

# IB INQUIRER

**How do I know what my child is working on in his/her IB unit?**

Charter Oak students work on six IB units every year. At the start of each unit, students bring home a copy of the *IB Inquirer*. This newsletter helps to explain the subject area content for the unit, and the IB elements that will be focused on during the unit. The *IB Inquirer* has 4 pages. Here is an explanation of the page content. **Check out the red boxes for family activities.**



For any questions, please contact:  
Kirsten Sanderson, IB Coordinator  
Kirsten\_sanderson@whps.org; (860) 233-8506,

The **Transdisciplinary Theme** is one of the 6 IB themes students are required to study in each grade level.

The **Central Idea** is determined by the teachers. It's the focus for the unit.

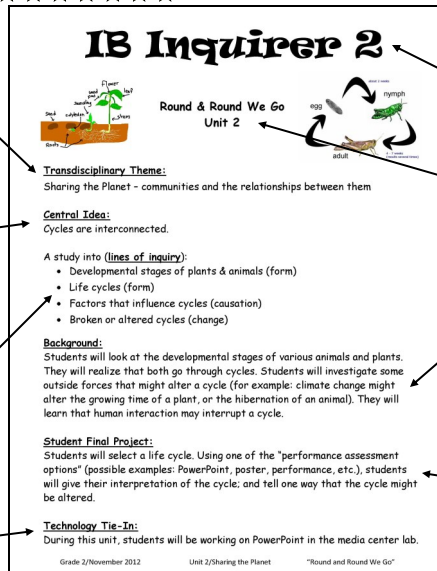
The **Lines of Inquiry** break the Central Idea into workable parts. These parts connect to the **Key Concepts**, which help deepen the focus of IB learning.

The **Technology Tie-in** explains how technology will be used by students during the unit.

The **Learner Profiles & Attitudes** section explains which of the elements will be integrated into the unit—and how.

**Approaches to Learning** (formerly called **Transdisciplinary Skills**) lists the skills that students will work on during the unit, and how they will use them.

We include a **website(s)** that families can explore together. And, we always invite parents to check out **library books** about the unit topic for shared reading at home.

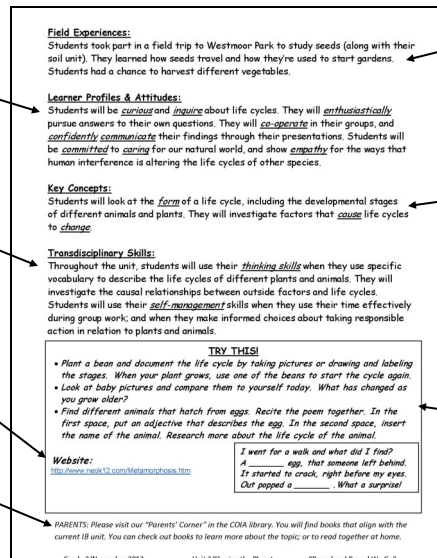


The masthead tells you the **grade level**. This *IB Inquirer* is for **Grade 2**.

This section tells you the **title** of the unit, and which **unit number** it is (1-6).

The **background** section explains the subject area content that students will be studying in the unit.

The **Student Final Project** is the summative assessment. Students complete a task by applying their learning to a new situation.



This section lists any **guest speakers**, **field trips**, **videoconferences** or **special events** included in the unit.

This section explains which of the IB **Key Concepts** will be highlighted in the unit, and how they will be incorporated.

**TRY THIS!** This box always contains activities, associated with the unit topic, that families can do together at home. Do some with your children, and have them come back to school and share what they did!





# IB AT HOME

Name \_\_\_\_\_

Teacher \_\_\_\_\_

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 (caring, inquirers, communicators). Here are some examples:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My child has been demonstrating the **skills** (thinking, self-management) 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:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grade 2/November 2012

Unit 2/Sharing the Planet

"Round and Round We Go"

## We need your help:

This section can be filled out at home and returned to your child's teacher. We are asking you to look for evidence that your child is being an IB student at home. Students who return these sheets are highlighted at school assemblies, and receive an IB bracelet in recognition of being an IB learner in and out of school.

When you're watching to see if your child is displaying the *learner profiles* or *attitudes*, it does **not** have to be related to the unit content. For example: a child might be **inquiring** about life cycles in school, and doing independent research on stars at home. Another child might be **confident** about asking questions in school, and confident about singing in the choir at church. Children might take different *approaches to learning*. At school, your child might be applying his **thinking skills** to solve a math problem. At home, he might be **thinking** of a solution to getting his chores done on time. Another child might be learning **self-management** at school by keeping her desk organized. At home, she might be learning to get herself up by using an alarm clock.

**ACTION:** IB students should always be applying their learning to new situations. This section asks if your child has done any independent work on the topic that **is** being studied at school. If your child is studying life cycles, did he/she read more, do a project at home, teach you something they learned, investigate a different life cycle, watch tadpoles at the pond turn into frogs, etc.?

IB Elements that Grade 2 students are focusing on during Unit 2/Sharing the Planet:

Transdisciplinary Skills	<p><b>Thinking Skills</b> Application of Knowledge Comprehension Analysis Synthesis Evaluation Subjectual Thought (Interpretation, reflection, and action)</p>	<p><b>Self-Management Skills</b> Group Worker Skills Time Management Personal Safety Healthy Lifestyle Codes of Behavior Resolving Conflicts</p>	
	<p><b>Curiosity</b> We are curious about the nature of learning. We also wonder about the world, its people, and cultures.</p>	<p><b>Empathy</b> We put ourselves in someone else's place in order to understand their thoughts, emotions, and emotions.</p>	
Attitudes	<p><b>Enthusiasm</b> We enjoy learning and always put effort into the process.</p>	<p><b>Commitment</b> We are committed to learning, participating, and always self-organizing and responsibility.</p>	
Learner Profiles	<p><b>CARING</b> I help others and am nice. I care for other people and be sensitive to their needs. I try to take care of the environment.</p>	<p><b>INQUIRER</b> I ask questions and discover new things. I like to learn and discover new things about the world. I am curious. I work to find answers to my questions. I will keep this fun learning with me throughout life.</p>	
Key Concepts	<p><b>CAUSATION</b> Why is it the way it is? Things do not just happen: there are causal relationships of which we can have consequences. How did this begin? What caused this to happen? How did ... lead to ...? What influenced ...? How did ... affect ...?</p>	<p><b>FORM</b> 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 we see? How do you describe ...?</p>	<p><b>CHANGE</b> How does it change? Change is a process of movement from one state to another in a particular direction. How has ... changed? Can you change a ... into a ...? In which ways has ... changed? Can it change back? How can you make it change?</p>

## The IB Elements

On this page, we tell you which elements your child is focusing on in this unit, along with a description of each one. You can use this to help fill out the *IB At Home* sheet.

The IB Elements include **knowledge**, which is what your child learns every day. They also include:

**Approaches to Learning**—(formerly called "Transdisciplinary Skills") Students are expected to use a variety of approaches to their learning.

**Attitudes**—Students are expected to display positive attitudes towards people, the environment and learning.

**The Learner Profiles**—Students are expected to demonstrate growth as internationally-minded students by exhibiting the learner profiles.

**Key Concepts**—Students are expected to ask questions based on 8 key concepts.

