



## How the World Works

**Duration:** 5 Weeks

**Unit dates:** 7th Apr 2025 - 16th May 2025

**Subjects:** Arts, English, Mathematics, Social Studies, Science and Technology, PSPE, Spanish

**Grades:** Pre-K

### Planning



#### Transdisciplinary theme

How the world works

#### Transdisciplinary theme focus

- the interaction between the natural world (physical and biological) and human societies
- the natural world and its laws



#### Central idea

The earth provides resources that humans need and rely on.



#### Learner profile attributes

Thinkers, Risk-takers



#### Key concepts

Responsibility, Function, Form



#### Related concepts

#### Subjects

- **Social Studies:** survival, interactions



#### Lines of inquiry

- Why is it important to take care of Earth's resources?
- What do plants give us?

- Where does our water come from?

## Approaches to learning

### Teaching the ATL skills

Thinking Skills

Research Skills

## Prior learning

Students are making observations about signs of spring and discussing what they notice and know about plants.

## Action

Participation

### Action question

Participation

Learning through play What are your wonderings about plants? connecting to the last unit- what did animals need to survive?

## Implementing

### Learning experience library



**If you could be a community helper what would you be and why - draw it or craft**

Erica Sandhagen



**Community Murals: Rural, Urban, Suburban...work in groups to create and share with class.**

Erica Sandhagen



**Find one person in the school and interview them (in small groups); take a picture with the person; ask questions: why are you important in the community? what is your role? what would happen if we didn't have them? [Nurse: Latisha George, Pam, Jen/Liz, Krystie/Daphne]**

Erica Sandhagen



**Interview kids from older grades - "what questions do you have for older kids?" - Book buddies to brainstorm and record questions... (Jamie help)**

Erica Sandhagen

**\*Create a web with yarn to show connection**

Erica Sandhagen

**Writing: Mystery letter of the day during morning meeting, mystery bag (artifacts of things that start with the same letter - they need to decide what letter they all start with)**

Erica Sandhagen

**Math: 1 to 1 correspondence through counting (community helper number write the room) integrated with community ideas, rolled dice, built towers with blocks,**

Erica Sandhagen

**Vet kit**

Erica Sandhagen

**Doctor's office for a center**

Erica Sandhagen

**Begin designing play stations - start with restaurants (brainstorm what you need to make food in a restaurant, Kids came up with how to create a salad idea**

Erica Sandhagen

**Create a 3-D Community - Last day of the week--Begin making small houses (milk cartons from snack or lunch); each child decorates own house with whatever they want.**

Erica Sandhagen

**Field Experience to Uno's Pizzeria**

Erica Sandhagen

**Guest speakers: firemen, doctor, builder, policeman (prep students questions... What do we want to know from these visitors? What do we already know**

Erica Sandhagen

**Question: What is a community? What types of communities are there?**

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**Question: What is a community? What types of communities are there?**

- Explore CLASSROOM community- what makes us a community? Pictures of all the students and teachers in the classroom; create collage.
- Explore SCHOOL community; What makes a school community?

- Walking tour of the building; Facilities Mgmt, office, lunch room, nurse, principal, etc.; discussing the importance of roles in the school community.
- [Who are the people in your neighborhood - Sesame Street](#)
- Build homes - read a book about homes apartment buildings; row homes; tree-houses; etc (put together a portfolio of pictures together of homes around the world) Get natural materials for building in block or art center
- Brain Pop about Community and Homes



**Writing: Mystery letter of the day during morning meeting, mystery bag (artifacts of things that start with the same letter - they need to decide what letter they all start with)**

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**As IB Learners, what will we be able to:**

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**KNOW:** (green is writing, blue is literacy standard)

**As IB Learners, what will we be able to:**

**KNOW:**

**different types of communities (classroom, school, neighborhood, urban, rural) (connection and responsibility)**

**services and resources provided within communities (function)**

**roles and responsibilities of different people in communities (responsibility)**

**UNDERSTAND:**

**communities are networks of individuals and resources that work together**

**DO:**

**name various components of a community (helpers, housing, recreation, etc.)**

**explain how communities work together**



## Learning experiences

Phase 1: Tuning in/Finding Out

Question: What is a community? What types of communities are there?

- Explore CLASSROOM community- what makes us a community? Pictures of all the students and teachers in the classroom; create collage.
- Explore SCHOOL community; What makes a school community?
- Walking tour of the building; Facilities Mgmt, office, lunch room, nurse, principal, etc.; discussing the importance of roles in the school community.
- [Who are the people in your neighborhood - Sesame Street](#)
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## Writing:

### Phase 2: Going Further

- Guest speakers: firemen, doctor, builder, policeman (prep students questions... What do we want to know from these visitors? What do we already know)
- Field Experience to Uno's Pizzeria
- Create a 3-D Community - Last day of the week--Begin making small houses (milk cartons from snack or lunch); each child decorates own house with whatever they want.
- Begin designing play stations - start with restaurants (brainstorm what you need to make food in a restaurant, Kids came up with how to create a salad idea)
- Doctor's office for a center
- Vet kit

**Math:** 1 to 1 correspondence through counting (community helper number write the room) integrated with community ideas, rolled dice, built towers with blocks,

**Writing:** Mystery letter of the day during morning meeting, mystery bag (artifacts of things that start with the same letter - they need to decide what letter they all start with)

### Phase 3: Action

\*Create a web with yarn to show connection

- Interview kids from older grades - "what questions do you have for older kids?" - Book buddies to brainstorm and record questions... (Jamie help)
- Find one person in the school and interview them (in small groups); take a picture with the person; ask questions: why are you important in the community? what is your role? what would happen if we didn't have them? [Nurse: Latisha George, Pam, Jen/Liz, Krystie/Daphne]
- Community Murals: Rural, Urban, Suburban...work in groups to create and share with class.
- If you could be a community helper what would you be and why - draw it or craft

Opportunities for peer and teacher feedback (how are we self-adjusting our learning):

Opportunities to set goals, self assess and self adjust (ATLs):

(Optional) Summative Assessment/Inquiry Projects/Portfolio Submission/Application:

Success Criteria: (could be student generated)

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## Ongoing assessment

### Phase 1: Tuning in/Finding Out

#### Assessment:

Formative assessment: continue adding to the provocation poster

\*The question students ask older kids reflects their understanding of community.

### Phase 2: Going Further

#### Assessment:

**Preassessment:** Ask students what questions to ask the visitors

#### Thinking Routine for guest speaker

I used to think... (about policeman or firefighters)

But now I think...

### Phase 3: Action

\*Tell me about a community and draw it - assesses inquiry point (essential question) what is a community?

The yarn activity will address the connections between communities.

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## Resources

 [Sesame Street: People in Your Neighborhood with Bob](#)

#### Resources:

##### Time:

**People:** Lots of guest speakers, including police officers, dentists, doctors, firefighters, builders (whoever we can get)

**Places:** Field trip to Uno's pizzeria

##### Technologies:

##### Learning Spaces:

**Physical Materials:** (books) My map book, homes book, restaurant book, what is a community, around town, several books about community helpers eg. firefighters, doctors, dentists, vets, policeman, teachers, builders

##### Home Connection:

 [Sesame Street: People in Your Neighborhood with Bob](#)