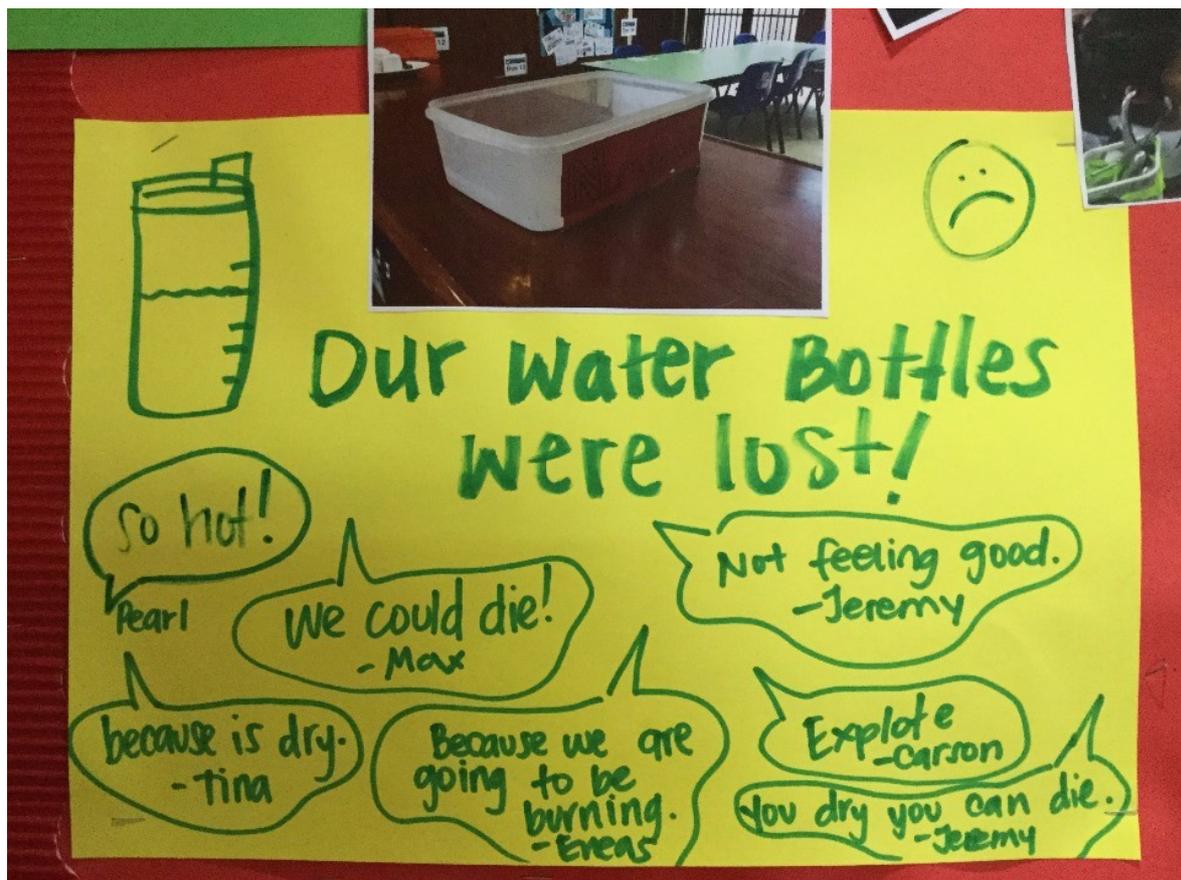


Sharing the Planet

In this unit of inquiry Nursery Red children have been exploring the idea that “living things require certain things in order to grow and stay healthy”.

To explore this central idea, they have inquired into the characteristics of living things, their needs, and our responsibility for the care of other living things.

One day, our water bottles were “lost”, and on another day, our snack was “late”! This helped us reflect on what things we need in order to stay healthy and happy...



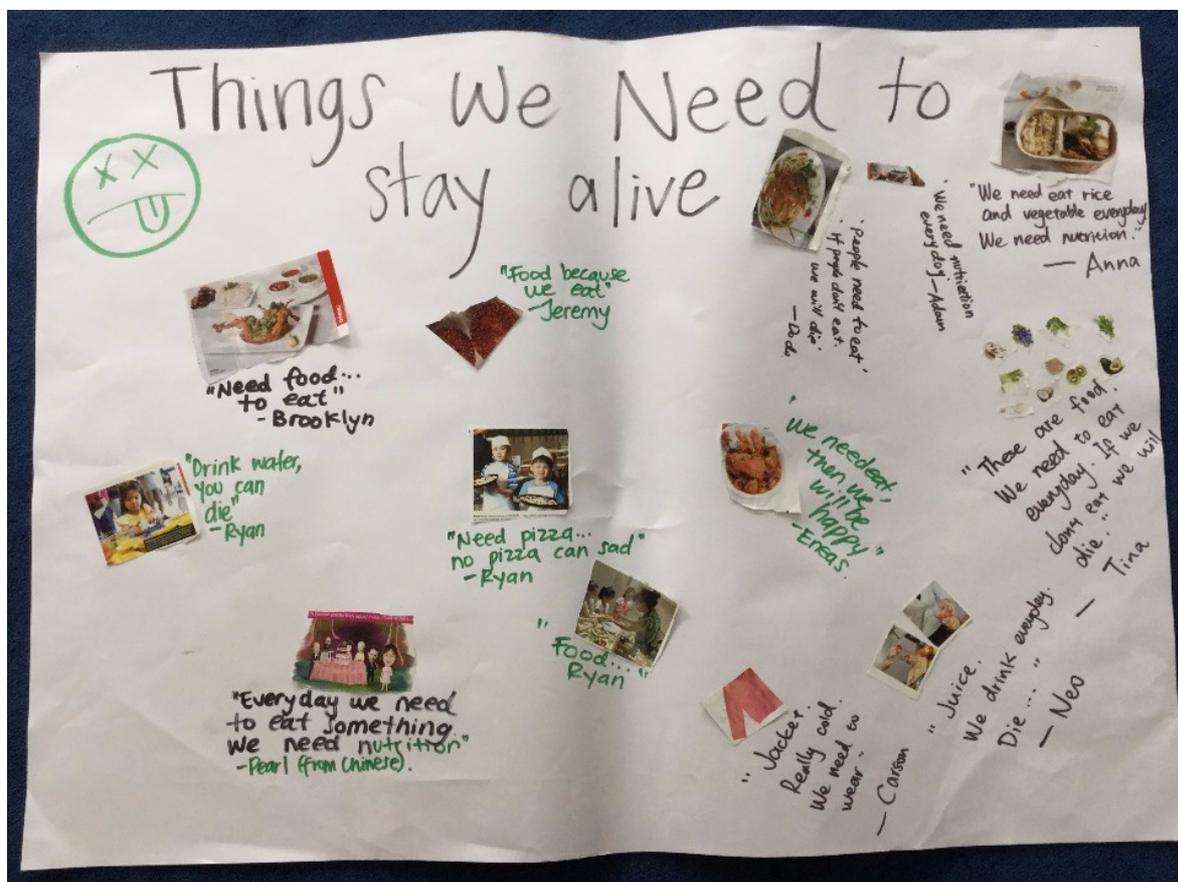
This helped us identify the difference between “needs” and “wants”, and the children brought in objects to fit the different characteristics. Brooklyn identified a toy as being something that he “wants” and his shoes as being something that he “needs”.

Brooklyn started to understand the difference between the two, as he began developing his understandings of the concept of form: what are living things like and what do they need?



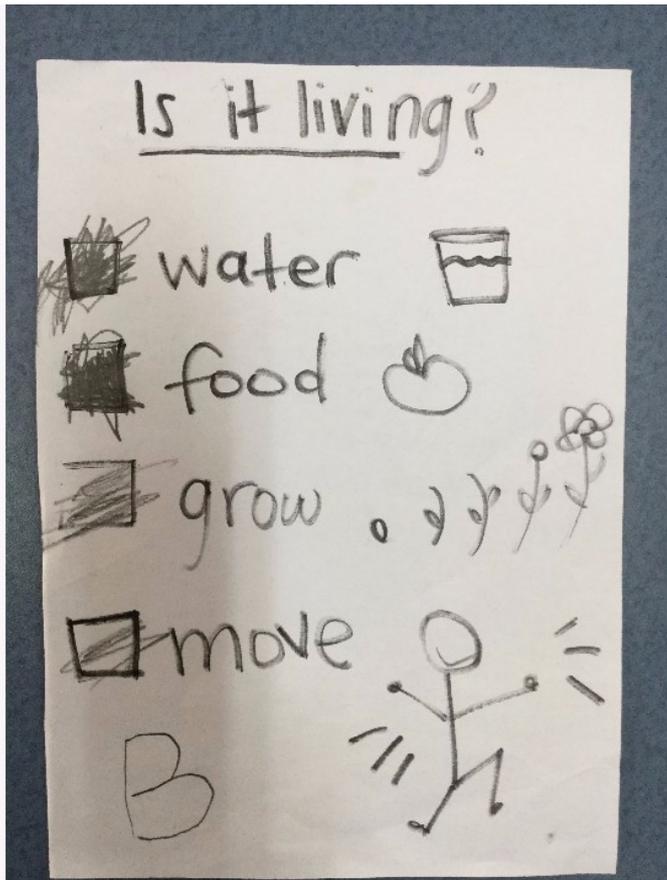
As a way to check for understanding, Brooklyn looked through magazines to find pictures of things that, as living things, we need. In this activity, Brooklyn said, “need food...to eat”. This activity helped Brooklyn understand the concept of causation as he began reflecting on why living things need certain things, and what can happen to them if they don’t have them.





Brooklyn then explored the idea that living things have characteristics and needs, while nonliving things do not have these needs. He practiced observation skills and record keeping when going outside to search for living things, and made marks as a way to record our observations.

Brooklyn also practiced using checklists to identify if something is living or not. This helped him develop research skills, like observing, collecting and recording data.



In a formative assessment activity, Brooklyn had to sort different things to decide if they were living or nonliving. In the video you can see that he is able to correctly identify this, although he needs a lot of help to respond verbally while explaining.



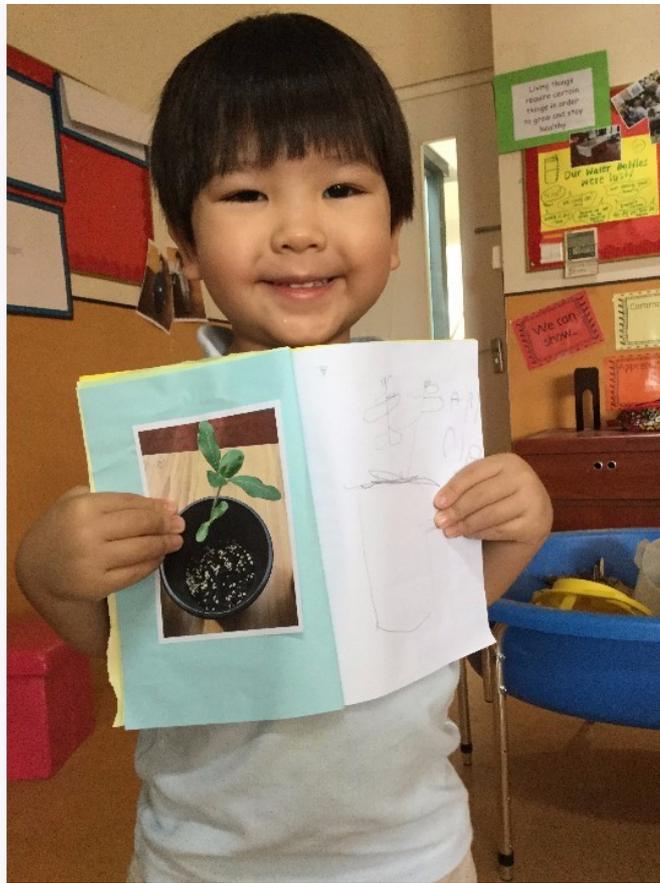
Brooklyn also enjoyed learning what plants need to grow, and following procedures for planting: first, gather the materials, then, place the seed in soil, next, cover the seed, finally, water it and keep it near the sunlight. In doing this, he was somewhat independent and understood the order of the steps very well. He also started to explore concept of responsibility, as he needed to be reminded to water his plant in order for it stay alive.



Brooklyn also developed research skills as he kept a plant growth log to track the growth of his plant. He used the plant log to reflect on his learning and was able to communicate his knowledge and understandings of what plants need to grow:

"I plant there a seed... I put a water... I have a leaf. I plant a big leaf. I put a seed in, I plant in my cup, it grow a plant a seed is a big plant".





Brooklyn was encouraged to show curiosity for the living things in our class: silkworms and tadpoles. He demonstrated some interest to come and observe them, although he generally did not choose to come interact with these objects on his own terms.



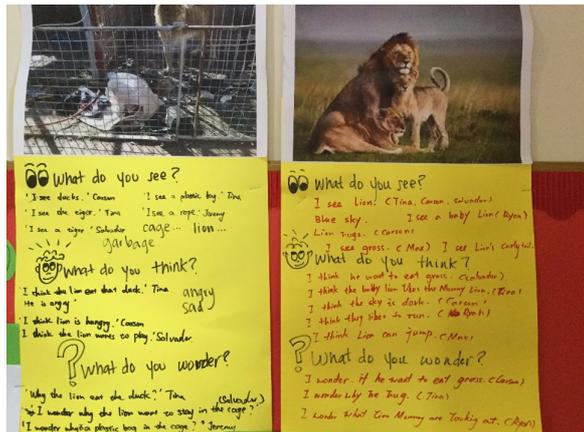
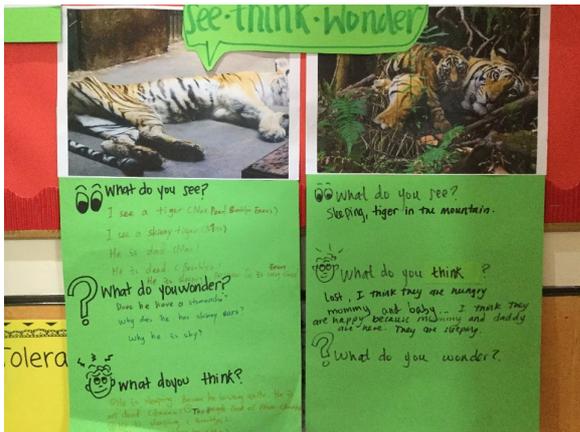
Our visit to the zoo was an important moment in the unit, where Brooklyn practiced being Reflective as he thought about the way that the animal's needs were being met there. To do this, he used a checklist as a way to inquire and find out.

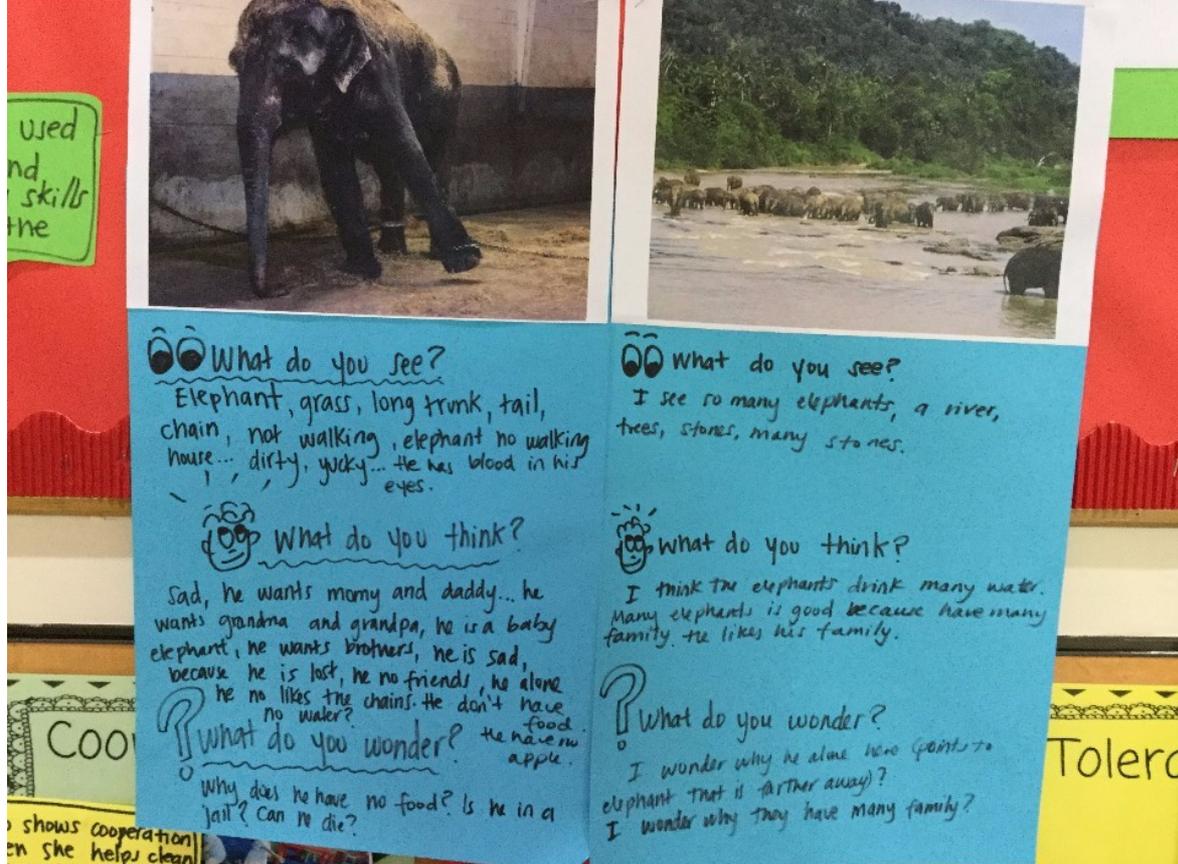


We continued reflecting about animals in captivity by role playing in the classroom: some children volunteered to pretend to be animals in the zoo, and other children created "cages" for them using class materials. While the class was playing and dancing, the "animals in the zoo" were not able to leave their "cages", just like in a real zoo! This fun pretend activity led to a reflection where we concluded that, just like children like to be free to play and dance, animals need to be free, in their natural environment, and not in the zoo.



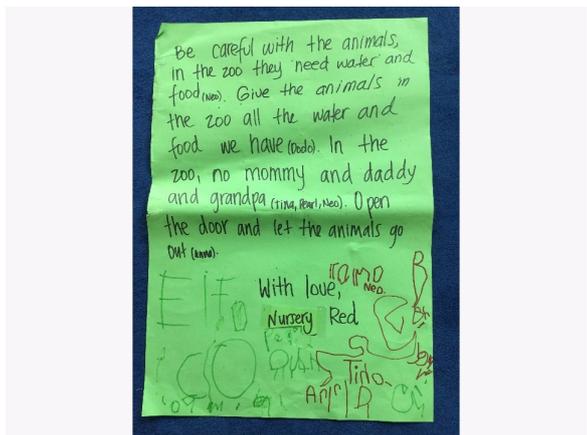
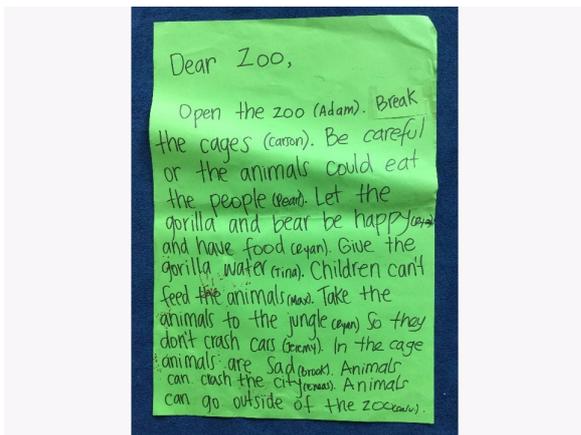
Then, we used a thinking routine called "see-think-wonder" where the children observe photographs and share their thoughts on what they see, what they think, and what it makes them wonder.





As summative assessment for this unit, we read the story "Gorilla" by Anthony Brown, and talked about how the gorillas in the story felt after being in the zoo. Then, we wrote a letter to the Shanghai Zoo. Brooklyn had to collaborate with his ideas, and he said "[in the cage] animals are sad", which demonstrates an awareness of animal rights and needs. He even signed the letter with his name!





We were pleased to see Brooklyn committed in his learning throughout this unit of inquiry, and developing as an inquirer and thinker!

Learning tags:

Attitude - Appreciation

Attitude - Commitment

Concept - Causation

Concept - Form

Concept - Responsibility

Learner Profile - Caring

Learner Profile - Inquirers

Learner Profile - Knowledgeable

Research skills - Collecting data

Research skills - Formulating questions

Research skills - Observing

Research skills - Recording data

Thinking skills - Acquisition of knowledge

Thinking skills - analysis

Thinking skills - Comprehension

Thinking skills - Evaluation

Transdisciplinary Theme - Sharing the Planet

Comments:



Vanessa Lin
13 hours ago

Thanks for the comprehensive write up about Brooklyn. What amazed me is he could understand some of the questions that was being asked even though he couldn't really understand the topic. Thanks for your patience !



Daniela Kemeny
4 minutes ago

:) Lots of great learning opportunities for Brooklyn, which we are happy to share with you!

Story date: 20 Jun 2017. Added by: Daniela Kemeny.