

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** How We Express Ourselves
- **Central idea :** We can show our thoughts and feelings in different ways.

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?'

Formative assessment:

Through free play, and class activities like role play, students can show their feelings and thoughts. When they verbalise their feelings, "I am glad, happy, sad, upset, angry, worried."

By using kind words, students express politeness and good manners. When students are observed initiating acts of kindness observed, teachers can highlight that to the class.

Students can portray their thoughts and feelings in different ways through writing, art and craft work. The upcoming Christmas play will be a good showcase of expressing themselves.

Summative assessment:

1. Christmas Show Practices and Performance - Speaking, Presenting, Dramatising
2. Make a Christmas card for our family and friends.

Class/grade: **Aurora**

Age group: 3 - 4 Year Olds

School: **ISN**

School code:

Title:

Teacher(s): **Serena, Fronelyn, Shizuka**

Date:

Proposed duration: October, November, December 2019

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, Function

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

1. **Words (Form)** - We use WORDS to express our thoughts and feelings
2. **Body language/actions (Function)** - Our gestures, body movements and actions show our intentions and feelings.
3. **Make Art, Create (Form)** - We can show our feelings and thoughts in different ways - write, draw, sing, dance, dramatise

What teacher questions/provocations will drive these inquiries?

Words (Form) - We use WORDS to express our thoughts and feelings.

Provocation: Book "How Full is Your Bucket?"

Body language/actions (Function) - Our gestures, body movements and actions show our intentions and feelings. Provocation: Pictures of people's faces, body movements

Make Art, Create (Form) - We can show our feelings and thoughts in different ways - write, draw, sing, dance, dramatise. Provocation: ISN Christmas Show video clip from previous years (Gingerbread Man Play)



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?

Group discussion. We will see what students know about communicating with their peers. We will find out what words they know and then introduce more to widen their vocabulary.

Role play and discussion. Teachers will role play to see what behaviors students know are good and what ones are not polite. We will see what they know and build on that.

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

1. Words

Formative assessment: Observation. We discussed what words they know when communicating positively with their friends. Free play. Show pictures of different scenarios and have students explain what words should be used. Show kindness with words. Examples: Thank you, May I use this? Can I play with you? Excuse me. Are you ok? Can I help you?

2. Body language

Formative assessment: Sing a song with actions. Role play and discussion. Watching videos.

[method of recording:]Observe students.

3. Making art/things

Formative assessment: Art work. Drawing shapes, pictures, objects to express our thoughts and feelings.

Making props for Christmas show.

Summative assessment:

1. Christmas Show Practices and Performance - Speaking, Presenting, Dramatising

2. Make a Christmas card for our family and friends.

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?

Lines of Inquiry (LOI)

1. Words (Form) October

- a) Words help us show our thoughts and feelings. Discuss situations that make us feel happy, sad, afraid, worried, frustrated, upset. Role play situations.
- b) Kind words, magic words, showing good manners with words. Book activity: “Have you filled a bucket today?” Make buckets with origami paper. When the teacher spots a student being kind, being a bucket filler, a sticker flake or glitter (sequin) is given.
- c) Take snapshots of students showing acts of kindness. Display photos on the wall with captions

2. Body language/actions (Function) November

- a) With body puzzles, playdough and soft toys, students manipulate hands, arms, legs, feet, body movements, gestures to portray our thoughts and feelings
- b) Good body language to show affection and care (positive and negative body movements)
- c) Dramatise feelings, thoughts through character role play in nursery stories.

3. Make Art/Things (Form) December

- a) Drawing lines, shapes, objects - straight, zigzag, curved, square, triangle, circle, oval, rectangle
- b) Using different art media - watercolour, poster paint, crayons, colour pencils, paper,
- c) Use colours to show feelings thoughts.
- d) Make a Christmas card - draw, design a card for friends and

family

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

Communication: Reading, Speaking, Interpreting (body language, facial expressions)

Social: Self control, Emotional Intelligence, Respecting others, Resolving conflict

Self management: Emotional management, self motivation, Mindfulness

Learner Profile: Communicator/ Reflective

Through units of inquiry (Words, Body Language, Art) students practise **communication skills** interpreting feelings and using words to describe the feelings, expressions. They hone their **social skills** by using kind words and good manners (magic words) and being “bucket fillers”.

For Christmas Show, the students will perform a play and that will help develop speaking and reading skills. As students rehearse and practise for the play, **self management skills** will be needed. By expressing themselves with words and through body language, art, students learn to be good communicators. As students become more mindful of their words and actions, they learn to be **reflective**.

5. What resources need to be gathered?

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

Books: How Full is Your Bucket? May I Have a Cookie, Please? Words Are Not for Hurting

Songs: If You're Happy and You know it Clap Your Hands. Emotions Songs for kids (Debbie Doo) <https://youtu.be/7AkKk8XlqU>, Fill Your Bucket <https://youtu.be/WaddbqEQ1NE>, Have you Filled Someone's Bucket Today <https://youtu.be/rhJqejr5q5Y>, <https://bucketfillers101.com/>

Flash cards, books, songs about feelings, homemade playdough (<http://pagingfunmums.com/2013/09/06/no-cook-playdough-recipe-made-in-5-minutes/>)

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

During free play students will be encouraged to use magic words and positive body language

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.

Students positive communication has improved since the beginning of the unit. More magic words have been used.

Students showed body language during the school performance by acting surprised and excited. Also, during our lesson times and song time, the students were all able to accurately show each feeling that was covered for body language. During the practices we encouraged the students to smile and not to cry during the performance so their moms and dads would be happy watching them. Some students afterwards told us their moms were very happy that they did a great job.

Students

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.

It was difficult to assess body language. They improved their spoken communication skills and the evidence was easy to see, but body language was difficult to see the evidence of positive improvement.

Maybe using the words body language more during activities/free play to reinforce concept.

Connecting all lines of inquiry with the central idea throughout the unit instead of just at the end.

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.

Role-playing, picture cards, magic words, singing the feelings song, Christmas show performance, the book How Full Is Your Bucket, Christmas card for parents.

Writing magic words on the poster (like a word wall) to help students remember positive words they can use to communicate to their peers and teachers. The Christmas performance reinforced body language when they performed for the play showing a few different emotions.

Making different crafts to encourage creativity and appreciation especially with the Christmas card they made for their parents. They showed respect towards their peers and teachers when using magic words during different activities throughout the day and during free play. Students showed that they were caring when others would cry, they asked "are you ok?".

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.

After reading the book, "How Full Is Your Bucket?", one student began applying the book into our lesson saying that when someone is sad, water goes out of their bucket. After hearing this, we decided to add a poster based on the book that we can put magic words on that the students say throughout the day.

There was also a lesson where the teacher showed a picture of a girl crying and a boy was helping her. One student said "are you ok?" And the teacher decided to add that to our magic word board.

Christmas song - some students asked for the song to be played so that they can sing again (One more time!)

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