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University Elementary

*BTM Monthly*





# PYP in Action

## PYP in Action:

by: Mary D'Eliso - Librarian/IB Coordinator

### THE PROVOCATION

All classrooms have units that are taught. In the IB, however, we have units **of inquiry**. Teachers are guiding students to becoming learners who can predict, infer, reflect, and improve. To this end, our units start with some sort of **provocation**. Coming from the word *provoke*, it's a kickoff to a unit designed to engage students' thinking about the main concept.

Here are just a few of the interesting provocations from our building this year.

Grade K> "Experiences and feelings are expressed in many ways." Van Gogh's *Starry Night* is shown. Students name all the things they can see, all the things it makes them think of, and what it leaves them wondering. On day 2, they hear a piece of instrumental music and explain what they hear, what they think, and what they wonder. The goal of this provocation is to see that there are many things that inspire creative people, the feelings they stir in us, and that there are no "right" answers in interpreting art.

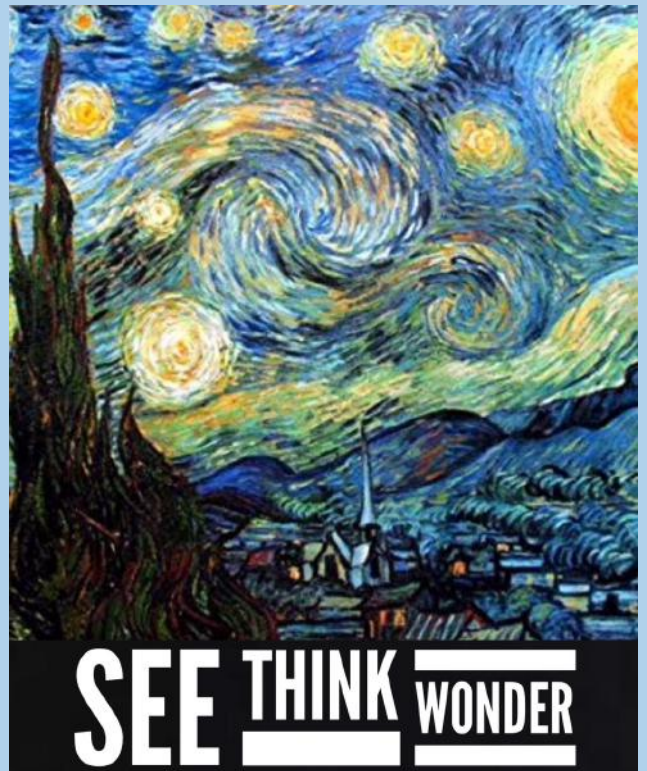
Grade 1> "Groups share resources." Students make a paper craft without each having exactly the correct supplies. Group will need to share resources to complete the project. This leads to a discussion on sharing resources.

Grade 2 "An understanding of matter helps people to create." Make pancakes in class. Review how they were made (mixing solids and liquids), how butter melts to change the form of matter.

Grade 4 "Natural systems change conditions on earth." A slideshow features photos of humans from around the globe interacting with or maneuvering through the natural world. Open-ended discussion allows students to make connections.

Grade 6 "Humans create systems to manage resources within a global context." Students search items in their classroom (clothing, school supplies, technology, etc. for labels. They chart the countries in which each product is made, and discuss.

A well designed provocation sparks curiosity, helps to frame the inquiry, and explicitly teach students how to be learners for life.







## Preschool

Preschool students are exploring tools and learning How The World Works. This foundational IB unit introduces young students to the function of objects by exploring how different tools are used in the world of work. We begin by exploring school tools and also explore fix-it tools, kitchen tools, building tools, doctor tools and science tools. Students learn about professions through play and exploration, analyze and categorize objects using their new understanding of function, create process art, and investigate the natural world. Before the unit began, students initial definitions of tools were all about building. They are now considering that they use tools every day. They are also grasping, as simple as these tools are, there is magic in them. The unit culminates with an authentic experience of using scientific tools to learn about living things.





## Kindergarten

Kindergarten students are learning “How the World Works” by exploring toys. First, we focused on the materials used to make toys. How can we find out what is inside our toys? By taking them apart! We discovered that toys are made from many different materials. Our second line of inquiry focuses on the design and function of toys. Our toys have many different functions, some light up, some move, some make us happy, some even sing! Students are working on designing toys, demonstrating their ability to plan and strategize and use materials well. Our final inquiry will focus on the choices made by toy designers. Students will become toy designers as they create toys following their design, and then reflect on the process.



### The Flea Market

At the flea market, **vendors** sell both new and used goods. Shoppers come to look for old, interesting things and for **bargains**.



The **prices** are not always fixed. A buyer and seller might agree to reduce, or lower, the price of something.

## First Grade

First grade started their inquiry into How We Organize Ourselves. Students learned about how groups share resources. They explored the difference between needs and wants and how people have to make choices with limited resources. Our needs and wants are met with goods and services provided by community workers. Students learned how goods are moved from farms and factories to our homes. First graders designed and built their own way to move goods, did crafts by sharing limited resources, and explored connections in how we use natural resources to make and do everything.

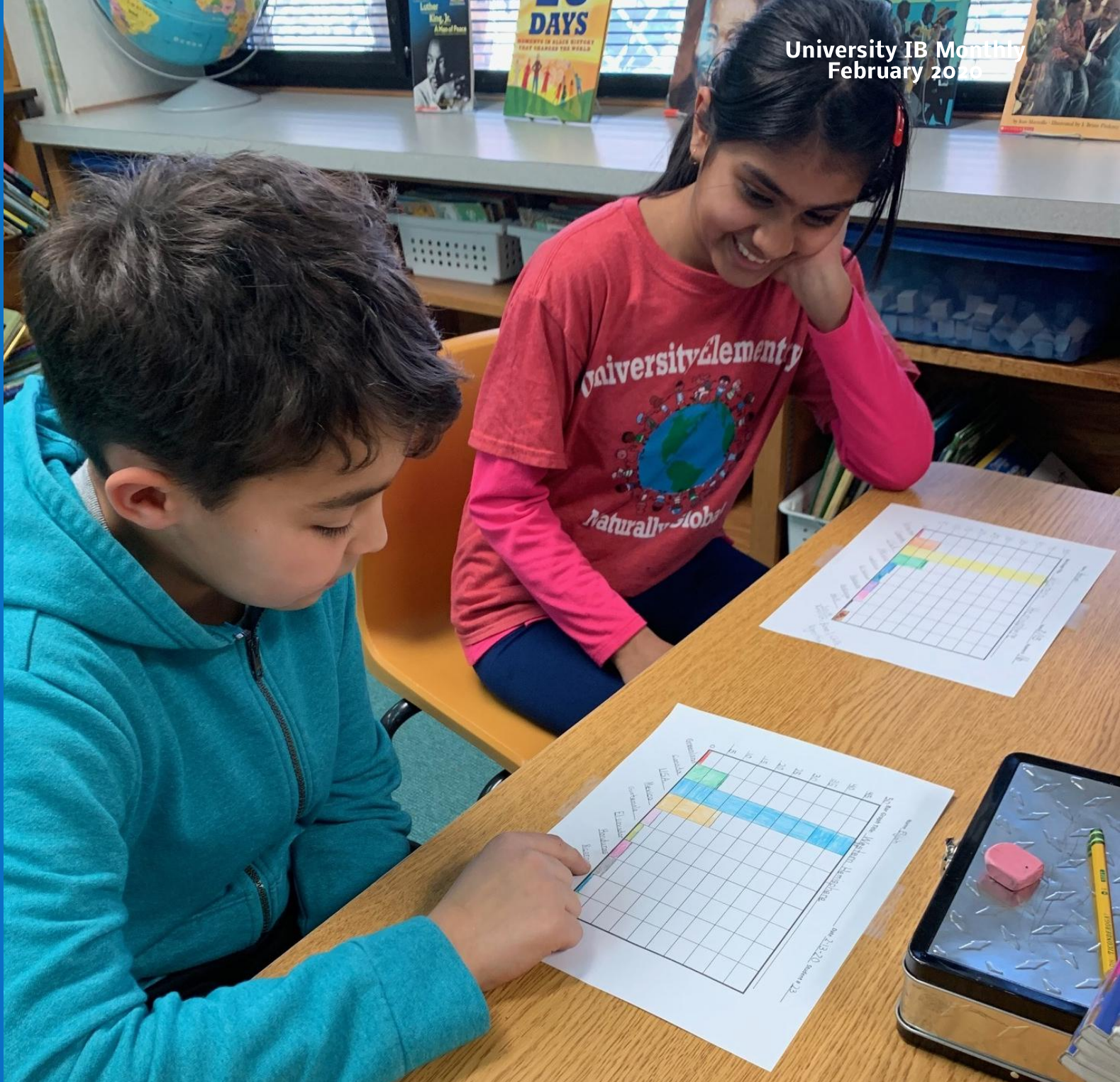




## Second Grade

Second grade is currently studying within our unit of How We Express Ourselves. We are exploring the properties of matter, how matter changes and the reasons we choose the materials we use to create with. We have enjoyed a STEM activity of building towers out of different types of solids. We are discussing the properties of solids and liquids and exploring what solids are best to build sturdy structures. As part of our unit second grade also took a field trip to the Eskenazi Museum of Art at Indiana University. Students took their newly learned knowledge about states of matter and applied that information while exploring types of art. They learned about the art and the materials the artists chose to create with. Students are now working on their own art project which will be eventually shared with our community partner Evergreen (an assisted living home). We are excited to see what the students create!





## Third Grade

For our next IB Unit, 3rd graders will discover that the world is on their heads down to their tippy toes! Hats made in Canada and shoes made China. We will investigate how economic activities affect people and the environment through the world of trade. Come along with us as we begin our winter IB Unit, *How We Organize Ourselves: World Market*. You, too, might find the world is right in your closet!

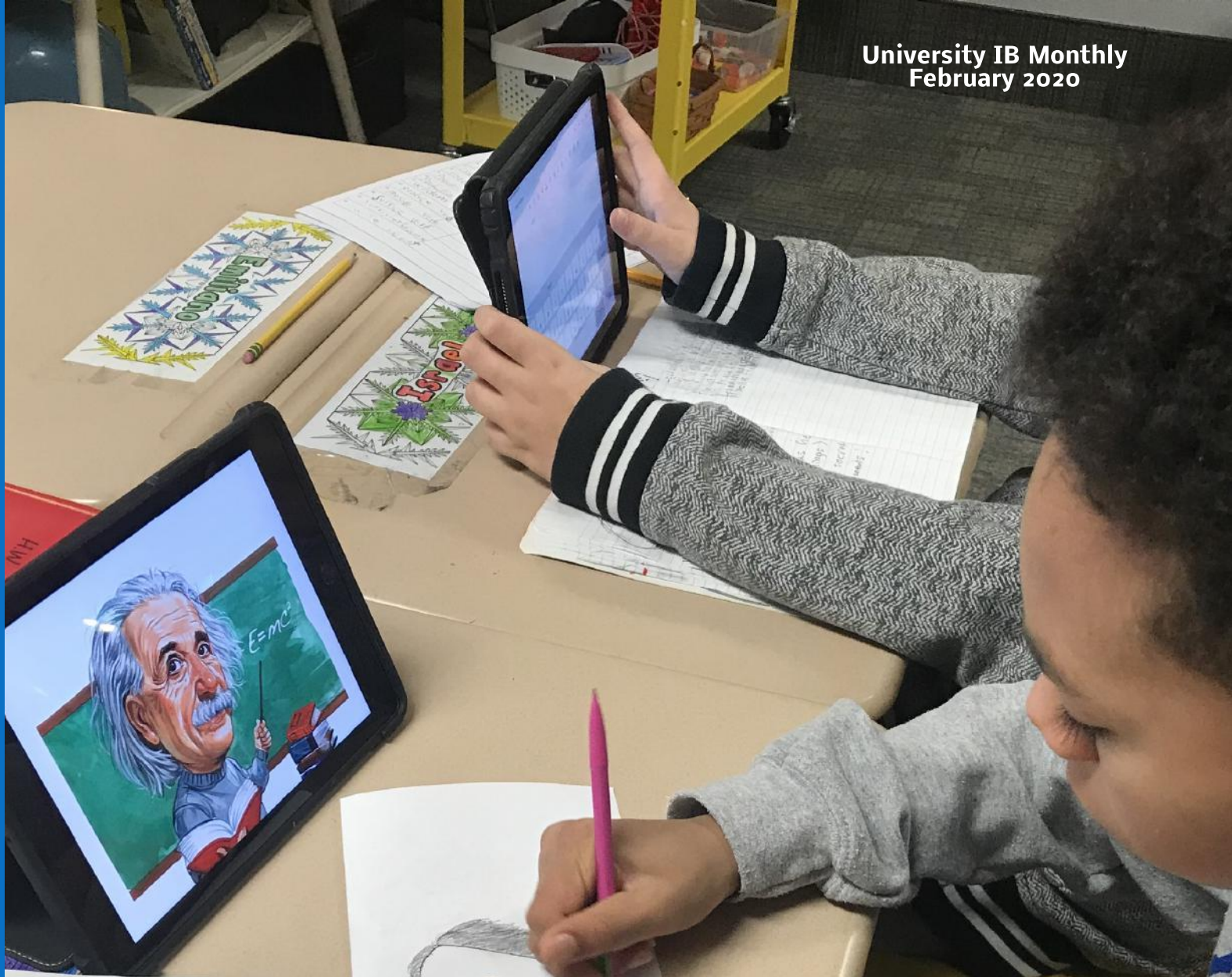




## Fourth Grade

Fourth grade is working on the unit How We Express Ourselves. We are learning that human creativity engineers change. We have explored this through science, history, technology, and design. Our students were able to demonstrate their own creativity through design as they participated in the MCCSC 4th Grade Makers Challenge, creating an invention out of recycled materials that would be helpful to their community. They also have been modeling their understanding of the design process through a mock business that the students have started from the ground up. They have chosen a product to create, market, and sell during our 4th grade BizWorld Bazaar. We have had lots of fun learning during this unit!





## Fifth Grade

Fifth grade is deep into *Where We Are in Place and Time* as we explore the impact exploration and colonization has on the world, specifically the Americas. We have expanded our research beyond “typical” explorers of the New World to look at exploration in medicine, science, mathematics, sports, music, and art, among other areas up until present day. Students researched people they chose and told how different IB profiles affected their exploration efforts: risk takers, thinkers, and more. In addition, we have woven in research for black history month by writing essays and poetry celebrating leaders in the civil rights movement. The science component of this unit involves looking at density, buoyancy, mass, and volume connecting to considerations ship makers and sailors had to make sailing and loading cargo. Students are participating in a simulation “Discovery” that teaches the need for collaboration as well as the perils of sailing, colonizing and the impact on the environment and people already there.





## Sixth Grade

Sixth grade is working on the unit Sharing the Planet. We are learning that community interactions affect the sustainability of systems. This is being explored in science through food webs/chains, energy pyramids, and overall interconnections of our ecosystems. We are also making ties in social studies through Roman and Medieval cultures - specifically, how did the success (or lack thereof) allow their systems to succeed or fail. Students are modeling their understanding of this concept by completing an informational paper and PowerPoint covering the effects of invasive species.



# 10 Reasons



Primary Years Programme

**why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners**

1



## **It encourages students to inquire**

The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.

2



## **Understanding a complex and interdependent world**

PYP students create meaning for themselves and build understanding through exploring real-world issues.

3



## **PYP students are confident communicators**

PYP students learn to communicate in a variety of ways and in more than one language.

4



## **Learning how to learn**

PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.

5



## **It encourages international-mindedness**

Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.

6



## **Seeing things from different perspectives**

PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.

7



## **Students take action**

PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.

8



## **Thinking about issues**

Creative learning gives students the agility and imagination to respond to new and unexpected challenges and opportunities in an increasingly globalized and uncertain world.

10



## **Caring and responsible citizens**

Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.

9



## **It involves the whole school learning community**

Together we celebrate our common humanity and the belief that education can help to build a better and more peaceful world.



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