**Inquiry Investigation:**

**Look Again!**

**When we change our perspective, what do we see?**

Jessica Powers

Kindergarten

Elizabeth Barrett School

[**Key Understandings:**](http://wiki.rockyview.ab.ca/index.php/Key_Understandings)

* Perspective affects our understanding
* When we change our perspective we see things differently
* Photography can be used as a lens to seeing things in a new way
* Nature can be our teacher
* Rigor is needed in order to create a published book
* The skills and expertise from experts can be applied directly to our work
* Learning to be reflective of our work and strive for our best

[**Essential Questions:**](http://wiki.rockyview.ab.ca/index.php/Essential_Questions)

How does changing our perspective change how we see things?

How can we use photography to show perspective?

How does perspective differ from person to person?

How can we show the beauty of nature from different perspectives?

\* Indicates collaboration part of the project with High School students.

[**Learning Plan:**](http://wiki.rockyview.ab.ca/index.php/Learning_plan)

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Goal**  What sequence of teaching and learning experiences will equip the students to develop and demonstrate the desired understandings? | **Description**  What work will the students undertake to meet the learning goal. | **UDL Strategies**  Before developing the UDL strategies review the [“Learner Profile”](http://wiki.rockyview.ab.ca/index.php/Learner_Profiles) of your class to determine the needs of your students.    How will students show what they know? (Multiple Means of Expression)    How will you ensure that all students are able to access the resources?  (Multiple Means of Representation)    How do you allow for students to have choice?  (Multiple Means of Engagement) | **Balanced Assessment**  What Conversations, Observations and Products are you going to collect to gauge learning and inform instructional design? |
| Photo expert visits class (Peter Bouvier) to teach about photography elements | Students will learn about basic photography elements | Smartboard presentation, open question period,  Review of key points following presentation | Observations of information offered in discussions |
| Consolidation of learned knowledge | Photo Tips Booklet | Student made photo tips books.  Option to create electronically. Writing(invented spelling, copying, scribing to allow for all learners) | booklet |
| Practise with cameras in the school | Become familiar with camera parts and practice shooting with key points from Mr. Bouvier presentation in mind. Adult facilitated. | Facilitated with opportunities for individual experimentation within the school.  (as a centre) | Photos taken. |
| Exploration of Tana Hobin photography books to develop an understanding of the importance of photo books | Examine photo books and create a comparison venn diagram with concept books with words | -contributions to venn diagram | -Venn diagram made by class, discussion, conversations |
| \*Building a Relationship | Introductions and dialogue surrounding getting to know each other.  Partners- 1 K student with 1 HS student, in groups totaling 6(3 and 3) | All students will have the same set of guiding questions but will have choice as to representation of their final product (venn diagram, presentation to class, use of pic collage, short video, or other) | Are able to determine at least 3 things they have in common with their partner.  Observations of interactions. |
| \*Introduction to Photography | Groups of 6 will reconvene. Expectations for behavior will be discussed.  Going to Cochrane Ranche to choose location for weekly photo sessions. | Creating some way of directing a person to the group photo location( draw a map, written directions, pictures of landmarks, short video of 30 seconds, or other).  Must include several picture of the ‘subject’. | Able to provide a clear way to direct another person to the chosen location(rubric criteria)  Observations |
| Rubric development for selecting good photos  (Expert – Mr. Bouvier to provide insight) | -Recall of information from Mr. Bouvier’s initial visit. Mr. Bouvier return visit to elaborate on photo selection.  -Weekly review of photos taken using the rubric to self evaluate their work | As a group students will help to create the rubric using their language.  This rubric will be used for all future photo editing/selections each week following the weekly walk. | One on one consultation each week with the rubric and the students’ photos will allow teacher to guage their application of the rubric information. |
| \*Photography and Evaluation of Photos  Next 5 sessions  (each begin with an ‘ice breaker’ activity eg. Sharing of photo collection, game, etc) | Groups will return to chosen location to take photographs. While taking photographs the high school students will follow guiding questions to elicit information about the K child’s motivation that day and focus for the photos.  Evaluation of the photos based on the rubric created by the K class. Sorting of photos to remove poor quality photos.  Keeper photos in google doc for each K student.  Begin graphing number of photos taken and repeat each week. | K – bar graph with stickers, create with unfix blocks, paper chain, paper clips.  HS- representation of kept photos(collage, website, online visual, other)  - record data of interactions | K- observation of photos takes, interactions, and group work  HS- creating a weekly representation of photos kept for that week. Record data for total photos taken that week vs those that were kept.  -recording anecdotal observations of dialogue with K students  -self-reflection |
| Perspective Exploration  Expert (Sherri Rinkel-Mackay)  Sketching | -presentation of various photos from different perspectives  -practise taking photos from different perspectives and applying it to photo shoots  Expert- Sherri Rinkel-Mackay to speak on perspective on animals and how they see the world  - connection of perspective to sketching | - each group works together to demonstrate their knowledge through their photographs  -students get opportunity to examine skulls and eye placement to gain an appreciation of animal perspective  - multiple skulls, and objects to sketch,  -begin with simple top and side view sketching of a cup and progress to ‘seeing’ and observational sketching; | -dialogue during weekly editing/selection process  -observation, dialogue  -sketch books, observations, conversations |
| Understanding of book layout and publishing  through expert presentation (Jack Tenant/Stasia Neil) | - students will be a part of a session by experts outlining important features of book layout | -students will have a chance to apply what they have learned about layout through the creation of their own page of the book(background colour, borders, size, arrangement, etc) | -conversations and dialogue during the planning of their layout design  -final layout of page |
| Selection of Final Photos | Based on the rubric, students will narrow down top choices from each week to a final top 8 that represent their best photos from a variety of perspectives. |  | -K- able to articulate good photography elements  - HS- display of work, facilitation of discussion |
| Artist Statements | HS student will follow guiding questions to record an artist statement for the K student’s photo for display at gallery. | Text to speech, hand written, typed, etc. | Observation  Final written document. |
| Sight | Exploration of perspective without sight.  Taking part in various activities that lead to greater understanding of life without sight. Other senses, Braille. Understanding work of the organization, Seva. | Sight deprived activities include physical education, every day basics, exploration of photo sight without the ability to see it. | Journal entries, conversations, dramatic play |
| Financial Literacy | Identification of coins, sorting of coins, understanding of value of money, | Independence, vs one on one support, | Observations, photo evidence, journal entries |
| \*Celebration of Learning | Combined celebration of learning with K and HS.  K- gallery of photographs, sale of photo book, sale of cookies and juice (proceeds going to Seva)  HS- display of their data and weekly representations, help with sale of items. | Presentation of information and ability to share information and learning journey. | -Self-reflection |

**Develop Criteria/Rubrics for Assessment:**

[**Resources:**](http://wiki.rockyview.ab.ca/index.php/Resources)

What learning resources will address the needs of all students?

* Experts: Peter Bouvier, Jack Tenant, Stasia Neil, JoAnne Howard, Sherri Rinkel-Mackay
* Stephanie Colling
* Tana Hobin series of photography books
* Tim Fitzharris photographs
* Various photo books - grade 2 Glenbow, The Flood, etc.
* Seva
* Barry Allen
* Braille websites (ie CNIB)

[**Curriculum / Curricular Outcomes:**](http://wiki.rockyview.ab.ca/index.php/Curricular_Outcomes)

Record the General Outcomes mapped into the Key Understandings addressed by the inquiry.

\*See highlighted Kindergarten Curriculum document for curricular links. Many of these are found below.

**Kindergarten Curriculum Outcomes**

Early Literacy

Many of the listening, speaking, reading, writing and viewing learning objectives will be a focus during the project.

Citizenship and Identity K.2

* GLE:I Belong The child demonstrates and understanding and appreciation of the characteristics and interests that unite members of communities and groups
* SLE: appreciates how their participation in his or her communities affects their sense of belonging(appreciates the impact that group members have on each other, demonstrates respect for the diverse ways individuals cooperate, work and play together),
* GLE The child uses materials in the environment and community and becomes aware of how others use materials.

SLE: begins to use some technology appropriately in learning activities and to communicate with others

Early Numeracy

* GLE: Develops number sense
* SLE: says the number sequence 1 to 10 by 1s, starting anywhere

from 1 to 10 and from 10 to 1; subitizes (recognize at a glance) and names familiar arrangements of 1 to 5 objects or dots, relates a numeral, 1 to 10, to its respective quantity. represents and describes numbers

2 to 10, concretely and pictorially, compares quantities 1 to 10, using one- to-one correspondence.

* GLE: Uses patterns to describe the world and to solve problems
* SLE: sorts a set of objects based on a single attribute, and

explains the sorting rule

Personal and Social Responsibility

* GLE: The child contributes to group activitie
* SLE: listens, takes turns, works cooperatively, offers and accepts help

21 Century Learning Skills:

- self-directed learning

- communication

- critical thinking

- collaboration

- information and media literate

- financial literacy