

1. What is our purpose?

To inquire into the following:

Transdisciplinary Theme

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

Central Idea

The way people express themselves may be appropriate or inappropriate according to expectations.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea?

We will be reading 2 different versions of The Little Red Hen. We will discuss how these animals represent people and how they express themselves. Each student will complete his own paper of how the Little Red Hen might have felt and which IB profiles she demonstrated. The second portion of the summary will include the additional characters of that same book and students will discuss the IB profiles as well, and how they felt the characters expressed their feelings and ideas – were they caring, thinkers, or reflective? What about the way they communicated their ideas and feelings and how they felt in the end? Could the characters have made different choices along the way before the end of the story? How, and what would you do differently if you were one of the other characters in the book?

What evidence, including student-initiated actions, will we look for?

Observations, demonstrations, illustrations, discussion/questions, KWL, a product or presentation, a class book, role play scenarios to demonstrate understanding, rubric/checklist of skills, student learned skills

Class/grade: Pre-K

Age group: 4 & 5 yrs.

School: Poe Elementary

School code: 49497



Title: **HOW WE EXPRESS OURSELVES**

Teacher(s): Maricela Rojas Medina

PYP planner

Date: November-January

Duration: 9 weeks

2. What do we want to learn?

What are the key concepts to be emphasized within this inquiry?

Responsibility
Form
Perspective

Related Concepts:

Culture
Exploration

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

- Appropriate interaction through structured play – Responsibility
- Acceptable forms of expression in communities – Form
- Respecting each other's point of view - Perspective

What teacher questions/provocations will drive these inquiries?

- Why do we need rules/essential agreements?
- What essential agreements do we need for our classroom?
- If someone is bothering you, touching you, or making you feel uncomfortable, what should you do? Should you kick them or can you think of a better way to get them to stop?
- What do we do when two people have different points of view?
- What can we do to help each other?
- How can we decide how many can be responsible for specific jobs?
- How many jobs we have in our classroom?

Provocation:

- Teacher will read The Little Red Hen to initiate the discussion about the ways people express themselves and whether they appropriate or inappropriate according to expectations.

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 discuss different actions that are either naughty or nice such as a boy pulling a little girls ponytail hair. The students will discuss why this would be nice or naughty. Other pictures include a child picking up trash, a child carrying a bag for an old person, someone screaming at another, etc.

Each student will make a T-Chart page for a class book, which they choose which pictures show appropriate and inappropriate ways to express themselves and they have to verbally say why they put the picture in the column they chose.

The students will role play the characters of their version of The Little Red Hen.

KWL Chart

Discussion, Read Alouds

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

By listening to the children as they talk and play with their classmates we can hear if they are demonstrating appropriate interaction through play. This can include the tone of their voices, the way they ask for help from an adult or child, and the way they answer questions. We will observe the students carrying out their jobs and responsibilities in the classroom and observe the students to see if they respect others points of view and agreeing to disagree in a nice manner.

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?

Read books to learn appropriate and inappropriate ways to express their feelings: Llama llama Mad at Mama by Anna Dewdney, The Way I Feel by Janan Cain, The Feelings Book by Todd Parr Grumpy Monkey by Suzanne Lang, Shubert is a STAR by Dr. Becky Bailey, Shubert’s Big Voice, by Dr. Becky Bailey, Cool Down and Work Through Anger by Cheri J. Meiners

Utilize whole/small group interactions and workstations to learn/practice communicate appropriately according to expectations.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Transdisciplinary Skills

- Communication Skills – Listening and using kind/caring/empathetic words
- Social Skills – Waiting your turn to Speak while someone else speak, tone of voice when speaking
- Research skills—try out different and compassionate solutions to conflict
- Thinking Skills – make rules together (Essential Agreements)

Learner Profile

Caring, Communicator, Thinker, Reflective
While working on the Little Red Hen, the students can discuss if the characters were caring, thinkers and reflective.

5. What resources need to be gathered?

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

We will need the following versions of The Little Red Hen by the following authors:

1. Lucinda McQueen
2. Paul Galdone

Puppets for the children to act out their feelings.

Llama Llama Mad at Mama by Anna Dewdney, The Way I Feel by Janan Cain, The Feelings Book by Todd Parr Grumpy Monkey by Suzanne Lang, Shubert is a STAR by Dr. Becky Bailey, Shubert's Big Voice, by Dr. Becky Bailey, Cool Down and Work Through Anger by Cheri J. Meiners

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

Hopefully, the children will demonstrate appropriate and acceptable choices of how they express themselves at school, home and throughout their communities. Also, the students have to work together in groups for some activities, and are some of them doing everything like the Little Red Hen, while others sit back and watch? They could relate that they have to work together to accomplish tasks rather than one person doing all of the work.

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.

We talked about the various ways in which we express our thoughts: words, art, music, and dramatization. The students were able to act-out (re-tell) The Little Red Hen. The students agreed that the Little Red Hen could have simply told the other animals that if they help her with everything she had to do to make the bread, then she would share the bread with them. Everyone would be glad they had been thoughtful, caring and cooperative.

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 students could draw the outcome of choosing to be respectful/responsible by using kind words and kind hands when working with others.

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

Students use their Big Voice to respectfully disagree or to stop an unsolicited negative attitude/action towards them, "Don't take the book out of my hands. Ask me to share the book with you."

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?"
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Concepts

Form—Student learn/practice using their Big Voice (Conscious Discipline) to positively affirm their feelings/choices.

Perspective—Students learn/practice being open-minded/empathetic to ideas/feelings/beliefs/cultures that different to theirs.

Responsibility—Students learn/practice to accept responsibility for not being kind, caring, respectful, cooperative, or appreciative of others.

"What do we want to learn?" was identified when the class created the Essential Agreements. The class agreed to be kind, responsible, cooperative inquirers.

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.

The students inquired,

- whether Calming Strategies (breathing exercises) could only be used by kids in school.
- Is OK to disagree with your parents?
- Do kids always have to like what their parents like?

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 were confidently enthusiastic about helping a friend in distress to calmly resolve a problem with another person.

Students enjoyed being the knowledgeable person that was able to help step-by-step anyone that was sad, frustrated or mad by simply breathing with purpose.

Students were committed to expressing their point of view after some self-reflection.

9. Teacher notes

The Conscious Discipline Calming Strategies, which are breathing exercises designed to bring oxygen to the brain when its in distress and result in a calming effect are frequently practiced independently or with the entire class everyday as many times as possible to promote a caring community.

