

## 1. What is our purpose?

### To inquire into the following:

- **transdisciplinary theme**

*How We Express Ourselves*

- **central idea**

*Children discover and express their ideas, feelings, beliefs and values through language arts.*

### 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?

*Subject Focus: Language Arts, Writing, Social Studies*

*\*Pre-assessment (character traits survey)*

*\*Students will make a painting that tells a story*

*\*Students will write a polished writing piece that tells a story (autobiography)*

*\*Students will be able to depict a story through different art forms including music and visual arts*

*\*Author Study of Allen Say*

*\*Formative assessment (Allen Say)*

Class/grade: 03

Age group: 8-10

School: *Justina Rd Elementary*

School code: 921810

Title: *Who am I? Who are You?*

Teacher(s): *P. Davis, J. Yingling, M. Broughton*

Date: *5/10/10-6/4/10*

Proposed duration: number of hours over number of weeks 4



PYP planner

## 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 (what are the different forms of expression)*

*\*Perspective (understanding and showing different points of view through many ways)*

*\*Reflection (what do we know about ourselves)*

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

- *Exploring ideas, beliefs, and values through literature*
- *Identifying our ideas, beliefs, and values*
- *Expressing our ideas, beliefs, and values*

What teacher questions/provocations will drive these inquiries?

1. *What is expression?*
2. *How can one express him or her self?*
3. *What connections can we make between literature and ourselves?*
4. *What are ideas, beliefs, and values?*
5. *How are our ideas, beliefs, and values interconnected?*

### 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?

*\*Pre-assessment*

*\*Graphic Organizers (attribute chart)*

*\*KWL Chart*

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

*\*KWL Chart*

*\*Graphic Organizers*

*\*Participate in literacy centers*

*\*Listening to musical selections*

*\*Polished writing pieces*

*\*Making paintings that depict stories*

*\*Alan Say author study*

### 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 Alouds*

*\*Paintings*

*\*Discussion*

*\*Readers Theatre*

*\*Polished Writing Pieces*

*\*Reading Theme 6: Smart Solutions*

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

**Communicators:** *Students will be able to express ideas through language arts*

**Knowledgeable:** *Students will use acquired knowledge to explore different artistic themes*

**Open-minded:** *Students respect the views and values of others*

### 5. What resources need to be gathered?

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

*\*Allen Say Literature including Emma's Rug, Tree of Cranes, Tea with Milk, The Bicycle Man, A River Dream, The Lost Lake, Grandfather's Journey (tell stories through different art forms)*

*\*Musical selections*

*\*Paintings*

*\*Guided Reading*

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

*The school and local environment will be used to facilitate the inquiry. The inquiry includes expressing our ideas, beliefs and values through language and the arts. Students will be able to visit Cumber Museum of Art, and Symphony to see and here stories through different art forms.*

**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**