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.

**Summative assessment task(s):**

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

We will be reading 3 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

2. What do we want to learn?

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

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<th>Form</th>
<th>Function</th>
<th>Causation</th>
<th>Change</th>
<th>Perspective</th>
<th>Responsibility</th>
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**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:**

- Scenarios will be provided and questions will be asked to students that if this happened to you, how would this make you feel? What would you do? Is this a good choice or can you think of a better way to handle this?
- Brainstorm student ideas and create essential agreements together
- Workstations
- Small Group
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 girl’s 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?

Workstations
Role Play
Centers

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 speaking
Social Skills – Ways to solve issues or problems, tone of voice when speaking
Respecting others, resolving conflict
Group Decision Making – make rules together

**Learner Profile**

Caring, Communicator, Thinker, Reflective

While working on the Little Red Hen, the students can decide 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. Judy Nayer
2. Lucinda McQueen
3. Paul Galdone

**FROG STREET STORY FOLDER TO SEE HOW IT COMPARES TO BOOKS WE READ**, which is part of our Pre-K Curriculum.

We will use 3 different versions of The Little Red Hen and have the 3 story book covers along with their characters displayed in chart form so the children can compare the 3 stories for story book characters, setting, outcomes, and which version they liked the most. Animal characters need to be made and laminated for each book, charts need to be made. The children will also be assigned one version to act out in class with their puppet character they made.

Puppets for the children to act out their feelings.

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. Most of the class felt the Little Red Hen’s friends were mean, not caring because they left her to do all the work by herself. One student thought the Little Red Hen was “mean”. The entire class made it a point to say her friends should be like them: thoughtful, use helping hands. The students determined that the hen’s friends expressed themselves inappropriately.

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 could try to dramatize different endings. Maybe even put more emphasis on teaching the other characters how to be better caring, considerate friends.

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

The central is re-visited over the duration of the school. We continually reflect on our choices: Was I considerate? Did I make the best choice? How could I have done things differently? Ethan one day said he was a Communicator and had to share his feelings (point of view). A friend had hit him. It hurt him. He told him so but his friend didn’t say sorry. Ethan thought his friend should at least try to think about how he would feel if Ethan or someone else hit him. Then maybe no one would get hurt. (Ethan is a student that struggles to get any words out.)

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.

What do we want to learn?” was identified when the class created the Essential Agreements. The class talked about how they want to learn new things in school. They agreed on the types of behaviors and words that would help them learn, feel safe and happy.

The learning and application of all transdisciplinary skills can be applied at school, at home and any place in the world. Each day is an opportunity to continue to learn about the ways in which we choose to express ourselves: it could be an inappropriate or appropriate choice.

The attitudes that we focused on in this theme were reflective, caring and thinker. These are attitudes that any person of any change can put into practice at any time in any place.
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.

   The students pointed out that when they chose to use to hurt a friend with their actions there are better choices (words, actions) that can be used to help.

   Luis wanted to know why the Little Red Hen didn’t simply say in the beginning of the story to help her with the chores so that they all can share in eating the bread.

   Yaribeth pointed out that the goose was in more than one version of the Little Red Hen.

   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.

   The students on their own identified problems that developed and the better choices that should take place should it happen again. They quickly reminded each other of their Essential Agreements and how they should be respected.

9. Teacher notes

   The Conscious Discipline Calming Strategies, found in the FrogStreet Pre-K curriculum, were wonderful tools that the students continually implemented as the need arose. “Pretzel” and “Balloon” quickly became effective student favorites.