## Planning the Inquiry

**1. What is our purpose?**

1a) 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**

My choices help me express myself.

### 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?

**Adopt a Community Member:**

Students will adopt a community member and express their feelings and gratitude towards them for what he/she does for the community. Students will choose how to show their appreciation for them by writing stories, drawing pictures, creating collages, etc.

**Goal** - Students choose ways to express themselves by showing gratitude to a community or school leader.

**Role** - Communicators, Writers, Advocates, Artists, Role-players

**Audience** - Community member, families, classmates

**Situation** - Show appreciation and gratitude

**Product/Performance** - Product (Tokens of gratitude and appreciation)

**Standards** - SS-Community Helpers; RLA-Asking and answering questions about the book, procedural writing; Science-Healthy, personal choices; Math-Patterns, ordinal numbers

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**Class/grade:** Pre-K  
**Age group:** 4 yr. old

**School:** Kramer Elem IB World School  
**School code:** 051613  
**Teacher(s):** Chavez, Fisher, Karam, Farrisee, Trevino, Martinez  
**Date:** October 22-December 19, 2018  
**Proposed duration:** 8 weeks

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, and reflection) to be emphasized within this inquiry?

- **Responsibility** - How are you responsible for your actions and your choices?
- **Perspective** - What are the different perspectives in a story? And how does it affect the choices they make? (Characters in a story, how does their point of view affect their choice)

**Related Concepts: Purpose and Expression**

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

- Different types of choices and their effects
- Using reflection to make better choices
- Ways to express myself, my thought and feelings
- Character choices and how those impact a story

What teacher questions/provocations will drive these inquiries?

- How do choices help me express myself?
- How do I choose to show gratitude or appreciation?
- How do characters from fables/stories help us learn from their choices?
- What is the purpose of expressing gratitude or appreciation?

**Provocation:**

Teacher will use sign language and gestures (nonverbal) to show gratitude for the first
hour/day of school.
Teacher will sing and mime as a form of expression for the first hour/day of school.
Teacher will draw or dance as a form of expression for the first hour/day of school.
Teacher will show gratitude in different ways as a form of expression.

### Planning the inquiry

<table>
<thead>
<tr>
<th>3. How might we know what we have learned?</th>
<th>4. How best might we learn?</th>
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<tbody>
<tr>
<td><strong>This column should be used in conjunction with “How best might we learn?”</strong></td>
<td>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?</td>
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<td>What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?</td>
<td>Making Choices:</td>
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<td>Present the Essential Agreements again and discuss how these are smart, balanced choices. How do you know if you are making a good or bad choice?</td>
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<td>Discuss a story that we have read together. Can you identify the choice the character made? How did the character express their good choice or bad choice? What were ways that they expressed themselves?</td>
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<td>Expressing gratitude in different ways and asking the students “Can you give me an example on how I expressed gratitude today?”</td>
<td>Healthy and Unhealthy Choices:</td>
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<td>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</td>
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<td>Asking the students about examples of them reflecting on choices they made and how they made different choices later on. (Referring back to the action cycle and the stories we read)</td>
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<td>Having conversations with students about different ways to express themselves and ask them: “How did you express yourself today? What were you trying to express when you — (give them a specific example of something they were doing that day)?”</td>
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<td>Act out a scenario using body language and/or nonverbal communication to express a feeling. Ask what was my choice? What did it express about me or how I am feeling? I.e: stomping, clapping, grunting, waving hands, etc.</td>
<td>Exercise: Sort good and bad habits of exercise. Create a picture depicting good choices in exercise.</td>
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<td>Students will reflect on their choices in different parts of the room or building. What types of choices did they make? What feeling did it express when they made those choices?</td>
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Share a book or a video. How did the choice by the character express a feeling?

- Inside Out - video clip
- Artist paintings: depicting 'anger-happiness-sadness- gratitude?'

Action cycle - present a story and ask, what was the choice, action and reflection? What would you do differently? How would of it turned out if the character did _____ instead?

Read alouds with characters that make choices with connections to how the character is expressing them self (Literacy lessons, morning meeting).

Sequencing a story in order with pictures-Students will put a fairy tale in order based on pictures after a read aloud or retelling. What choice did the character make? What feelings made them feel this way? How were they expressing themselves?

Acting out a favorite story. How are the choices in the story connected to the action cycle? Draw what was the choice, the action and the reflection. Describe if the choice was a good choice. For example, Little Red Hen-Act out the story and connect it to the Action Cycle (Literacy center with a graphic organizer). How does it make you feel? How can you express those feelings?

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

Learner Profile-Communicators (Ways to express myself), Reflective (Connect to action cycle or making better choices), Principled (Doing what is right)

Attitudes-Empathy, Integrity

Approaches to Learning Skills-Communication (Listening, speaking, reading, writing, and nonverbal communication); Self-Management (Informed choices, Safe and healthy lifestyle, Codes of behavior)

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

Books-Different versions of Three Little Pigs, Little Red Hen; David books, How Do Dinosaurs….; Healthy choices in the garden and within physical activities (Southwick, Closner); Martinez’s Parent-Dental hygiene

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

Garden, cafeteria, gym, playground, restroom, and auditorium
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.

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

Central Idea:

- Some students understand the idea, but retention isn't there yet. They gave an example of clothes choices and how their clothes express themselves.
- Central Idea was shared and connected to the Three Little Pigs stories (how the pigs made different choices with what they used to build their houses).
- Connect it to being communicators. PKD has focused on being a communicator and the aspects besides talking (listening, writing, reading and nonverbal).

Summative Assessment:

- Art book for Ms. Southwick… She talked about gardening can be a way to express herself. PKD will be drawing pictures to put in a booklet for her.
- Drew pictures for the Bookworm Lady to show her what they learned for her. PKC will then adopt Nurse Torres/Ms. Padilla to show her appreciation for them.
- PKA will adopt Ms. Robles or Ms. Rosy to express their appreciation. Give students choices.

Connection to the Theme:

- Go together well. They are synonymous. More introduction/teaching of a lot of the other forms of expression (reading, writing, use of books).
- Go deeper into the lessons and make connections to choices as a form of expression (choice of materials they use, choice of the centers they go to, choice of books they read).

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.

Lines of Inquiry

Learner Profile

Transdisciplinary Skills
## Reflecting on the inquiry

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<th><strong>8. What student-initiated inquiries arose from the learning?</strong></th>
<th><strong>9. Teacher notes</strong></th>
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<td>Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.</td>
<td>Make connections for parents. What does it mean to be an IB student? Asked for help at home with the Learner Profile on the bulletin board (snowflake, speech bubble). PKD</td>
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<tr>
<td>What student-initiated actions arose from the learning?</td>
<td>Have the choice of who to “adopt” would be powerful for the students.</td>
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<td>Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.</td>
<td>Schedule or plan for day to day (Engaging Activities #4)</td>
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