



# IB PYP News

Notre Dame Marist Academy, Lower Division, Pontiac, MI

November 17, 2014

## NDPMA has a Concept-Driven Curriculum

Purposeful and structured inquiry is a powerful vehicle for learning that promotes meaning. It challenges students to engage with ideas. The PYP is committed to a concept-driven curriculum as a means of supporting that inquiry.

The PYP provides a framework for the curriculum that includes eight key concepts. Taken together, they form a powerful curriculum component that inspires the teacher- and/or student-constructed inquiries that lie at the core of the PYP curriculum.

When you walk through the rooms in the Lower Division, you will see the eight key concepts on the walls. Each unit uses three of these which work as windows of understanding to bring a deeper level of knowledge and inspire a desire to do further inquiry.



### Eight Key Concepts:

**Form:** What is it like?

**Function:** How does it work?

**Causation:** Why is it like it is?

**Change:** How is it changing?

**Connection:** How is it connected to other things?

**Perspective:** What are the points of view?

**Responsibility:** What is our responsibility?

**Reflection:** How do we know?

## Phase Two Units Of Inquiries

**Junior Kindergarten** - *Who We Are: Ourselves and Others*. To complete their first unit of inquiry, the students are creating their first written books. The focus is on confidence, independence and growth over time. The books can be found outside the JK classroom.

In Phase 3 the JK class will be learning about family relationships, differences, and nutrition. If you have expertise in these areas of study, please contact Miss Bicknell or Miss Myers.



(Technology Connections) Students used the Human Body app to explore different parts of their body and how to take care of their body. They also used drawing apps to demonstrate what they can use their senses for. Their pictures were incorporated into a class graphic organizer (Popplet).

(Art Connections) Junior Kindergarten looked at patterns we find in the art room and patterns we find in textures. The students looked at various leaf shapes and discussed patterns and colors in the leaves. Students then mixed paint to create different shades of orange, they painted paper and learned how to draw and cut their own leaf shapes using “rainbows” connected together.

**Kindergarten** - Our theme for this phase was *Who We Are*. We used our senses to gain an awareness of our environment. We learned about the Five Senses: sight, taste, touch, smell, and hearing. We did different activities and read many books that focused on each sense. Next unit we will begin learning the different ways we express ideas and feelings. We will also discuss different types of symbols.

(Technology connections) Students used Hello Crayon to draw pictures of their senses which were sorted and added to an online Padlet (<http://padlet.com/lkrankel/ksenses>). They also went on a scavenger hunt to take pictures of items around the class that related to their different senses.

(Art Connections) Kindergarten students discussed what patterns look like and where we find patterns in nature, reading, writing and art. Students discussed how turtles carry our family memories in some Mexican cultures and created texture pattern turtles in conjunction with The Day of the Dead.

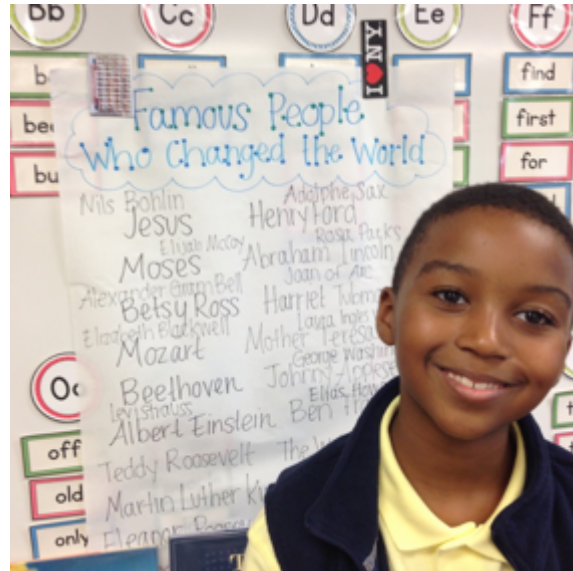




**First Grade – How We Organize Ourselves:** The 1<sup>st</sup> grade class learned about maps and communities during the unit. They learned how to read and make maps, understand cardinal directions and how maps help people find their way around communities. A large focus of the unit was on urban, suburban and rural communities. The students worked in groups to create murals, drew community pictures on their iPad and created 3-dimensional models of urban, rural and suburban communities. The first graders learned about the importance of community workers and went out into our community for an up close and personal visit to the West Bloomfield Fire Department.

(Technology Connections) Students learned about the compass rose, how to find locations on GoogleMaps and how different types of communities look different from the bird's eye view in GoogleMaps. They also learned how to describe the directions to take starting from school to go home.

(Art Connections)- First Grade students learned about vertical and horizontal lines and how we use horizontal and vertical lines to look at maps. Students then looked at images by Mondrian reviewed primary and secondary colors and created pattern paintings with vertical and horizontal lines.



**Second Grade- Where We Are In Place and Time:** Somewhere In Time. The second graders learned about choices and how they can affect our lives and world. The unit focused heavily on historical figures and events. Each student has chosen a historical figure to study. They will create a poster depicting the person and explaining the choices he/she made and how he/she changed our world. The students also constructed time machines in class using craft supplies and show boxes. Three objects that represented the historical person were placed in each time machine. We will wrap up the unit with a visit to Troy Historic Village next month. The students will have the opportunity to spend the morning in an old school house and learn about 19th century lifestyles. (Technology connections) Students learned how to perform safe internet searches using [kidzsearch.com](http://kidzsearch.com). They also learned how to add the Kidzsearch tile to their homepage for easy access. Students created a graphic organizer using pictures and words they found using Kidzsearch.

#### Green School

As part of our green school initiative the 2nd grade made a trip to Riverside Park in Auburn Hills. The Clinton River Watershed organized a park clean up. Second grade had a blast helping the community and cleaning up the local park. Each student was given gloves, bags, and garbage pickers and worked in pairs to pick up trash.

(Art Connections) Second Grade students looked at images of Ancient Asian Ming Vases. Students





learned about symmetry and how vases were created for specific uses and decorated. Students created vases learning how to cut the vases symmetrically and add symbolic decoration.

(Spanish Connections) Second grade experienced cultural enhancement by doing a virtual trip to **Bolivia**. A language connection was made through examining Bolivian literature.

**Third Grade - *Where We Are In Place and Time:***

Students completed personal timelines and worked on graphic organizers to help them make connections between the geography and history of Michigan.

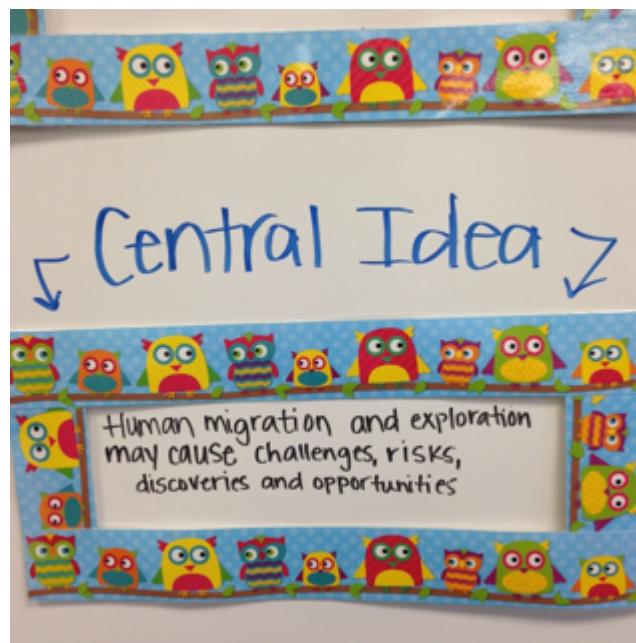
In Phase 3, third grade will be comparing and contrasting the United States Government with other governments of the world.



(Technology Connections) Students researched Steve Jobs and the impact he has had on our lives. They used the Trading Card app to document the information they learned about Jobs. Students also created a timeline of Apple Products using the Popplet app. They were directed to a website which included a timeline of Apple products including name and date released. Students were instructed to create a graphic organizer in Popplet using the information they found on the website.

(Art Connections) Third Grade students discussed timelines comparing Ancient Egyptians timelines to early Christian timelines. Students then looked at how Ancient Egyptians viewed afterlife and how Christians believe in the afterlife as being with God in Heaven. Students created Egyptian Canopic Jars using paper mache`.

(Spanish Connections)- Students made connections by traveling virtually to Argentina on their ipads. Students compared and contrasted the Argentinian culture with that of their own.



**Fourth Grade- *Sharing the Planet.*** During phase two, the Fourth graders learned about immigration and why people left their homelands and settled in the United States and other countries. We also discussed the risks, challenges, discoveries and opportunities that immigrants faced on their journeys. Students walked in immigrants' shoes, and took on the identity of a new cultural group, during their journey from their homeland to the United States of America. They experienced the challenges and risks involved when families moved to an entirely new country, with only a suitcase and a head filled with dreams. They "visited" Ellis Island and experienced the lengthy process of becoming an American. Students discovered numerous opportunities that evolved from the



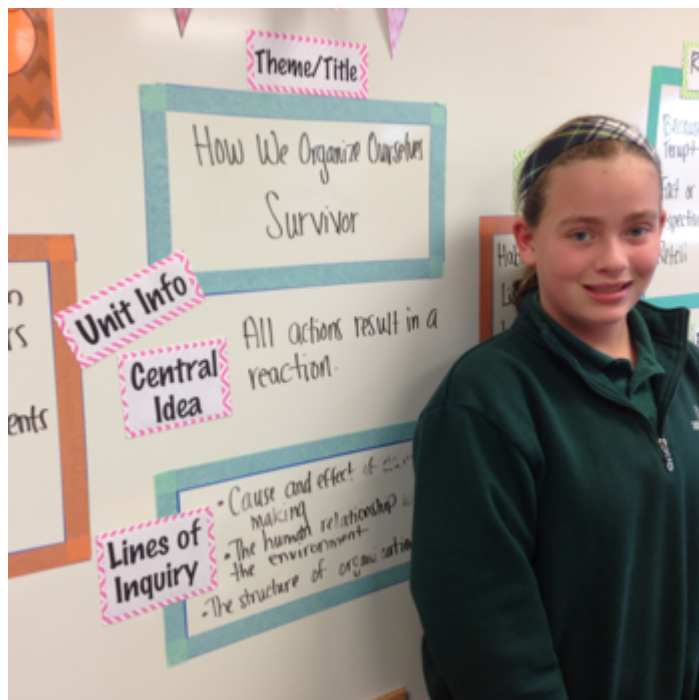
choice of uprooting and coming to the United States and compared their experiences to other groups' experiences.

Students enjoyed a week full of activities based on immigration, into the United States. They were placed into cultural groups (either Irish, German, Italian or Japanese), researched their culture's decision to leave, decided what to bring on their journey, experienced an Ellis Island interview (Mrs. Dugan and Miss Coldren looked at their basic health and interviewed them), and ultimately compared their new life to the lives of other cultural groups that settled in the United States.

(Technology connections) Students in fourth grade created books using the Book Creator app. They incorporated pictures made in Drawing Pad and saved from the internet and presented their books to their class.

(Art Connections) Students discussed how many ancient African cultures travelled around to follow migrating animal herds. Some of these cultures carried identity masks while travelling to inform other people that they were friendly. Students looked at replicas of African Masks and created their own masks.

(Spanish Connections)- Students made connections by illustrating a famous Hispanic person. They also learned Spanish words which increased their vocabulary and helped them to better understand Hispanic culture.



**Fifth Grade** - In this phase the 5th grade focused on the central idea "All actions result in a reaction." This unit was titled "Survivor" and fell under the theme *How We Organize Ourselves*. Within our summative assessment, the students made a change to an animals existing environment. They then created adaptations for the animals to be able to survive in their new environment. This helped them gain a better understanding of survival of the fittest.

(Technology connections) Students worked in groups to research the evolution of a given type of technology (cars, TV's, game consoles, PC's). Each group created iMovie trailers to demonstrate what they learned about their topic and incorporated content created in PicCollage, Keynote and Drawing Pad. Students also created Stop Motion Videos to demonstrate animal adaptations.



(Art connections) Fifth Graders learned about foreshortening by creating foreshortened self-portraits. Students looked at foreground, middle ground, and background in landscapes and experimented with mixing colors to create surreal landscapes.

(Spanish Connections) Students connected with the theme by researching a famous Hispanic person and presenting a written and oral report. The students used symbols and objects to reinforce cultural values and societal norms.

### Note from the Music Room:-

Students are continuing to work very hard in music class. This phase, fourth grade learned about the origin and history of blues and jazz music. Students wrote their own blues lyrics and learned how to accompany themselves on xylophones using the 12 bar blues. Fourth grade also learned about different rhythms, such as the Charleston, the tailgate, and the shuffle, typically found in these two genres. First, second, and third graders also focused on rhythm during phase two. Students are becoming more and more familiar with the different symbols used to represent rhythm and their values. All students are continuing to grow as musicians by performing,

listening, and creating music. Phase 3 will bring many exciting musical opportunities as well. Please mark your calendars for the **Christmas Concert on December 17<sup>th</sup> at 7:00pm** in the **UD/MD Cafeteria!**

**Physical Education News-** In physical education classes, we are finishing up our volleyball unit. In the JK, K, and first grade classes, the students are learning the basic concepts of the game and learning how to serve and return serves. They are playing little games with the skills and getting a grasp of how the game is played. The second through fifth graders started with the basic rules and learned how to bump and set. They then worked on serving and hitting. Once they had a basic understanding of the skills and rules, we moved on to actually playing games of volleyball. They seem to be having a lot of fun with it. Those kids who play on the volleyball team are helping some of the novices with technique as well. Now that we have completed baseball/softball, football, and volleyball, our next sport to take on is lacrosse.





## Library Connections



### GREAT ESTIMATIONS!

During the last week in October, NDMA students were "treated" to a Halloween-related contest in the Library. On display in the Library were two identical glass jars - one half-filled and the other filled to the top with candy corn. Students were invited to tap into their estimating skills and guess how many pieces of candy corn were in the jar filled to the top. In order to help with their estimating, students were provided with a hint: the half-filled jar had 365 pieces of candy corn in it.



Congratulations go out to fifth-grader Lee Lindsey who guessed the exact number of candy corn pieces in the full jar - 777! Lee was awarded the full jar of candy corn to share with his fellow grateful fifth-graders in Mrs. Wrobel's class. Kudos also go out to fifth-grader Khalila Simon who came up with the next closest estimate - 780 - off by only three pieces! Khalila was prized the half-full jar of candy corn to share with more grateful fifth-graders - those in Miss McLaughlin's class!

Mrs Braverman ☐

## Reading Connections

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

Comprehension is the ability to understand what is read. When you are reading with your child, think aloud about the images you see or the questions that may arise. That means explaining the ideas, pictures, questions, and connections that go through your mind as you read a passage. Providing your child with a variety of experiences will increase their vocabulary, resulting in better comprehension of text. For example, a child who has been to



an aquarium will have the background knowledge to better understand a nonfiction text about ocean animals. Rich language and good conversation about books will ensure that your child develops good comprehension skills.

Feel free to contact Mrs. Kirk with any reading related questions. [dkirk@ndpma.org](mailto:dkirk@ndpma.org)

## ***Action: Make It Matter Day***

On October 26, the Lower Division joined forces with the Middle and Upper Divisions at the Pontiac Campus to celebrate “Make It Matter Day.” The morning started off with an all-school Mass followed by project making, lunch and play time.

Items were made for different causes within the community. Each class decided on what they wanted to create and for whom. The list below details what each class made.



JK/K	Made pictures for “Meals On Wheels” and planted flowers at the Heartland Senior home.
1 <sup>st</sup>	Made birthday cards and crowns for residents of Grace Center of Hope
2 <sup>nd</sup>	Created craft Bags for children at St. Joseph Hospital in Pontiac
3 <sup>rd</sup>	Made cards for Seniors at Auburn Hills Community Center.
4 <sup>th</sup>	Assembled Dog toys for the Michigan Humane Society.
5 <sup>th</sup>	Made supply kits for several Pontiac Public Schools.

