



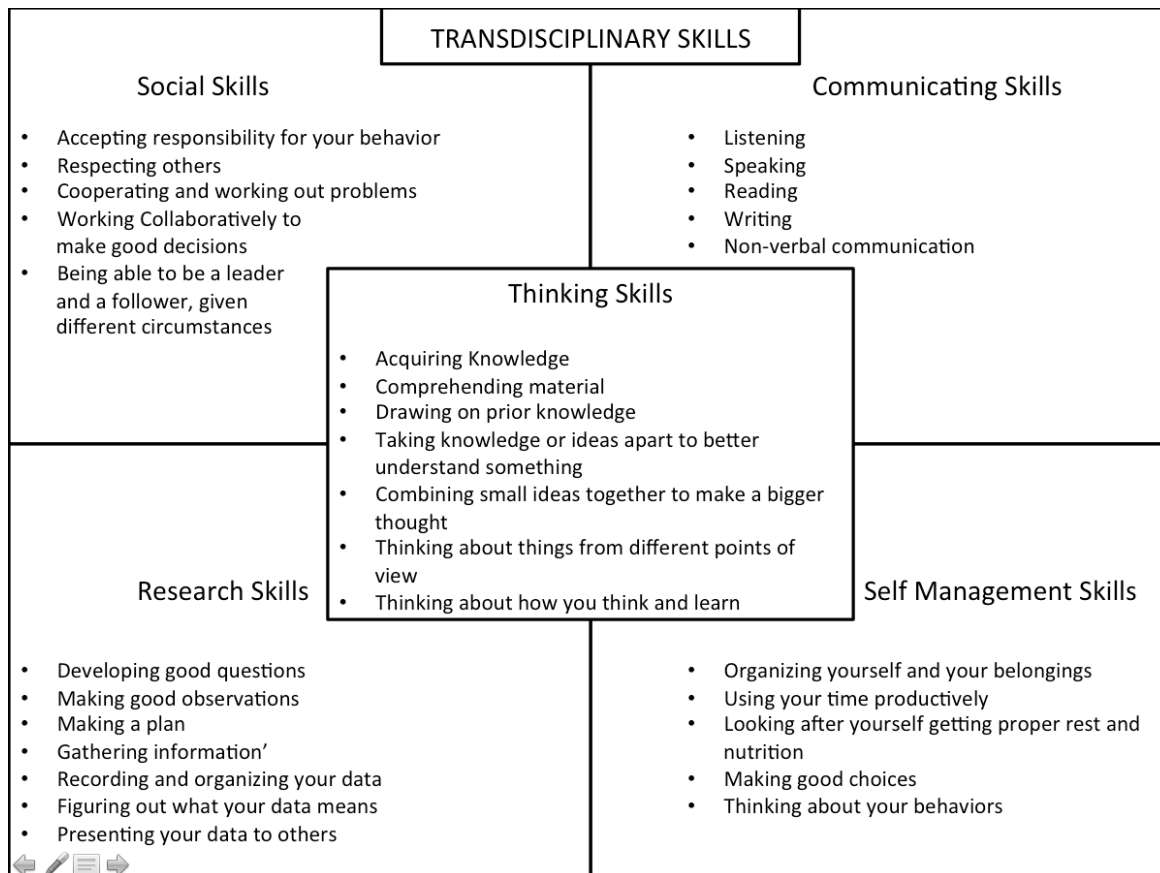
# IB PYP News

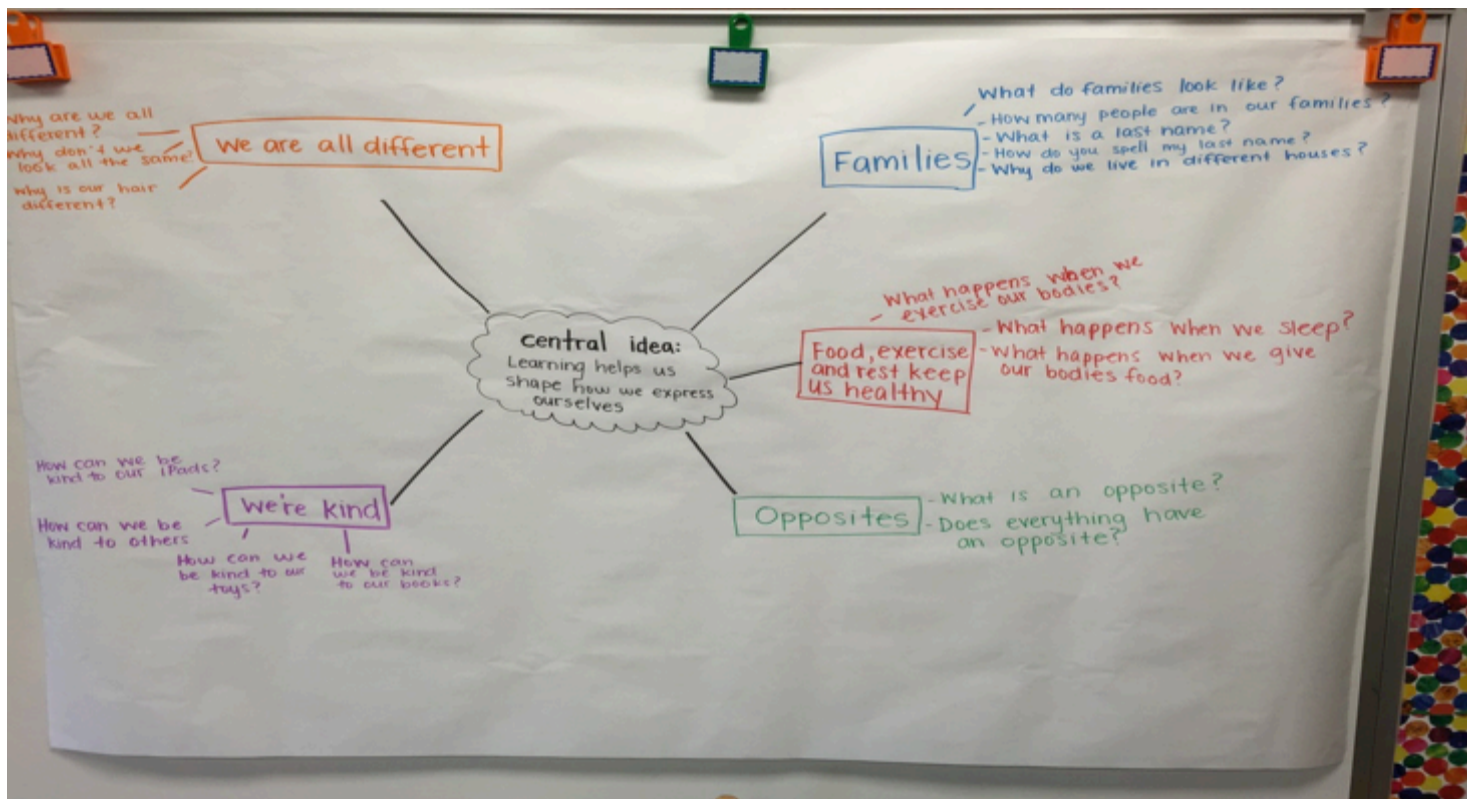
Notre Dame Marist Academy Lower Division, Pontiac, MI

January 9, 2015

## Transdisciplinary Skills

The search for a deeper understanding is at the core of the PYP program. Students acquiring and applying a range of skills complement the construction of meaning. In order to conduct purposeful inquiry and be well prepared for lifelong learning, students' need to master skills beyond those referred to as basic. The PYP suggests the learner acquire and apply the following transdisciplinary Skills: *Social, Thinking, Communication, Self-management, and Research.*





## Grade Unit Review

### **JK – How We Express Ourselves:**

Junior Kindergarten talked about differences. We talked about the color of our skin, hair, and eyes. We talked about how everyone is unique; some people have glasses, other people have freckles, some people have brown hair and others have blue eyes. Everyone is different and those characteristics are what make us special! We used different colors of paint to find what color our skin was. Then JK painted plates to make their faces. Then we used paper to make our hair, eyes, noses, mouths and shirts. In Phases 4 and 5, the JK class will be learning about the Earth, pets, and animals.



### **K – How We Express Ourselves**

Kindergarten were inquirers this phase because they discovered how people express themselves through symbols. Each of the students created symbols of themselves along with their family members. Next unit we will be learning about the ways that families are connected and their responsibilities.





### **1<sup>st</sup> - How We Express Ourselves:**

Our third unit of inquiry, Celebrations, focused on customs, traditions and celebrations around the world. The students enjoyed learning about different customs, traditions and celebrations that take place in different countries, as well as within their own family.

Highlights during this unit included a field trip to Frankenmuth in which the students participated in a scavenger hunt searching for items that represent countries around the world. They also put on a cultural celebration. Each student chose a different country/celebration and presented in to our class. The students brought in food, discussed a celebration and wore clothing representing their selected country/celebration.

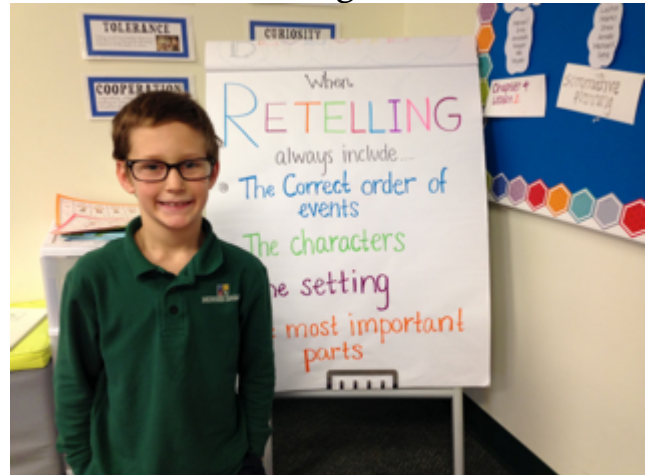
### **2<sup>nd</sup> – How We Express Ourselves: Blah, Blah, Blah.**

The 2nd graders have been learning about different forms of

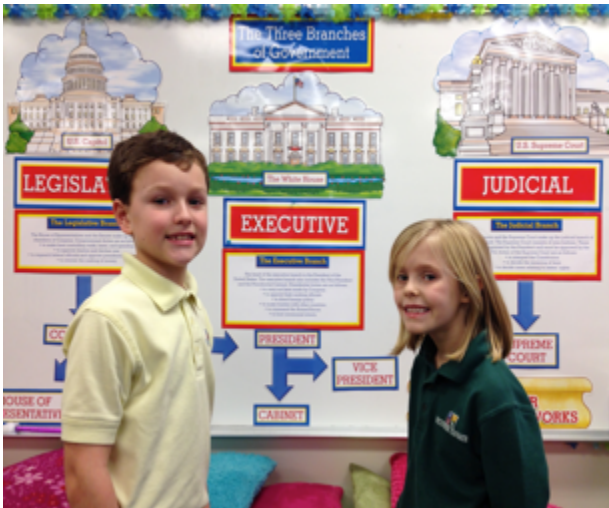
communication. They have also learned about people who helped change our world through communication, such as Helen Keller, Louis Braille and Alexander Graham Bell. The students learned about different languages and welcomed a sign-language instructor into their classroom for a brief lesson.

Other exciting news, the students presented the birth of Jesus through different forms of communication: a play, puppet show, virtual book, drawings and news show. The students worked hard to prepare and were very excited to perform to the school community!

In Phase 4, 2<sup>nd</sup> grade will be learning about leadership within communities, ways communities work, and decision making in communities).







### **3<sup>rd</sup> – How We Organize Ourselves: Systems at Work.**

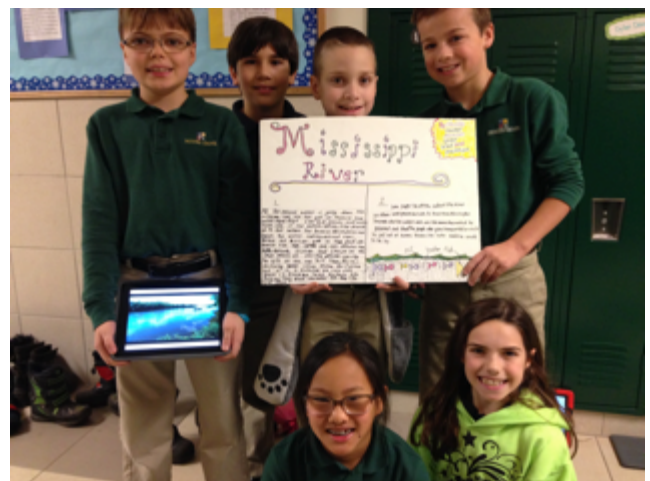
The unit's central idea was "Governments are formed to manage communities and/or societies." Third grade looked at the ways governments are structured, how governments function in a community and/or society, and the way a government is structured so it can function and be organized. The class looked at the difference between state and local governments and how the three branches of government—legislative, executive and judicial—work in our national and state government.

In Phase 4, the 3<sup>rd</sup> grade will be learning about persuasive techniques, evaluating fact and opinion, and communicating ideas.

### **4<sup>th</sup> - Sharing the Planet: Limited Resources... High Demands.**

During Phase 3, the 4<sup>th</sup> graders learned that the planet has resources that are evenly distributed. One way we learned this was through, *The Human Footprint* by Ellen Kirk. Did you know

that, in our lifetime, we will take 28,433 showers? After being amazed at how much waste we produce, in our lifetime, we decided that we needed to do something about it. So, we focused on conservation and how we, as 4<sup>th</sup> graders, could do our part in reducing our waste of land, water and energy. In Science, we focused on recycling, or reusing items that would normally be thrown out. In our Trash to Treasure Activity, we each brought in items that would normally be thrown out and we came up with new uses for them. Some examples include boots becoming planters, tennis ball cartons becoming bird feeders and old soup cans becoming pencil holders! We really enjoyed becoming aware of our own footprints and hope others become aware of theirs too



**5<sup>th</sup> Who We Are-** The 5th graders dissected frogs as part of their summative assessment for Phase three. The dissections will allow the students to compare and contrast the digestive systems of a frog and human. In this unit we connected with our central idea "The functions of systems impact growth." We looked closely at the human digestive system and each organ with it.



### Reading Connections

#### **Reading –Skill of the Phase: *Vocabulary***

Vocabulary development is the ability to understand the meaning of words in both oral and written language. It is important because it encompasses all the words we must know to access our background knowledge, communicate effectively, and learn about new concepts. Students' word knowledge is linked strongly to academic success because students with large vocabularies understand new concepts more quickly. There is a high correlation between word knowledge and comprehension. Reading to your child, frequent conversations, and providing your child with a variety of experiences will help to build your child's vocabulary. Playing word games



at home and introducing “interesting” words will have positive effects on your child’s vocabulary.

Feel free to contact Mrs. Kirk with any reading related questions.

[dkirk@ndpma.org](mailto:dkirk@ndpma.org)

### Spanish Connections Mrs. Rapson

Students learned how people from Spain celebrate Christmas and New year. We are so lucky to have Señorita Carmen. She is our intern from Spain. Senorita explained all about her traditions. Students were surprised about learning that the Three Wise Man bring presents to the kids instead of Santa. It was great to have this perspective to unlock information using our key concepts.

### Phase 3 Assembly on the Trans. Skills

The last assembly of semester one showcased learning in the six specialist classes: art, technology, library, music, P.E., and Spanish (lower and upper elementary). The specialists paired up with different grades to present how the five transdisciplinary skills were used in phase 3.

### Phase 3 IB Award Winners

*Congratulations to the following students for demonstrating one of the Learner Profile Attributes or IB Attitude words throughout Phase 3. These students were recognized at the Phase 3 Assembly.*

<b>Name</b>	<b>Grade</b>	<b>IB Word</b>
<i>Benjamin D.</i>	<i>JK</i>	<i>Inquirer</i>
<i>Steven T.</i>	<i>JK</i>	<i>Thinker</i>
<i>Brendan K.</i>	<i>K</i>	<i>Inquirer</i>
<i>Saddie S.</i>	<i>K</i>	<i>Caring</i>
<i>Madison M.</i>	<i>1</i>	<i>Knowledgeable</i>
<i>Sophia H.</i>	<i>1</i>	<i>Principled</i>
<i>Michael J.</i>	<i>2</i>	<i>Inquirer</i>
<i>Nicholas K</i>	<i>2</i>	<i>Principled</i>
<i>Drew H.</i>	<i>2</i>	<i>Communicator</i>
<i>Nathan B.</i>	<i>3</i>	<i>Knowledgeable</i>
<i>Zach M.</i>	<i>3</i>	<i>Inquirer</i>
<i>Julia H.</i>	<i>4</i>	<i>Knowledgeable</i>
<i>Tommy M.</i>	<i>4</i>	<i>Principled</i>
<i>Byron S.</i>	<i>4</i>	<i>Principled</i>
<i>Vivian W.</i>	<i>4</i>	<i>Caring</i>
<i>Hallie F.</i>	<i>5</i>	<i>Knowledgeable</i>
<i>Kate F.</i>	<i>5</i>	<i>Caring and Principled</i>
<i>Jaimie K.</i>	<i>5</i>	<i>Principled</i>
<i>Addison M.</i>	<i>5</i>	<i>Inquirer</i>