

April 2019

University Elementary

# *TBM* Monthly



# *PYP in Action*

## **PYP in Action: The Exhibition: We are the Changemakers**

by: Mary D'Eliso - Librarian/IB Coordinator

Our school community is eagerly preparing for the sixth grade Exhibition, the culmination of a student's learning journey in the IB Primary Years Program, which will be held on May 10.

Students' in-depth research starts with an issue that they care about and extends to local or global connections. All issues are related to the United Nations Sustainable Development Goals, and students find it very satisfying that their projects will in some way address an actual world goal.

While each student has an individual topic, students with similar issues are grouped. They collaboratively decide on a framework, with a central idea and lines of inquiry. Projects are balanced; while self-initiated and designed, they are also collaborative in planning, inquiring, and assessing. In essence, students are the authors of their final PYP unit of inquiry.

Goals of the Exhibition. To provide students with an opportunity to:

- demonstrate agency and responsibility for their learning
- demonstrate the attributes of the learner profile in authentic contexts
- explore multiple perspectives
- take action as a result of their learning
- reflect on their PYP education in an authentic context
- be supported by celebrating their transition to the next stages of their education

It has been very gratifying to see our students take ownership of their learning as they see that a combination of passion plus knowledge can result in positive actions. Kudos to our students, the sixth grade teachers who are guiding them through the Exhibition projects, and all teachers and staff that have prepared them over the years to be inquiring, reflective learners.







## Preschool

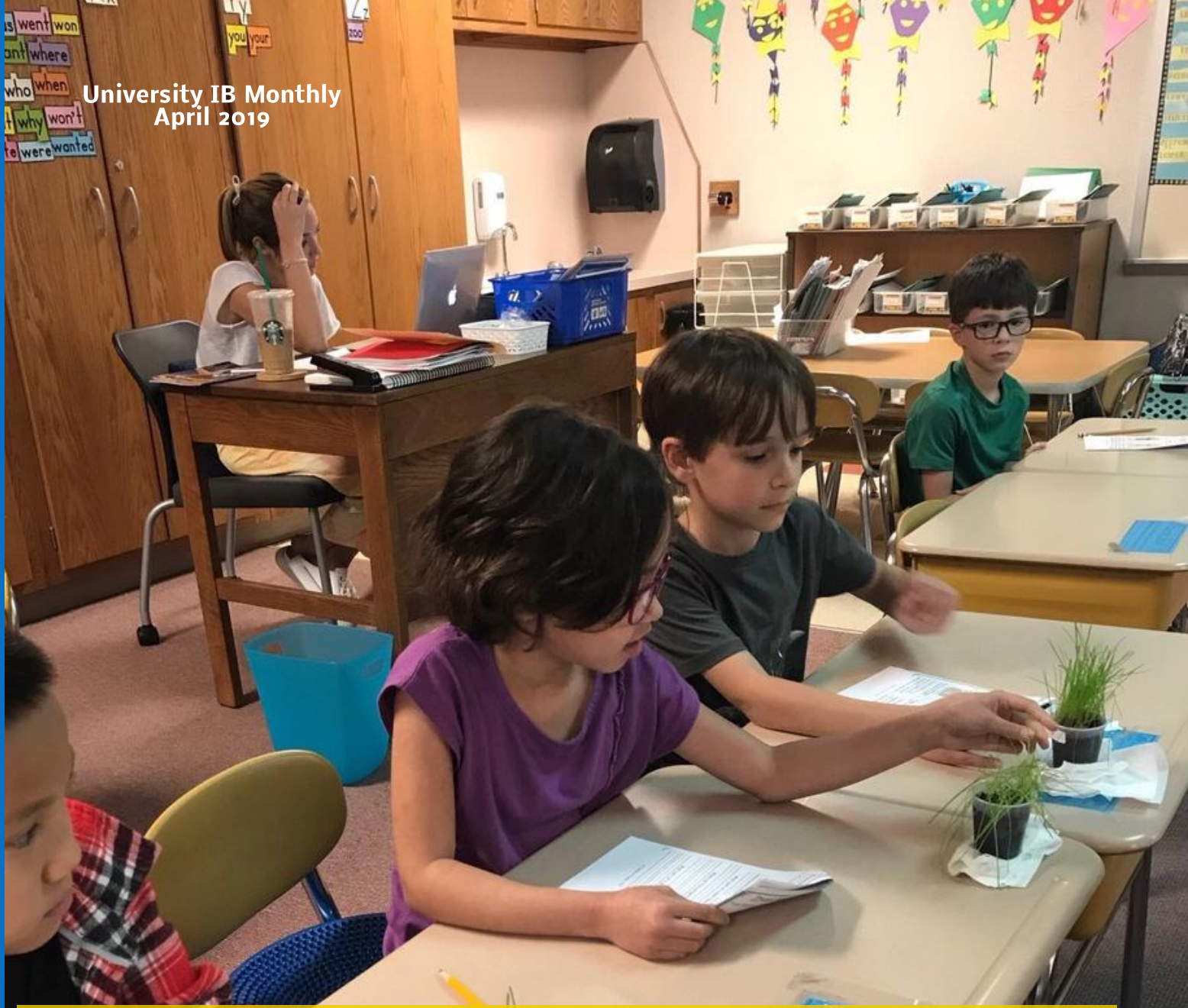
Our fourth unit, **Sharing the Planet** is an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



## Kindergarten

Why do birds build nests? Can all fish swim through a coral reef? Can dogs see well? These are some of the questions kindergarteners have been asking during our IB Unit: **Animal Adventures Around the World!** We kicked off this unit with a Hear-Think-Wonder activity where students listened to different animal sounds and guessed the animal. Students then went outside and stood in the wooded area at school. We imagined we were dropped off in the woods and discovered what we would need to survive.

We started the next part of our unit with many STEM challenges. Students built different habitats, aquariums, goldfish, and paper mache snails! Through building students have learned the parts of goldfish and snails, different types of shelter, and food that grows in different habitats. We also added pets to our classroom getting goldfish, guppies, water snails, night crawlers, red worms, pill bugs, and isopods! Students have had a blast giving worm baths to night crawlers, feeding fish, and having roly-poly races! Up next are animal reports!



## First Grade

First grade is in the final unit of the year, **Sharing the Planet**. After reading the book, *An Island Grows* by Lois Schaefer, students are creating their own islands as a culmination project to highlight the many concepts inquired into this school year. Each island must illustrate how living things have a relationship with their environment. Students will describe many things found on their islands such as laws, jobs, water, soil, transportation, celebrations, and much more. Their learning will be displayed in a brochure with written descriptions and illustrations. First graders will also make 3D models of their islands reviewing mapping skills in the process. It is an exciting time in first grade combining concepts with creativity to illustrate Sharing the Planet.



# Types of Clouds

## Cumulus

*...clouds usually mean  
changing weather.*

## Second Grade

In our last two IB units of inquiry, the students become meteorologists and historians! Within the **How the World Works** unit we predict, observe, and measure the daily weather. Students discover patterns that occur during specific seasons, but we also live in Indiana and strange things can happen. We also look more globally at how weather conditions differ in other parts of the world.

In our Where We Are In Place and Time unit, students do a little time traveling. We take a field trip to a one room school house where we will pretend we are students from the 1800's. We will compare our experiences with what we do daily in our classroom. Our final field trip takes us to the Monroe County History Center where we discover what Bloomington was like long ago compared to now.





## Third Grade

How do geologists like to relax? In rocking chairs, of course! In our **How the World Works** IB unit, third graders become geologists! As young geologists, students will discover the natural world of rocks and how they relate to human societies. Students will engage in hands-on exploration of rocks, minerals, and fossils, all of which function as the bedrock of our unit. Poems and songs about rocks, and Latin stems help cement the building blocks of our unit. After weeks of chiseling their way through slabs of rock knowledge, students will conclude the IB unit with a culminating project. Students will research ancient stone ruins, modern sculptures and/or historic rock formations from around the world. Check out our final project during Learning Festival in May. It's only a stone's throw away!

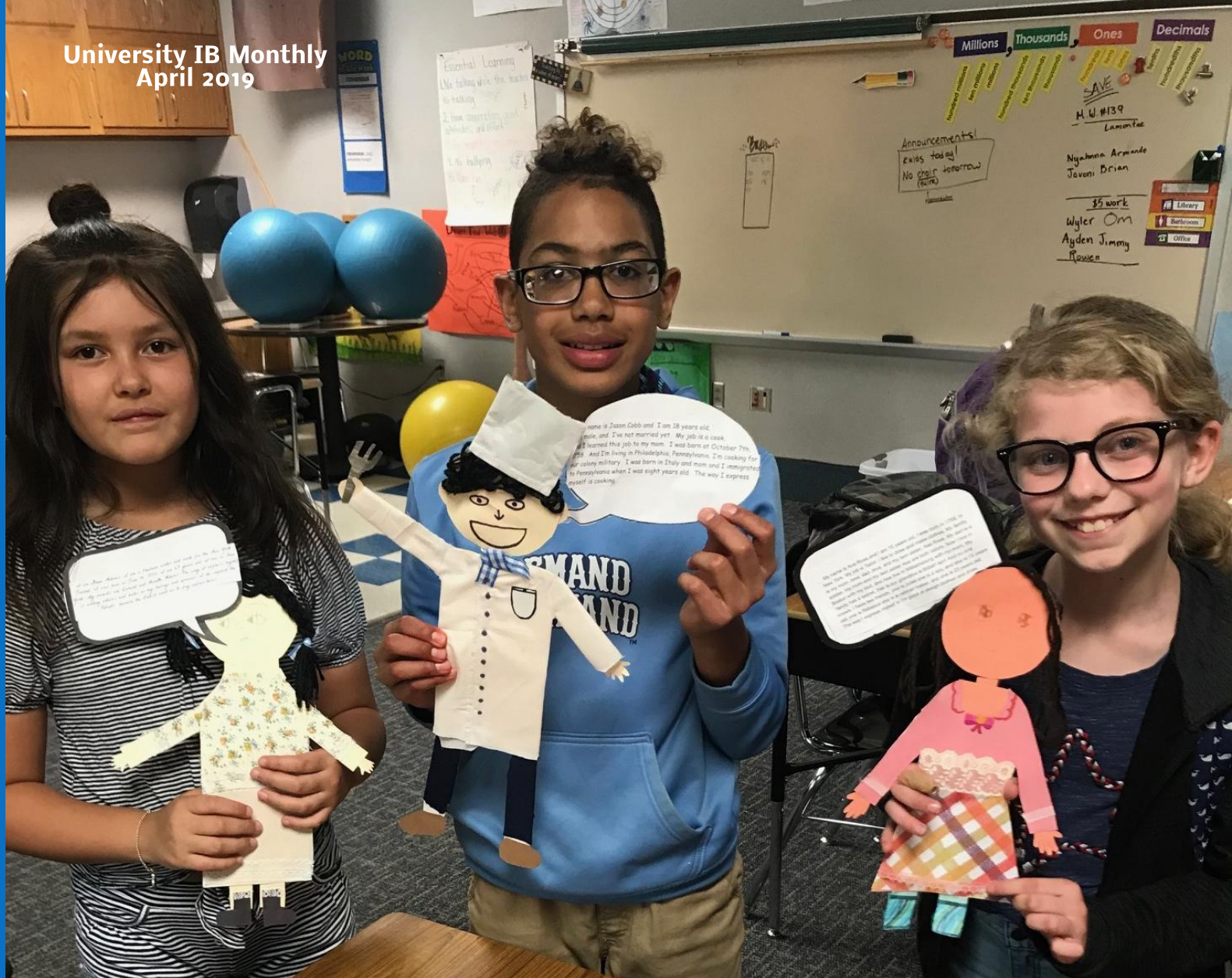




## Fourth Grade

Fourth graders have had a ball with our **How We Express Ourselves** unit! We kicked off the unit by learning about the lives of inventors. What did they do with their idea? How did they persist? How did their invention impact our world? Simultaneously, we were engaged in a multitude of experiments with electricity and magnetism. This lead into our participation in the MCCSC Maker Challenge project. Fourth graders throughout the corporation were introduced to the design process and challenged to design devices that improve quality of life, activities for children in the hospital, or to create a children's space in a hospital. This project combined empathy, engineering, technology, and presentation skills. A group of students from Mrs. Piekarsky's class won best overall design district-wide. This group of girls look forward to presenting their outdoor hospital space next month at the state level of competition.

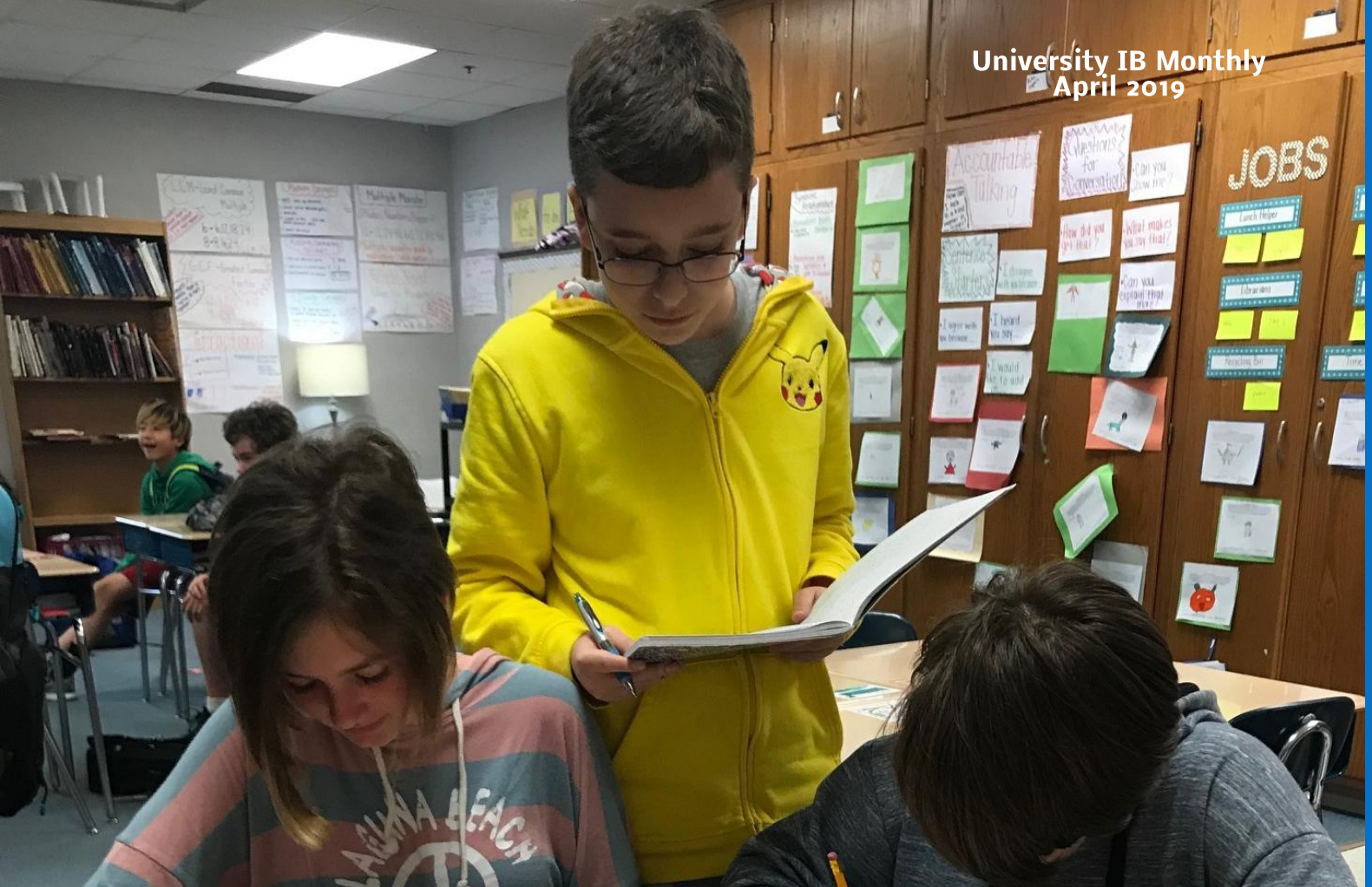




## Fifth Grade

5th grade is currently exploring how voices can lead to change as students discover life during the American Revolution. In this unit, **How We Express Ourselves**, students are actively participating in activities to support their understanding of life in the 1700s. How is it different than today? Why is that? Expression, both positive and negative, can have an impact on everyday life. Students are inquiring into the central idea that people have differing beliefs and values, and those things cause change. 5th graders are also focused on learning about people who are considered unsung heroes, people whose voice and actions were powerful even if they were not largely recognized. Students are looking forward to putting their ideas forth in our culminating Wax Museum project!





## Sixth Grade

Sixth grade is currently working on one of our final transdisciplinary units of the year, **Who We Are**. During the unit students complete an open inquiry into a real world issue of their choosing in order to better understand the unit's central idea that developing an awareness and understanding of inequity empowers us to act. The Primary Years Program Exhibition Project is a significant event in the life of each sixth grade student at University Elementary School, and it allows sixth grade students to synthesize the essential elements of the PYP. Each sixth grade student has spent the last five weeks inquiring about a real-world issue related to one of the United Nations 17 Sustainable Goals in order to gather information through research and interviews, form opinions, and take action. As a grade level, we will continue to work towards the culminating pieces of these inquiries (a paper, presentation, and action plan) over the next few weeks. We are excited to share these inquiries and actions with the entire school community on May 10th during the Exhibition Fair from 9:15-11:00 AM and during the Learning Festival.



# 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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