions about key details in a text.
- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

### English - [CC] Reading: Informational Text (1st Grade)

#### Learning Outcomes

- 1.RI.1 Ask and answer questions about key details in a text.
- 1.RI.7 Use the illustrations and details in a text to describe its key ideas.
- 1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### English - [CC] Reading: Foundations Skills (1st Grade)

#### Learning Outcomes

- 1.RF.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1.RF.2.a Distinguish long from short vowel sounds in spoken single-syllable words.
- 1.RF.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- 1.RF.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 1.RF.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 1.RF.3.b Decode regularly spelled one-syllable words.

### English - [CC] Writing (1st Grade)

#### Learning Outcomes

- 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.W.7 Participate in shared research and writing projects (e.g., explore a number of
- 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## English - [CC] Speaking and Listening (1st Grade)

### Learning Outcomes

- 1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- 1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## English - [CC] Language (1st Grade)

### Learning Outcomes

- 1.L.1.a Print all upper- and lowercase letters.
- 1.L.2.a Capitalize dates and names of people.
- 1.L.2.b Use end punctuation for sentences.
- 1.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Science - [IB] Living things (1st Grade)

### Overall Expectations

- will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships.
- will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment.
- will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

### Conceptual Understandings

- Observe carefully in order to gather data
- Interpret and evaluate data gathered in order to draw conclusions
- Identify or generate a question or problem to be explored

### Learning Outcomes

- recognize that living things, including humans, need certain resources for energy and growth
- describe the life cycles of a variety of living things (for example, a range of animals and plants)
- compare the life cycles of different living things
- identify the common components of life cycles (for example, birth, growth, maturity, reproduction, death)
- investigate the responses of plants or animals to changes in their habitats.
- analyse ways in which humans use the natural environment

## Science - Life Sciences (1st Grade)

### Learning Outcomes

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

## Mathematics - [CC] Operations And Algebraic Thinking (1st Grade)

### Overall Expectations

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

### Learning Outcomes

- 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)
- 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract  $10-8$  by finding the number that makes 10 when added to 8.
- 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 =$



10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

## Mathematics - [CC] Number And Operations In Base Ten (1st Grade)

### Learning Outcomes

- 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

## ELL K-5 - [WIDA] Teacher Accommodations (1st Grade)

### Overall Expectations

- ELL Sensory Support
- Real-life objects
- Manipulative
- Pictures & photographs
- Illustrations, diagrams, drawings
- Physical activities
- Videos & films
- Charts, graphs, tables

## ELL K-5 - [WIDA] Proficiency Level Goals (1st Grade)

### Overall Expectations

- Standard 1: Social and Instructional Language
  - Listening
  - Speaking
  - Reading
  - Writing
- Standard 2: The Language of Language Arts
  - Listening
  - Speaking
  - Reading
  - Writing
- Standard 3: The Language of Mathematics
  - Listening
  - Speaking
  - Reading
  - Writing
- Standard 4: The Language of Science
  - Listening
  - Speaking
  - Reading
  - Writing
- Standard 5: The Language of Social Studies
  - Listening
  - Speaking
  - Reading
  - Writing

### Learning Outcomes

- Level 1
  - use and understand single words and/or chunks in oral discourse
  - use and understand simple, memorized written English with visual support
  - use most common vocabulary
- Level 2
  - use and understand phrases and short sentences in oral discourse
  - use and understand simple written English with instructional support, but errors often impede meaning
  - use high frequency vocabulary
- Level 3
  - use and understand a series of related sentences in oral discourse
  - use and understand simple written English but errors at times impede meaning
  - use general and some specialized vocabulary