



<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none"> - Transdisciplinary Theme Where We Are in Place and Time <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and interconnectedness of individuals and civilizations, from local and global perspectives.</p> <ul style="list-style-type: none"> - Central Idea Rhymes, songs and stories can reflect culture and history 	<p>Class/grade: Kindergarten Age group: 5 - 6 yrs</p> <p>School: Willard IB Magnet School code: 7202</p> <p>Title: Where We Are in Place and Time (Rhythm, Rhymes, & Repetition)</p> <p>Teacher(s): Covarrubias, Katsafados, Magalong, Marquez, Munro, Wood</p> <p>Date: 1/8/18 - 2/16/18</p> <p>Proposed duration: 90 hours 6 weeks</p>
<p>Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Summative:</p> <ul style="list-style-type: none"> • Students will demonstrate their understanding of the central idea by doing a project/presentation of their own choice which may include - a re-working of a nursery rhyme or story, creating an original rhyme, acting out a nursery rhyme or story , or creating a presentation about the history/origins of a nursery rhyme. <p><u>*Teacher note: after exploring different types of nursery rhymes students would be able to select and personalize their own by either creating or altering existing nursery rhymes. Students should work towards being able to tell how their nursery rhymes are a part of time, history and culture.</u></p> <p>Teacher will assess students' ability to demonstrate rhythm and recite and/or alter rhymes. They will assess ability to explain their connection to time and history, and to identify cultural similarities and differences in nursery rhymes.</p> <p>Through the completion of this unit we expect the students to:</p> <ul style="list-style-type: none"> • Be tolerant and open-minded and interested to hear stories from people of different cultures. • Identify rhymes and chants that occur within their world • Take initiative to research the historical context of rhymes and stories on their own • Students will identify the attitude or profile that a story may display and develop chants of their own to use that will teach others about that attitude or profile 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key concepts: Form, change, connection Related Concepts: Culture, History, Pattern Subject Area: Social Studies and Language Arts.</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea? Lines of Inquiry:</p> <ul style="list-style-type: none"> • Rhymes and songs of different cultures. • Cultural similarities and differences of rhymes, songs, and stories. • How rhymes, songs and stories reflect time, history and culture. <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. What is a rhyme? 2. How do rhymes, songs and stories reflect time and history? 3. How do rhymes songs or stories show cultural differences and similarities? 4. What attitudes and profile attributes can be found in nursery rhymes, songs, and stories? 5. How can we learn about others and the world through songs, rhymes and stories? <p>Provocations</p> <ul style="list-style-type: none"> • Students will explore different nursery rhymes, songs, and stories and identify which attitudes and profile attributes are represented. • Pictures of different nursery rhymes and stories for students to investigate and explore OTQ activity. • Students will explore pictures of different characters and settings. • Students will listen to songs and chants from around the world.

Planning the inquiry

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

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

- Students may share rhymes/stories that have been read to them in the past.
- They may demonstrate prior knowledge through retelling or acting out songs, rhymes, and stories.

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

Throughout the unit, we will look for students' ability to:

- Identify and clap rhythmic patterns in chants and rhymes
- Retell, songs, rhymes, and stories they have learned.
- Identify similarities and differences between chants, songs, rhymes and stories from around the world.
- Recite simple chants, nursery rhymes, and songs.
- Be able to identify and give evidence of how characters in a story or nursery rhyme demonstrate an attitude or profile attribute.

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?

1. Teachers and students will explore songs, rhymes and rhythms around the world and look for similarities and differences.
2. Teachers and students will investigate the historical context in nursery rhymes and stories.
3. Students will explore different nursery rhymes and stories to determine which best teach the different attitudes and profile attributes.
4. Students will identify different types of patterns within the nursery rhymes and chants. They will clap rhythms and create their own chants.
5. Students will be able to recite basic nursery rhymes and demonstrate their knowledge about the origins of these rhymes.
6. Students will understand the cultural context of stories/rhymes and be able to invent different outcomes for those stories/rhymes.

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

Transdisciplinary skills:

Social Skills -respecting others and resolving conflict as students share materials and listen to others points of view. Students were able to make group decisions as they collaborate to make rhymes.

Thinking Skills: Comprehension and Application as students reflect on story content its purpose and its message. Students will use evaluation skills to compare and contrast different rhymes and rhythms.

Research Skills- Formulating questions, observing as students explore rhythm, rhyme, and repetition.

Self management skills-

Gross motor skills: students will use the large parts of their bodies (arms, legs, torso, etc.) to act out different rhymes and rhythms.

Fine motor skills: Students will utilize their fine motor skills when writing, cutting, snapping and clapping to rhymes and making rhythm.

Spatial awareness: Students will learn about spatial awareness by using stage cues during their Little Red Hen stage production. They will also use spatial awareness while acting out different nursery rhymes.

Learner Profile:

Communicator- Students will speak in complete sentences using an audible voice when retelling stories and nursery rhymes. They will learn about being effective communicators as they present the play The Little Red Hen.

Risk-taker- Students will be risk-takers when they orally present new rhymes and songs they have learned within the unit of study.

Attitudes:

Enthusiasm- Students will show enthusiasm when they read and retell stories and nursery rhymes. They will demonstrate enthusiasm when creating and singing songs and chants.

Creativity - Students will express their creativity by creating posters and story books demonstrating their knowledge of the unit curriculum. They will create original songs and chants that they can perform for the class.

5. What resources need to be gathered?

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

OCR Big book "Pickled Peppers", Starfall.com, nursery rhymes, Literature, music CDs such as Greg and Steve, Dr. Jean. Mother Goose anthology, videos of Ms. Maureen teaching nursery rhymes, Youtube videos, Go Noodle Clap it out (syllables) Resources from Teachers Pay Teachers-Stories and Characters

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

Print-rich environment, interactive displays, and audio-visual materials are readily available for student access. They will have access to rhyme frames and rhyming word walls for adjusting and creating their own rhymes. Guest speakers and family members might share rhymes or chants from their childhood from different regions of the world.