



April 14, 2011

Dear Grade Two Parents,

Our current PYP Unit of Inquiry is called "Grow Up!" and our Central Idea is:

"Growth and development of living things involves a delicate balance that can be altered."

The students are inquiring into:

1. the characteristics of a variety of animals and their life stages
2. animal life cycles (physical and behavioural)
3. animals (including humans) use of the environment
4. factors that prevent animals from moving from one life cycle stage to another

The students begin this unit by exploring the characteristics of different animals. In small groups, the students complete a Knowledge Chart for each of the animal classification groups. The students identify and record their existing knowledge and questions they have about their animal group. After reading and researching websites in ICT about their specific classification group, the students identify further topics for research and present their information to the class. Following this work, students choose an animal from one of the classification groups and research its life cycle. The skills focused on are formulating research questions and identifying and recording relevant information using jot notes and paragraph form. During this research, students will also have the opportunity to observe live animals in the classroom (butterfly) and to learn what it needs, to move through its life cycle stages.

Activities from the Patterning and Algebra strand of the Mathematics programme will be integrated into this Unit of Inquiry. The concept of repeating patterns will be linked to animal life cycles and the students will compare the life cycles of each animal classification group to investigate how the patterns change.

The summative assessment task for this unit will be divided into two parts. The first part will involve the students predicting and identifying animals at different life cycle stages. The second part will involve each student representing the life cycle of the animal researched through creative movement. Students will be given class time to prepare and practice their performance. Assistance from parents could come in the form of providing practice time at home and helping students to find an appropriate piece of music to play during their performances. This presentation should be no more than two minutes in length. Students will write the due date for their performances in their agendas. More detailed information about this activity will follow as our unit progresses.

Thank you for your continued support of our programme. If you have any questions, please do not hesitate to contact me through the agenda or email at bhuggins@elmwood.ca.

Sincerely,

Brenda Huggins
Grade Two Teacher