Transdisciplinary Theme:
How We Organize Ourselves – societal decision making

Central Idea:
Weather impacts our daily lives.

A study into (lines of inquiry):
- Tracking the weather (change)
- Clouds and weather (form)
- Weather influences our decisions (causation)

Background:
Throughout the unit, students will read, sing songs, and recite poems about the weather. They will use various sources to collect weather data, and will compare the forecast to the actual weather. Students will observe, compare & contrast clouds - and see their connections to the weather. They will investigate extreme weather happenings. They will look at how weather influences many decisions in our lives (where to live, what to grow, what to wear, what kind of homes to build, playtime, etc.).

Student Final Project:
Students will create a “Weather Wonder” display. Students will demonstrate an understanding of the seasons by representing one season, the weather and cloud formations associated with it, and related outfit/activity choices.

Technology Tie-In:
Students will incorporate computer research by listening to recordings on PebbleGo to research weather topics.
Field Experiences:
Students will travel to an apple orchard to learn about the impact of weather on living things.

Learner Profiles & Attitudes:
By developing their curiosity about what's going on with the weather, students will become more knowledgeable about how weather influences our decisions, and we will notice a commitment to thinking about the weather before deciding what to do or wear. They will enthusiastically collect data about the weather, and inquire about patterns they see, and connections to the clouds.

Key Concepts:
Students will track the weather to observe changes throughout the day, as well as from day to day and season to season. They will investigate the form of the clouds, and how these connect to different weather happenings. They will notice how weather causes us to make different decisions about clothing, activities, etc.

Approaches to Learning:
Students will use their thinking skills when they apply their new knowledge to look at clouds & weather patterns to predict weather; and to make decisions about what to wear or what activities to plan. Students will use their communication skills when they report the weather; record information and observations; and share their findings with their peers.

TRY THIS!
- Make it Rain: You will need: a glass jar, plate, hot water, and ice cubes. Pour about two inches of very hot water into the glass jar. Cover the jar with the plate and wait a few minutes before you start the next step. Put the ice cubes on the plate. What happens? The cold plate causes the moisture in the warm air inside the jar to condense and form water droplets, just like in our atmosphere. Warm, moist air rises and meets colder air. The water vapor condenses and forms precipitation (rain) that falls to the ground.

- Make Fog (low cloud): You will need: a glass jar, a strainer, water, ice cubes. Fill up the jar completely with hot water for about a minute. Pour out almost all the water, but leave about one inch in the jar. Put the strainer over the top of the jar. Place a few (3-4) ice cubes in the strainer. Watch what happens! The cold air from the ice cubes collides with the warm, moist air in the bottle causing the water to condense and form an eerie fog.


PARENTS: Additionally, on the Media Center webpage, for each unit there will be suggested titles for more reading on the topics and ideas in the units. These books are available in the school library.
IB AT HOME

Parents: please fill out any that apply and return to your child’s teacher.

My child is displaying the **learner profiles** from his/her IB unit (knowledgeable, inquirer). Here are some examples:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Here is how my child is showing the IB **attitudes** (curiosity, commitment, enthusiasm):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My child has been demonstrating the **approaches to learning** (thinking, communication) by:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My child has taken **action** (additional investigations, trying to make a difference, reading more about the subject, doing an independent project, teaching others, etc.) regarding this unit. Here’s how:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
IB Elements that Kindergarteners are focusing on during Unit 2/How We Organize Ourselves:

**Approaches to Learning**

**Thinking Skills**
- Acquisition of Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical Thought
  - (thinking about different points of view)
- Metacognition
  - (thinking about how you think and learn)

**Communication Skills**
- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal Communication

**Curiosity**
We are curious about the nature of learning. We also wonder about the world, its people, and cultures.

**Commitment**
We are committed to learning, persevering, and showing self-discipline and responsibility.

**Enthusiasm**
We enjoy learning and willingly put effort into the process.

**Learner Profiles**

**KNOWLEDGEABLE**
I try to learn about a variety of things.
I explore many different ideas. I can tell you about/show you what I've learned. I am interested in issues that have local and global significance.

**INQUIRER**
I ask questions and do research to learn new things.
I like to discover new things about the world. I am enthusiastic and curious. I work to find answers to my questions. I will carry this love of learning throughout my life.

**Key Concepts**

**FORM**
What is it like?
Everything has a form with recognizable features which can be observed, identified, described and categorized.
- What is...?
- What are...?
- What kind of...?
- What is it like?
- What patterns do you see?
- How do you describe...?

**CHANGE**
How does it change?
Change is a process of movement from one state to another; it is universal and inevitable.
- How has ______ changed?
- Can you change a ______ into a ______?
- In which ways has it been changed?
- Can it change back?
- How can you make it change?

**CAUSATION**
Why is it the way it is?
Things do not just happen. There are causal relationships at work and actions have consequences.
- How did this begin?
- What caused this to happen?
- How did _____ lead to _____?
- What influenced...?
- How did _____ affect _____?