1. What is our purpose?
To inquire into the following:
- transdisciplinary theme
  How We Express Ourselves

- central idea
  People communicate their stories and the stories of others in a variety of 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?

After reading a story, children will represent the story elements through their choice of:
Comprehension questions, a letter to a character, a newspaper article, an All About Me poster, write a summary using a graphic organizer if necessary, or a skit.

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: Students will demonstrate understanding of the elements of short stories.
Perspective: Students will demonstrate understanding of different points of view used in stories.
Reflection: Students demonstrate understanding of how different stories communicate ideas by reflecting on the story elements used by different authors.

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

1. Features and Elements of fictional and non-fictional text (Form)
2. Ways in which stories can be shared (Perspective)
3. Interpretation of stories (Reflection)

What teacher questions/provocations will drive these inquiries?

Why do human beings write stories?
What are some of the stories you remember best? And Why do you think they are memorable?
Why do characters tell the same story differently?
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?

KWL chart- Focused on what do we know and what do we wonder?

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

Students will demonstrate their understanding of the elements of fiction and non-fiction text by creating Venn diagrams.

Students will write letters to classmates about a specific story they read independently that describes a character's particular point of view.

Students will use the Facebook Design to create a profile on paper after reading the book Snow White and the Seven Dwarfs and in doing this they will demonstrate their understanding of story elements.

Students will be able to contrast and compare different elements used in fables and fairy tales by creating small posters.

Provided with different children’s rap songs students will be able identify the moral presented by the author.

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?

**Social Media:**

* Internet Safety Video: https://www.youtube.com/watch?v=89eCHtFs0XM
  * Facebook: Discuss how to use internet safely. Look at a Facebook page to see how it works. Discuss how you can share information about yourself and connect with people all over the world. Use the Facebook Design to create a profile on paper after reading the book Snow White and the Seven Dwarfs.
  * Blogging: Explain how a blog is a place to write your opinion about something. A lot of people use blogs to post reviews about things they have done, read, or seen. Blogs can be used to give your opinion, share your feelings and tell other about yourself. Model how to create a paper blog to post what we think of Cinderella as a class. After reading Little Mermaid, have students write their own blog in their journals or create their own paper blogs to post around the classroom.
  * Newspaper: Explain that a newspaper reports facts about a topic. A writer is telling the readers about an event that happened or report on the topic. Use the story Little Red Riding Hood to create a newspaper report. Model creating the report for the students.
  * Rapping/Music: We can express ourselves through written lyrics of songs and raps. Practice skills by rapping fairy tales such as Cinderella, Little Red Riding Hood, Three Little Pigs, Jack and the Beanstalk, and Goldilocks and the Three Bears.
  * Read Fables out of Aesop’s Fables and discuss the moral of those stories.
  * Compare and Contrast Fables and Fairy Tales
  * Look at fairy tales from a different perspective by looking at the stores through the eyes of other characters. Put students in groups to tell Cinderella their perspective. Write letters or newspaper article.
  * Continue looking at character perspectives and create blog posts and Facebook profile pages on paper.
  * Discuss emotions and how different characters express themselves with different emotions in the stories.
  * Students will create their own fairy tales using graphic organizers if necessary for support.
  * End with a Fairy Tale Ball
5. What resources need to be gathered?
What people, places audio-visual materials, related literature, music, art, computer software, etc. will be available?
How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Books:
- Beauty and the Beast
- Prince Frog
- Cinderella
- Three Little Pigs
- Little Red Riding Hood
- Snow White and the Seven Dwarfs
- Trust me, Jack’s Beanstalk Stinks, A Tale by the Giant by Eric Braun
- I Acted Like a Beast, A Tale by the Beast by Eric Braun
- Honestly, Red Riding Hood was Rotten, A Tale by the Wolf by Eric Braun
- Seriously, Snow White was So Forgetful, A Tale by the Dwarves by Eric Braun
- No Kidding, Mermaid are a Joke, A Tale by the Prince by Eric Braun

Websites:
- Unit: http://mrsbishops1stgrade.weebly.com/super-star-blog/archives/04-2015
- Internet Safety Video for K-2: https://www.youtube.com/watch?v=89eCHtFs0XM

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?

Thinking: Analysis
Students will be able to unique characteristics of the different story elements found in fairy tales and fables

Communication: Presenting
Students will learn how to use visuals and multimedia to detail elements for stories and fables.
- develop particular attributes of the learner profile and/or attitudes?
In each case, explain your selection.
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.

   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