THINK INTERNATIONAL SCHOOL UNIT OF INQUIRY PLAN		
YEAR GROUP: 2	**DATE: 25th November – 23rd January**	**DURATION: 6 weeks**
COLLABORATIVE TEACHING TEAM: Lisa Lopez & Vanessa Wong		



TRANSDISCIPLINARY THEME:

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



CENTRAL IDEA:

Celebrations help us express our beliefs, values and culture
節慶幫助我們表達我們的信念、價值觀和文化。



LINES OF INQUIRY:

1. Types of celebrations
   節慶的不同類型
2. The reasons people celebrate
   為甚麼人們會慶祝
3. Similarities and differences between celebrations around the world
   世界各地不同類型節慶的相似 和差異



KEY CONCEPTS:

Form Connection
Perspective Function Change
Causation Responsibility



LEARNER PROFILE:

Inquirers Knowledgeable Thinkers
Open-Minded Reflective
Balanced Risk-Takers Caring
Communicators Principled



APPROACHES TO LEARNING:

Thinking Skills Social Skills
Self-Management Skills
Research Skills Communication Skills

SUMMATIVE ASSESSMENT:

How will students demonstrate their understanding of what has been learned? How will we measure their understanding of the Central Idea?

Students will demonstrate what they've learned by imagining/creating their own celebration. Students will need to plan, interpret and organize the importance of their holiday including when it would be celebrated in a calendar year.

Chinese ADV & CAL: presentation of Chinese Spring Festival

ACTION:

What student-led action and application do we hope to see as a result of their learning?

Students to understand the concepts of a celebration and in turn create their own.

Students to make connections with different celebrations and how they are similar or different in their simplest form.

LEARNING EXPERIENCES:

TUNING IN ➡ ***FINDING OUT*** ➡ ***SORTING OUT*** ➡ ***GOING FURTHER*** ➡ ***MAKING CONCLUSIONS*** ➡ ***TAKING ACTION***



LINE OF INQUIRY 1: Types of celebrations

- Prior knowledge about celebrations that students celebrate.
  - -Students write a personal response
- Discuss the meaning of celebration
  - -Language: story telling session-practice predictions of story
  - -Youtube links (Ex. Charlie and Lola)
  - -Guided Reading-UOI books practice literacy skills of: text-to-self realating story to their own experinces

LINE OF INQUIRY 2: The reasons people celebrate

- Show and Tell: **Presentations skills** (students bring in an artifact or picture) (**Appraches to Learning: communication and research**)
- Guess Speakers-How others celebrate: (**Open-minded, Connection and Communication)**
- ICT **Research:** Why people celebrate paricular holidays around the world using IPADs or Laptops-padlets to show understanding.
- **Present** research to class and write a **response**
- Art/Social studies (**Social Organization and Culture)**-Students will create an image that represents the importance of a celebration. Cooking, playdough, paints, colored sand.

LINE OF INQUIRY 3: Similarities and differences between celebrations around the world

- ICT **-Research and Investigate-**How people celebrate same holidays (Christmas) but with different traditions (stocking vs. shoes at the door, food)._Using IPADS to research
- **Role Play/Write Scipts-**Students will act out important aspects for reasons of the celebration. Students will write a script (Speech marks, ending marks, speaking with proper tones)
- ICT **-Researching holidays around the world-**Taking photos of celebrations happening at home or in their communities.

-Writing: Personal Experiences of celbrations using sentence strucutre of : I …I like…I went…

-Compare and Contrast: Holidays

- Art- Students to create a poster of objects linked to a particular celebrations
- Math-

-graphs: what types of celebrations are celebrated

-Calendar: Indentifying when celebrations occur

- **chinese adv:**
  - chinese new year
  - christmas
  - some other chinese traditional festivals

- **chinese CAL:**
  - chinese new year
  - christmas
  - names of different colours

- **Music: Students will continue to learn and practise singing and dancing for the Winter Show – Panto Pandemonium**

- Math: -Time: Duration of holiday celebrated in a calendar year
- **Chinese adv:**
  - Chinese new year traditionals and the reasons why people celebrate it like this
  - Grammar: how to write wish card; invitation card
  - How people express their wishes: typical celebration language (greetings)

- **chinese CAL:**
  - Picture book of traditional Chinese festivals

Compare and Contrast the different ways people through photos.

- **Art**
- **Chinese adv:**
  - Chinese new year vs new year
  - Halloween VS Zhongyuan Festival (Ghost)

- **chinese CAL:**
  - Chinese new year vs Christmas vs Diwali
  - Colours/decoration of different festivals

LEARNING EXPERIENCES: *as a result of student agency (students interests, questions and action)*

- 2A Students could plan and design their own celebration and create decorations to support their understanding. Students were to think about the types of clothes they'd wear, food, music, and the reason behind their holidays. Students were then able to share this celebration in our Celebration of Learning.
- 2B: Students chose what celebrations most interested them, Day of the Dead and Christmas. Students created a project of their own celebration. Students were to include the type of celebrations, the country it orgainates from, month and day, importance of celebration and the foods and clothes worn and eaten on this special celebration.

ASSESSMENT STRATEGIES: Observations Open-Ended Task Process-Focused Assessment Performance Assessment Selected Response	**ASSESSMENT TOOLS:** Rubric Checklist Exemplar Anecdotal Records Continuum	**RESOURCES: IPAD, laptops, photos, guest** **Speakers, UOI story books, website: YouTube, Padlet , craft supplies**

REFLECTION:

What Went Well?

2A – Students were able to share their favourite holidays and discuss some of the features and traditions involved. Students were pushed to identify why we celebrate and make the connections of what they thought were traditions. They did well in researching out the holidays and when these occur. Some students were again able to make connections on how some celebrations can occur on the same month. Students have enjoyed creating their own celebrations of their life and shared their memories with their classmates. To further encourage students' perspective, students were exposed to different holidays in different countries and some were able to make connections with their own celebrations. They found it very interesting when we read stories about how Christmas was celebrated in different countries For our summative assessment students were asked to brainstorm different celebrations they could celebrate. From these celebrations, they voted which ones they liked. Students were split into 3 teams and were able to make further connections by talking about the type of food and clothes they needed and the reasons behind this celebration. Each student then designed their own posters to represent their celebrations and applied this in their Celebration of Learning.

2B-

Students were intrigued about learning about Christmas and how Christmas became a holiday. Students and teacher talked about similarities and differences about Christmas around the world. Students enjoyed creating pieces of art work that was symbolic for Christmas such as wreaths, candy canes. Students enjoyed making Christmas cards for their families. Students enjoyed learning about the Day of the Dead and made deeper connections about this celebration as they compared it to the Ching Ming festival in Chinese Culture. Students enjoyed learning about Diwali and creating Rangoli's . For our summative assessments students were able to apply their knowledge of understanding by creating their own celebration by graphic organizer and diorama. This showed their understanding of how celebrations have importance, come from a particular country, a particular date, special foods, special clothes, and special objects.

NOTES:

2A - Sending letters to parents to invite them in as guest speakers. Also look into inviting event managers if possible to discuss how celebrations are organized.

Even Better If…

2A Students were given lots of exposure to different celebrations. For the future, focusing on 3 different celebrations would be best to allow students to make better connections and to further develop their perspectives of why people celebrate different holidays. The use of Padlet was not good in hindsight, students required email accounts in order to access this. The use of wordle for the students would be better to ensure they could type their own thoughts and ideas to represent their collective ideas. Encouraging guest speakers to come and talk about their celebrations would be great to give students real life connections.

2B

Due to my students ability level, I think for future stick to what only interest them and branch out with other concepts within that element. For example, students were interested in Christmas focus more on this holiday and how it's similar and different from around the world. Making this one of our main focuses instead of trying to learn about other holidays such as Hanukah, St. Lucia's Day. Use more tech for this unit and having more guest speakers who actually celebrate other holidays compared to their own.