

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** How We Express Ourselves

(The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values)

- **Central idea :** People Have Different Ways of Sharing Stories

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?

- Play - costume play (Christmas Show)
- Diorama/mini theater
- Make a book/write their own story
- Tell a story to the class
- Sequencing activities
- Make finger puppets
- Read kamishibai
- Make comic book strip

Class/grade: Shooting Star

Age group:4-5

School: ISN

School code:

Title: Stories

Teacher(s): Sayo, Courtney

Date: 11 weeks UOI 1 week reflection (October 1th - December 20, 2018)

Proposed duration:



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?

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

- Ways of telling stories can be different (function)
- There are many parts to a story (form)
- Ways of presenting our stories to others (perspective)

What teacher questions/provocations will drive these inquiries?

- What stories do you know?
- What stories do you like?
- What characters do you like?
- Can stories be told in a different way?
- Who's in the story?
- What is happening in the story?
- Where is the story happening?
- When is the story taking place?
- Why _____?
- How do you want to tell your story?

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?

Brainstorm/Asking questions: What stories do you know?, What stories do you like?, What characters do you like?

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

Ways of telling stories can be different (4 weeks)

- Brainstorm/questions (Draw fav story or character); read Red Riding Hood in English and Japanese then discuss 5 w's after reading both books. Show animated video of the story
- Show an example of using puppets to tell a story. Next 2 days, make their own puppets from any story using shapes.
- Read Kamishibai teachers first then students volunteer to read after. Make a comic 1. From exisctic comic (group), day 2 make own comic (pairs)
- Explain and show what a diorama is. Make diorama for Little Red Riding Hood (3 boxes 8 students make characters for each scene and rest will make backgrounds)

There are many parts to a story (3 weeks)

- Talk about characters from Halloween party. What kind of characters were they. Good, bad, funny, scary, etc. Each day read a story and talk about what kind of characters are in the story. Friday make their own characters and then interview the students about their character. **Encourage students to use profile language for villains instead of saying they're bad. Villain redemption stories.**
- Teach 5 W's for writing a story. Mad libs in table groups. 1 group writes who next write what and so on. At the end they draw one paper and make a sentence. Give students 5 pieces of paper (write Who What Where When(day,night) Why(character is thinking something and we write it in bubble) on each paper) then students draw Who What Where first day then When Why next day.
- Story Sequence. 3 days 3 stories and putting events in the right sequence 1st day as a class LRRH, 2nd day table groups 3 little pigs, 3rd day pairs shoemaker from last year. 4th day individual assessment LRRH again.

Ways of presenting our stories to others (4 weeks)

- First week reflect on 2nd line of inquiry. Chose how to tell the story. Make characters, make a story using 5 w's, put it in the correct sequence.
- Make the story. Once done then they can share it with the class.
- Week 3 and 4 focus on Christmas Show

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?

- Make puppets
- Read Kamishibai
- Make a comic strip
- Diorama
- Make a character
- Mad libs activity
- Story sequencing
- Make their own story and present it
- Christmas Show

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

Transdisciplinary Skills: Research skills, Communication Skills and Social skills

Learner Profile Attributes: Communicators, Risk-takers and Creativity

5. What resources need to be gathered?

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

Books: Little Red Riding Hood, Shoemaker, Three Little Pigs

Materials: Paper, boxes, paper bags, construction paper, scissors, glue, colored pencils, laminator and sheets, costumes, projector, computer, CD player

Videos:

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

Bookshelf with leveled readers on it. Go to the library. Posters for each story we read. Shooting Star studio to display work, art, or assessments they do. Going to the performing arts center for Christmas Show.

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.

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

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.

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.

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.

9. Teacher notes