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CEP 810

IB PYP Lesson Plan

Unit of Inquiry Information:

Transdisciplinary theme: Sharing the planet

Central idea: People can establish practices in order to sustain and maintain the earth's resources

Inquiry into: The ways in which the earth's resources are used; the impact our choices have on our environment; sustaining and maintaining the earth's resources.

Teacher questions: What are the earth's resources? How can we care for the earth's resources?

Key concepts: Causation, Connection

Attitudes: Appreciation, Respect, Commitment, Integrity

Skills: Thinking, Self-Management

Learner profile: Caring, Principled, Reflective, Knowledgeable

Individual Lesson Plan:

Age: Kindergarten (5-6 years)

Knowledge area: Math

Strand: Shape and Space

Conceptual understanding: Shapes can be described and organized according to their properties; shapes are classified and named according to their properties.

Learning outcomes: Understand that 2D and 3D shapes have characteristics that can be described and compared; sort, describe and compare 3D shapes; understand that there are relationships among and between 2D and 3D shapes; understand that geometric shapes are useful for representing real-world situations; represent ideas about the real world

using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling.

Learning engagement: Students will work with a partner to create their own 2D and 3D constructions using recyclable materials. Students will then use the “Voicethread” app on the iPad as a reflection tool to describe, record and evaluate their construction.

Materials/resources: Recyclable materials (i.e. cardboard boxes, plastic bottles, etc.), scissors, masking tape, coloring markers, iPads.

Technology integration: Voicethread (iPad app)

Assessment strategies and tools: Observations; anecdotal records; photos; performance assessment (Voicethread video); exemplars; checklists.

Teacher reflection questions: To what extent did I achieve my purpose? How could I improve the assessment task so that I would have a more accurate picture of each student’s understanding of the central idea? To what extent did I include the element of the PYP?