



<p>1. What is our purpose? 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>People express feelings and emotions in different ways.</p>	<p>Class/grade: Kindergarten Age group: 5-6 years old School: Poe Elementary</p> <p style="text-align: right;">School code: 49497</p> <p>Title: Express Yourself</p> <p>Teacher(s): Antonia Adams, Kathy Blake, Alicia Carranza, Morgan Ray, Tere Robinson, Morgan Ray</p> <p>Date: January – February, 2021</p> <p>Proposed duration: 70 over number of weeks: 5</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?

The students will choose a feeling and a way to express it. They will provide a written record of this and also present to the class. The students will have a choice of art, music, dance, literature, or theater.

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?

Key Concepts:

Connection, Responsibility and Form

Related Concepts:

Expression

Communication

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

- How feelings are expressed through literature
- How different art forms can be used to express emotions, beliefs, and values
- How experiences can evoke different emotions

What teacher questions/provocations will drive these inquiries?

- What are the different ways you can express yourselves?
- Do we all express ourselves the same way?
- Why is self-expression important?
- What happens when someone doesn't express themselves?

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?

We will create a K-W-L chart and discuss ideas about what feelings. What are they? Where do they come from? How do we share them?

We will also draw a self portrait showing a feeling that a student has had in the past week.

We will read a range of genres, and students will be able to appreciate literature and use language for an imaginative or emotional effect.

They will be able to understand that rhyme and poetry convey feelings.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

We will observe and document students' writing through a rubric.

We will show evidence of their growth and ability to make inferences.

Identify character traits.

Make connections (text to self, text to text, text to world)

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?

Literature – Students will read a variety of stories that convey a wide range of emotions. Students will make connections to literature by responding in a journal and label feelings.

Students will learn about how different senses can invoke feelings. Students will use the sense of smell to connect with ideas that they have about the smell and connect that to a feeling.

Students will complete a reader's response on character traits and relate how characters change. Students will look for events in the story to support their ideas.

Students will add feelings to a class anchor chart as they learn about more sophisticated emotions – i.e. embarrassed, shy, frustrated, etc.

Students will also experiment with different body language cues to express emotion. Students will play a game where they convey a feeling without words.

The music teacher will support inquiry through sharing music that allows students to identify feelings and emotions that are associated with different sounds and instruments.

The librarian will read a book to the students about feelings.

Students will choose books from the library and investigate feelings and traits represented in the stories. Students will share stories with other students.

The dance teacher will support the inquiry through creative movement opportunities that allow students to express feelings and emotions.

5. What resources need to be gathered?

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

Books and posters about literature (various genres) from the library.

Books: Today I Feel Silly and Other Moods That Make My Day by Jamie Lee Curtis; How Are You Peeling by Saxton Freymann, The Color Monster by Anna Llenas, books by Eric Carle, Frida by Yuyi Morales, On Monday When It Rained by Cherryl Kachenmeister; myON book bundles

Online sources: Brainpop Jr, YouTube

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

We use the fine arts teachers to support our lessons. We also have connections to the Houston Ballet through Lauren Anderson.

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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.

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.

We felt that our assessment task appropriately exhibited the content learned.

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

The students were able to learn that characters express different attitudes.

Students were able to make text-to-self connections with various characters and the feelings they demonstrated in the stories.

Students shared each day in morning meeting various feelings with more depth by starting with the Sanford Harmony SEL lessons.

Additionally, students were able to better express themselves by understanding a wider range of emotions. Students were able to write stories and draw pictures that better represented more accurate emotions, i.e. frustrated versus mad, disappointed versus sad.

Students were able to understand and empathize with classmates for different shared feelings.

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?" Students were asked to complete a reader's response on character traits and how characters change. The students were able to provide evidence from the text.

- demonstrate the learning and application of particular transdisciplinary skills?

Thinking: The students came back to circle time after reading books and were able to share different character traits.

Research: The students went to the virtual library (Epic and MyOn) and found books that were written by the authors that were previously studied in class. The library was the best place for student-initiated research/inquiries.

- develop particular attributes of the learner profile and/or attitudes?

Inquirers: The students were able to follow their own inquiries/interests in the library.

Reflective: Students reflected on the literature and the author's purpose.

Communicators: Students were able to discuss their reflections in an on-going way both in written communication and discussion.

In each case, explain your selection.

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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.

Can you feel more than one emotion/feeling?

How does Eric Carle show emotions in his book through different mediums/colors?

Do we all have the same emotions/feelings?

What do we do when someone else has a negative feeling?

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?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students searched for and checked out more Eric Carle books.

Students looked for different versions of the Goldilocks and the Three Bears in the library. Students were also interested in finding other books by Jan Brett and Dr. Seuss in the library. Students could tell just by looking at the cover that the book was by "Jan Brett"

9. Teacher notes

Move the opera performance and ballet field trip to fit in this unit.

Next year we will add Eric Carle books to the author study and The Three Billy Goats Gruff. For next year we are thinking about making the central idea more inclusive by changing the word "literature" to the word "stories". This will help prepare students for first grade as they begin storytelling.

We will try to have the opera come to the classroom and sing a book to the class.

We will explore different mediums.

- Dance
- Song
- Literature
- Art (talk with Mr. Stafford about this planner)

