# Trackside News

Quarter 2 IB Newsletter

## Coordinator's Corner



Primary Years Programme

# PARENT PACK

## Frequently asked questions about the Primary Years Programme

### What is the Primary Years Programme?

The PYP is a curriculum framework for young learners aged 3–12. Like all International Baccalaureate (IB) programmes, the IB learner profile permeates all facets of school life in the PYP.

The PYP is based on the recognition of a child's natural curiosity, creativity and ability to reflect. It generates a stimulating, challenging learning environment to nurture the whole child and foster a lifelong love of learning for all. The PYP is transdisciplinary, meaning students learn across subject areas while inquiring into big ideas.

### Does the PYP have a specific set of standards?

The IB standards offer rigorous guidelines that allow for school and classroom practices to align with the IB educational philosophy and values. The PYP is a framework for schools and their approach to learning and teaching. Students explore significant concepts through units of inquiry. The six transdisciplinary themes that guide units of inquiry in each school year* are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

**Students aged 3 to 6 engage in four themes per year.*

Units of inquiry authentically interweave ideas and skills from the relevant subject areas:

- language
- social studies
- mathematics
- arts
- science
- personal, social and physical education

This approach encourages students to make their own connections between what they know and how it relates to the world around them.

The school outlines its specific knowledge content and academic curriculum within the framework of the PYP including:

- Knowledge content organized by the transdisciplinary themes. Each school decides specific concepts and topics studied through each theme based on their local context.
- Approaches to learning skills aimed to help students become independent, self-motivated learners.
- Action initiated by learners that is authentic, meaningful, mindful, responsible and responsive of their learning and the world they live in.



### What are the advantages of an IB education?

- IB students develop a sense of the world around them and their responsibility to it. (See "What is an IB Education?")
- IB World Schools (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- IB approaches to learning and teaching are research-based and draw from the best educational practices from around the world.
- IB teachers are required to participate in many professional development opportunities to continually improve their awareness of current educational practices and new thinking by connecting with the global IB community.
- IB programmes are recognized internationally and ease the educational transitions of mobile students so that their education is not adversely affected if their families relocate.

### Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at www.ibo.org.

### Are IB programmes considered, "gifted", programmes?

The PYP is implemented schoolwide and adapted by teachers to meet the learning needs of all students. All PYP teachers are required to participate in collaborative planning and reflection to meet those needs, and to foster a holistic approach to education. A growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

### Have studies been done on the impact of the PYP?

The IB places great value on external validation of its programmes, curriculums and professional development. A recent Global International Schools' Assessment study found that PYP students outperformed non-IB students in mathematics, reading and writing. Additional studies on programme impact, quality assurance, programme development and assessment research are available at www.ibo.org/research.

### When do students start and finish the PYP? When do they transition to the MYP?

The PYP is designed for students aged 3–12 (preschool and primary grades). The MYP spans students aged 11–16, and the Diploma Programme (DP) and Career-related Programme (CP) is for the last two years of high school, students aged 16–19.

### Do IB teachers receive special training?

All PYP teachers receive professional development in IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the PYP.

### What is my role in the PYP? How can I learn more about the IB and PYP?

Parents and caregivers are important members of the PYP learning community. All members of the learning community from the youngest learners to school leaders to parents, educators and beyond, have a responsibility to be guided by the IB and the learner profile attributes. To learn more:

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's PYP coordinator
- Speak with your child's PYP classroom teacher
- Speak with your child
- Explore the PYP Playlist - International Baccalaureate®

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# *Phillippi IB Garden*



Our garden is officially ready to go! A huge thank you to the Do-Dads for delivering 3.5 yards of fresh topsoil for our raised garden beds, and to Ms. Noble for the beautiful new grade-level signs that really make the garden pop! As an IB World School, we aim to help our students understand the world around them, and the Phillippi IB Garden is the perfect space for both students and plants to grow and learn.

As spring approaches, we're excited to see new life sprouting in the garden. Each grade level has chosen a vegetable to grow. Students will start the seeds in the classroom before transplanting them into their designated garden beds. Along the way, they will learn about the plant life cycle and what plants need to thrive. They're taking on the responsibility of nurturing the plants and ensuring they have what they need to grow.

As we move into spring, we look forward to seeing pollinators visit the garden, helping to continue the life cycle by germinating nearby flowering plants. We can't wait to watch this garden flourish and become even more beautiful!

# Phillippi IB Garden

# PICK-A-PICKET

We have a little garden
A garden of our own.
And everyday we water there
The seeds that we've sown.
We've watched our seeds sprout
And grow big and tall
Learning about the plant life cycle
Has been the best gift of all!

## KEEP YOUR PICKET UP- $5.00

## PURCHASE A NEW PICKET - $10.00



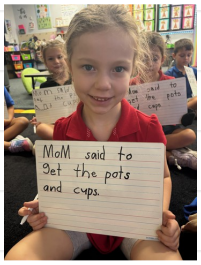
SCAN ME

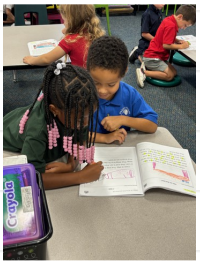


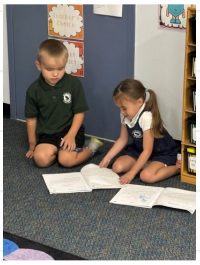

**Purchase a Picket or Save Your Picket**

## *Kindergarten*

Our second IB Unit kept us busy reading! The focus of this unit is H**ow We Express Ourselves**. The central idea was: *through experiences and responsibilities characters learn to express themselves.* Each time we read a story we practiced “turn and talks.” We discussed the characters, sequence of events and lessons learned from a book. We compared characters and identified with their feelings. We made connections with different characters. We learned that choices impact a character’s experiences. We are learning to be open minded and communicate our opinions. We did partner reading and shared our writing with friends. Each week we have an opportunity to visit Ms. Donna in the library. She shares a story with us, and we make our own book selections. This is an exciting time of year for emerging kindergarten readers!





## First Grade

Our inquisitive first-graders have enjoyed our unit on **How We Express Ourselves**. Our central idea of this unit has focused on how culture guides how people communicate. All our first graders had the opportunity to sample many different cultures with our Holidays around the World celebration! Each first-grade teacher chose a country to represent, Mexico, England, Australia, Italy, Netherlands, Germany, and Israel. Each student had the opportunity to visit each country, learn about the culture's celebration of the holidays, and create a take home keepsake to remember the experience. It was a priceless experience for students to learn more about other cultures and traditions. It allowed for students to see first-hand how symbols, art, music, and stories are foundational to all cultures.

Our second IB unit was **Where We Are in Place and Time**. This unit's central idea is how changes over time influence connections and improve civilization. Students were incredibly excited to read and learn about how technology makes a difference in our lives in so many ways. We extended this thinking to a variety of jobs and professions. The ideas we came up with seemed endless. We made connections to our own homes and places we travel utilizing technology for navigating locations. Then we had students apply their new knowledge of navigating roads to create their own maps. We compared and analyzed the images of our created maps to those that technology provided and found that both serve an important purpose in our world!








## Second Grade

The second grade students enjoyed their third IB unit, **How We Organize Ourselves**. This unit focused on the structure of our government. The students researched how different organizations impact our daily life. Students read biographies and historical literature to learn how early Americans impacted our history. Students created books, posters, and displays to showcase their

knowledge. In math, the students completed many hands-on lessons focusing on how measurement units are structured and organized. Each second grader competed in the Measurement Olympics which consisted of seven different events that required them to estimate and measure accurately.

Our fourth unit, **How We Express Ourselves**, focused on language arts and reading. The main idea of the unit was how differences can have an impact. The students read many different fables, fairytales and folktales. They used their knowledge, thinking skills and empathy to see the story though the eyes of different characters. The students learned that the different perspectives of the characters can change the moral or theme.




## Third Grade

Third-grade students are exploring physical systems throughout North America in our I.B. unit, **Where We Are in Place and Time**. Learners are investigating how climate can influence the vegetation and resources in a region. Through thoughtful reflections, students are connecting the interdependency of plants and animals in a region.

We continue our understanding of systems by recognizing how cultural characteristics are influenced by the climate, vegetation, and resources of an area. Through different learning activities, students will understand how human systems are directly related to their environment and the settlement of the United States, Canada, Mexico, and the Caribbean. Learners will understand how many ethnic groups have contributed to American Culture and these influences have produced changes and advancements that have benefited society and individuals.

Students will have opportunities to expand their knowledge by researching and creating a mini-documentary on how climate impacts the migration of mankind in an area due to the vegetation and natural resources available.





# Fourth Grade

## How We Organize Ourselves

In the second quarter, our 4th grade students explored "**How the World Works**" through units 4 and 5, inspecting the perspectives of others and the wonders of technology.

Two approaches to learning that guided our exploration were thinking and self-management. To illustrate our reflective and inquisitive learner profiles, we focused on goals and resolutions.

Charlie, a bright 4th grader from Mr. Grierson's class, wanted to read three chapter books, vowing to read one each week. When asked about her motivation, Charlie shared, "I like to read a lot, and reading books makes me smarter. I get to read books every night with my mom."

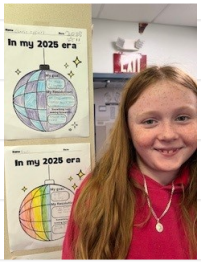
Meanwhile, in Mrs. Tonnesen's class, Zeke pondered his own goals and resolutions for 2025, reflecting on his previous year's journey. He expressed a desire to learn more, stating, "I wanted to learn how to multiply 3-digit by 3-digit numbers. On a baseball trip, I estimated with an area model in my head more accurately than a 5th grader when we were multiplying big numbers, but I wanted to know the exact answer instead of just an estimate."

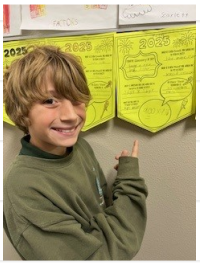
In unit five, our 4th graders were tasked with creating an app designed to assist others and benefit society. This project beautifully intertwined with our central idea: "Human survival is connected to understanding Earth's continually changing nature and human adaptation through technology."

In Ms. Antonino's classroom, Genevieve shared her reflective mindset while developing her app. She remarked, "I was reflective because I remembered when my mom was arguing with my grandpa over furniture. So, my app is programmed to help make picking furniture much faster."

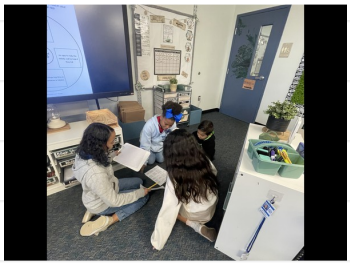
In Mrs. Lund's class, Zameah proudly identified as knowledgeable, stating, "I really have to know what I am doing so my app can come out good. Then people would actually use it, and not treat it like a joke."

Finally, in Mr. Eckberg's class, Zoya expressed her reflective nature while collaborating on the app. "I was reflective because every time I wrote an answer to one of the questions or wrote a review, I would always go back and reread it to make sure it reflected my effort."









# Fifth Grade

Our third IB Unit was How We Organize Ourselves. We explored how laws and systems continue to evolve due to changes in the needs of the community and technological advances. We really dug into our Earth in Space and Time unit in Science and discovered how systems work. We also finished our math unit where students learned operations with decimals. In ELA, students worked on Constitution and inventions shaping society. And we voted for the election. We also worked on perspective and poetry.





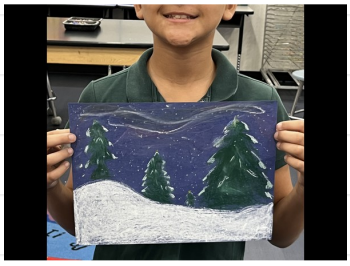
# Art

In December the county commission celebrated our 2025 NEST Calendar winner, second grader Evie Faria in Mrs. Fortner's class. Evie also won a spot in this worthwhile environmental calendar contest that highlights ways to protect our waters in Sarasota County, as a first grader.
Kindergarten and first grades started off the new year making a collage heart; a great way to express gratitude and love. They are currently learning "form" techniques; creating form, shape, and color, which are three of the elements of art. Kindergarteners are making "creatures found in nature," such as birds, frogs, fish, etc. and first graders are forming finger puppet characters, complete with a storyboard.
Fourth and fifth graders are working up their Jogathon t-shirt contest artwork which is part of the fifth grade IB unit. We are looking forward to announcing the winning T-shirt design at the kickoff. They will return to finishing a graphic Zentangle, which is a helper with fine motor and handwriting, before they jump into their ceramic "form" project.
The current Embracing our Differences display of billboards and quotes is on exhibit at Bayfront Park and makes a wonderful family outing. The artwork can also be viewed at https://www.embracingourdifferences.org/











# Music

Kindergarten, 1st and 2nd graders will be singing, playing instruments, and moving to the beat. They will put their observation skills to work by describing a variety of performances each week. Tambourines, drums, triangles, and glockenspiels are a few of the instruments we will play this quarter. As always, we focus on using appropriate singing voices. Listening and singing along with children's songs recorded by kids is a great way to develop and reinforce your child's singing voice at home.

Second Semester 3rd, 4th & 5th graders focus on music reading skills as well as working together to be successful in the music room. 3rd graders started their recorder unit and are learning proper instrument technique as well as how to find notes on a staff. Please remind your child to keep a recorder in their backpack. The beautiful sound of xylophone music can be heard coming from the music room during 4th grade. 5th grade musicians are learning the skills needed to play real songs on a piano. Our piano lab is great, but some students are interested in more. If you are looking for a piano teacher, please let me know.

This year, select 3rd, 4th and 5th graders are presenting "Annie Kids" Auditions were held in November and the performance will be on Friday, March 28. There will be a school wide field trip that morning to Riverview High School to watch the show. Families and friends are invited to attend the evening performance at 7:00. More information about ticket sales will be available closer to the show. We hope to see you there!

"Sing"cerely,

Mrs. Shenning










# Physical Education

Physical education is fantastic as always!!! How could it not be with such great kids??
We have been busy with our football unit and now starting our soccer unit. We will be kicking, trapping shooting on goal and each have many opportunities to be a goalie. We will learn and practice new soccer ball tricks and skills….It's a blast!!!
Mile club is off to a great start with almost 200 members!! Wowie wow wow!!! We are so appreciative to all our family volunteers that are role modals and helpers, keeping everything running smoothly. We could not do it without you so a GIANT THANK YOU!!!
Please be aware of our crazy weather and dress your Falcons appropriately. Sneakers are an everyday part of the uniform…no matter how cold or hot. If children are wearing a jacket or a

sweatshirt, PLEASE PUT NAMES ON TAGS SO IT CAN BE RETURNED. Lost and found is already overflowing again.
We love working with your kids! They are so much fun!
Please get out and be active…ride a bike, chase a dog or climb a tree. Just get out there !
Remember, fitness should be fun!
Coach Kanter
Coach Mixon
Coach Jacobs

## Mile Club Sign Up Link

**Microsoft Forms**

forms.office.com









# Spanish

Hola a todos. We are having fun and learning Spanish. I am sure your students have come home singing several songs and showing you our dances and movements to help us remember words and sounds. We have been learning the alphabet, numbers, colors, reading skills, days of the week and months of the year, basic questions and Where is the cat?! Please encourage kids to listen or engage with Spanish on a regular basis through YouTube (Spanish book read alouds, Spanish cartoons) or DuoLingo or other free apps and programs. The more they hear the language the more comfortable they will be with it!

We have also been learning about the country of Ecuador. We looked at the Amazon rain forests, cloud forests, Cotopaxi volcano (snow on the equator?!), Llamas/alpacas, folk art, schools, an average home and talked about Ecuadorian culture. Remember – you can explore the world without having to travel. Google maps and Vlogs are interesting and informative. Understanding our world and other people will only help us to better navigate life and relationships as we truly become a global society.

duolingo

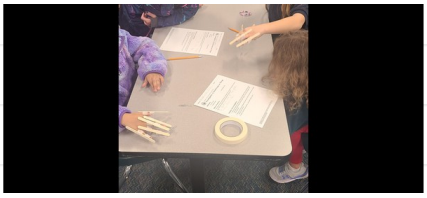





# Science

In quarter 2, 5th grade explored circuits and electrical energy while creating an LED light up pop up card. Fourth grade did hands-on activities with minerals and rode the rock cycle as they pretended to be a rock during Earth's processes. Third grade became engineers as they investigated properties of matter and created a container to hold the most amount of mass with the record of 440 grams! Second grade learned more about muscles and how bone joints work while creating a model muscle or skeletal system. First grade discussed how fast and slow changes on Earth created our different landforms and created a beautiful model of the landforms. Kindergarteners got creative while learning about matter and how it changes by creating something new out of one square sheet of paper.





**Holly Staley**
Holly is using Smore to create beautiful newsletters