



Planning the inquiry

<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none">● transdisciplinary theme <p>How We Express Ourselves: an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <ul style="list-style-type: none">● central idea <p>Storytelling can be told in many different forms.</p>	<p>Class/grade: 1st Age group: 6-7 years old</p> <p>School: Poe Elementary School code: 49497</p> <p>Title: How We Express Ourselves</p> <p>Teacher(s): Randall, Teague, Stilkenboom, Hubbard, Ford, Quevedo</p> <p>Date: Sept. 8 – October 16</p> <p>Proposed duration: all year -HOWEVER—due to the pandemic, and the district's allowing parent choice in person or virtual every 6 weeks (with one class all virtual it causes swapping of students every 6 weeks) we are doing the unit for 6 weeks</p>
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1b) Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students create a story using story elements (character, setting, problem, solution).

This could include drawing, singing, retelling, writing, or a performance of a story. Part of their presentation will include why they have chosen this particular form and how it makes them feel.

Students will be graded using a rubric that they will be made aware of ahead of time.

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

- Form
- Perspective
- Connection

Related Concepts:

- Patterns
- Conflict
- Purpose

What lines of inquiry will define the scope of the inquiry into the central idea?

- **communication through stories**
- **Story elements (i.e, character and setting) develop understanding**
- **storytelling through art, music, dance, poetry, theater, and literature**

What teacher questions/provocations will drive these inquiries?

Teacher provocation will include gathering students around on the carpet, setting the scene for a story, once the students are hooked, the teacher will abruptly end the story without ever introducing characters or setting or any of the other story elements that make a story work. Teacher will then facilitate a student-led discussion.

- What is a story?
- What are the different ways a story can be told?
- Why do we listen to stories?

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| | <ul style="list-style-type: none">• Why are stories told?• What is missing from the story? |
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3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Pre-Assessment (check list)

During circle time ask students "How can a story be told?" Teacher will record answers on an anchor chart, including students' names.

Mid-year ask the students, "How have we heard or seen stories this year?"

Formative Assessments

- Mid-year, ask the students, "How have we heard or seen stories so far this year.
- What are some ways that you could express a story that is different than you did before
- Children are to create a piece of art based on a character from a story. Have them explain why they have selected that character as well as how different parts of the story made them feel a connection to that character.
- Complete a chart of key story elements
- Create a story – group/individual

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- Word problems in math integrated well; there was discussion of real life application of telling stories to solve addition and subtraction
- Read a variety of stories: poetry, nursery rhymes, fables, fairy tales, folktales, Kevin Henkes, Dr. Seuss, Doreen Cronin, Alma Flor Ada, Josefa Kratyk. Janet and Allen Ahlberg (The Jolly Postman)
- Have community volunteers come in and perform music & dance (Storybook Opera, as an example of a different way to tell a story)
- Compare and contrast characters from stories using Venn Diagrams and Graphic Organizers (book form vs. Main St. Theater performance)
- Due to pandemic restrictions, we located many good song, dance, and art/story telling videos and incorporated them into Power Point slide presentations
- Brainstorm favorite stories/characters and why we like them
- View short stories using the internet.
- In a group, students retell a story any way they wish, making sure they have a clear beginning, middle and end.
- Have Mr. Stafford, art lessons on how stories are told through visual form
- Ms. Garcia and Mrs. Jackson will focus on dance and music story telling through the Nutcracker Ballet.

- Students will evaluate learner profile attributes based on characters from stories.

Students will be shown a rubric prior to beginning the assessment. Teacher will discuss what they are looking for:

After presenting, students will discuss what they liked and what they thought could be improved upon. Teacher will explain constructive feedback and how authors, artists and performers use it to shape their forms of expression.

- Have Michelle Dugan (Museum of Fine Arts employee) come in to give lesson on interpreting art or go to the museum. Pandemic alternative: website-Google arts and Culture, which has virtual tours of museums world wide
- Students will illustrate three ways to write a story on a tri-fold.

What opportunities will occur for transdisciplinary skills development and for the development of attributes of the Learner Profile:

- Communicators -Listen to others tell their stories; Retell key components of a story; Tell their own short story.
- Risk takers – Voicing their own opinions about a story and presenting their story to their peers.
- Thinker- Analyze parts of the story to determine author's purpose and any problem/solution presented in the story.

Approaches to learning:

- Social skills: the students shared their own stories and respected each other's different styles by giving positive feedback.
- Communication: The students communicated with each other and their teacher to demonstrate their understanding of the material.
- Thinking: The students showed improvement planning stories using story elements.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Fletcher Stafford & Michelle Dugan (Art), Michelle Jackson & Lia White (Music-Opera/Songs), Books by these authors: (Alexandra Day, Doreen Cronin, Alma Flor Ada, Josefa Kratky, Kevin Henkes, Amy Krause Rosenthal), Internet for books online (StoryOnline, United Streaming), Stories to music, Main Street Theater Performance, folktales, fairy tales, fables from the library

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How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Classroom- book displays, charts of elements of books we've read, story-starter pictures, pictures of characters

Houston Storybook Opera- school visit to perform Chrysanthemum by Kevin Henkes

Youtube video about Kevin Henkes

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Reflecting on the inquiry

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

The students were able to orally explain that stories can be told through dance, song, literature and art when questioned by the visiting Storybook Opera presenter. No Storybook Opera visitor due to pandemic. Teachers themselves led questioning after different art form video presentations.

Students were able to explain three ways to tell a story by creating a trifold.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

The pre-assessment has been changed in box 3 to reflect the Central Idea more accurately.

For the post-assessment, we might offer students a chart of story elements to help them organize their ideas before writing the final story.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students understood that stories are told through art, literature, dance and music. They also understood that stories are a form of communication and that each story contains characters, setting, problem and solution.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- Develop an understanding of the concepts identified in "What do we want to learn?"

Perspective:

Students recognize diverse perspectives by noticing the differences among their individual stories.

Form:

Students can make their own story maps detailing the story elements.

Connection:

Students can connect art forms to stories.

- Demonstrate the learning and application of particular transdisciplinary skills?

Social skills: the students shared their own stories and respected each other's different styles by giving positive feedback.

Communication: The students communicated with each other and their teacher to demonstrate their understanding of the material.

Thinking: The students showed improvement planning stories using story elements.

- Develop particular attributes of the learner profile and/or attitudes:

- Communicators -Listen to others tell their stories; Retell key components of a story; Tell their own short story.

- Risk takers – Voicing their own opinions about a story and presenting their story to their peers.
- Thinker- Analyze parts of the story to determine author's purpose and any problem/solution presented in the story.

Inquirer: Introduced a wonder wall as a way to invite student inquiry related to our unit of study.

Communicator: Discussed how stories are a form of communication for authors.

Courageous: Students had to be risk-takers in order to share their own stories.

Reflection occurred in self and peer evaluation of pre- and post-assessment.

Open-Minded: Students accepted that stories were told in different forms.

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Reflecting on the inquiry

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Students wanted to know, "Why do authors write?"

How and why are some stories different than others?

How do they come up with characters?

Why do some people choose to dance? Or paint?

Are stories the same all around the world?

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Some students who were unable to rhyme developed this ability during nursery rhyme lessons.

The students showed they were empowered that they are able to be story-tellers or writers.

Many different genres of stories were introduced and students enjoyed the variety.

9. Teacher notes

How are writing and story-telling connected to other things in our daily lives?

What is the quality of stories that I have written? Create a self-assessment for the students to check for elements and purpose.

We included nursery rhymes and folktales (fables) this year. Spend less time on nursery rhymes next year and try to get to fairy tales

Use the provocation of how the story would change or remain the same if it were to take place in another setting (in other countries).

Ideas of outside people/organizations to bring in:

Dance- UH, ballet
Music- Storybook Opera
Art- MFA, Michelle Dugan,
Theater- Main Street Theater

Folklore society

