



Summary

How We Express Ourselves Current

Subject
English

Year
Third Grade

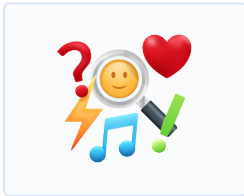
Start date
Week 4, April

Duration
5 weeks

5 of 5
weeks

Inquiry

Transdisciplinary Theme



How we express ourselves

The Central Idea

Writing expresses thoughts and ideas.

Lines of Inquiry

- different forms of written expression
- using written expression to discover other peoples' ideas
- using written expression to communicate thoughts and ideas

Teacher questions

- 1. What makes people react differently to the same poem?
- 2. Why do we read and write poetry?

Learning Goals

Scope & Sequence

English

[IB] Oral language - listening and speaking

Overall Expectations

show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.



Conceptual Understandings

Spoken communication is different from written communication - it has its own set of rules.

Spoken language varies according to the purpose and audience.

People interpret messages according to their unique experiences and ways of understanding.

Learning Outcomes

use language to explain, inquire and compare

recognize patterns in language(s) of instruction and use increasingly accurate grammar

begin to understand that language use is influenced by its purpose and the audience

understand and use specific vocabulary to suit different purposes

use language for a variety of personal purposes, for example, invitations

express thoughts, ideas and opinions and discuss them, respecting contributions from others

participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems

Standards and benchmarks

Georgia State Standards

GSE: Physical Education (2018)

Motor Skills and Movement Patterns Grade 3

PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.
Locomotor

c. Travels differentiating between speeds. (jogging, sprinting, and running).

Manipulative Skills

h. Throws underhand to partner/target with a mature form (facing target, stepping with opposition, transferring weight, and following through).

j. Catches an object tossed from a partner.

Movement Concepts and Principles Grade 3

PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.

Personal and Social Behavior, Rules, Safety, and Etiquette Grade 3

PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

a. Demonstrates the ability to work successfully with a partner or with a small group.



- b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- c. Accepts and implements corrective feedback from teacher.
- c. Accepts and respects differences and similarities in physical abilities in self and others.
- d. Identifies equipment-specific safety rules and follows them.

PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



- a. Explains the relationship between physical activity and good health.
- b. Describes the challenge that comes from learning a new physical activity.
- c. Recognizes the connection between enjoyment and participation of physical activity.
- d. Recognizes that physical activity provides opportunity for social interaction.



Key and Related Concepts



Key Concepts

Key Concepts	Key questions and definition	Related concepts	Subject Focus
 Form	What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	expression, creativity	English
 Perspective	What are the points of view? The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.		



Developing IB Learners

☆ Learner Profile



Thinkers

Description

Thinking skills: comprehension

Self-management: time-management

Communication: Students will listen, speak, read, draw, and write.

Risk-taker, Open-minded



ATL Skills



Approaches to Learning

Description

Thinking skills: comprehension

Self-management: time-management

Communication: Students will listen, speak, read, draw, and write.

Risk-taker, Open-minded



Communication Skills

- Exchanging information - Listening, interpreting and speaking

Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Ask for clarifications.

Listen actively and respectfully while others speak.

Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information



Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.

Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.



Action

Student-initiated Action

poetry book

memorize poem



Assessment & Resources



Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Summative Assessment GRASP

Goal: You are to create an original poem or recite an existing poem..

Role: Performer at a poetry cafe.

Audience: Patrons of said poetry cafe.

Situation: Writing, research and rehearsal of poem.

Product: Performance



Standards: Georgia Standards of Excellence for ELA

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

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?

Poetry Matching Game

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 read, interpret, and respond to a published poem.

Quizzes - Types of Poetry, Vocabulary

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Summative Assessment GRASP

Goal:You are to create an original poem or recite an existing poem..

Role: Performer at a poetry cafe.

Audience: Patrons of said poetry cafe.

Situation: Writing, research and rehearsal of poem.

Product: Performance

Standards: Georgia Standards of Excellence for ELA

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

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?

Poetry Matching Game

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 read, interpret, and respond to a published poem.

Quizzes - Types of Poetry, Vocabulary



Learning Experiences



Designing engaging Learning Experiences

Read and discuss various types of poems, use various books and songs to facilitate class discussion.

Students will create a book of poetry.

Create poems that express feelings or tell stories from a picture. (ex. teacher display a picture).

Cinquian Hershey Kiss poetry activity

Music

Central Idea: Music has (many elements) of structure)

Key Concepts: Reflection

Learner Profile: Communicator, Thinker, Knowledgeable

Activities:

- Students will reflect on the structure of music through the use of rhythm-ball routines.
- Students will reflect on the organization of music as related to it's various component sections/parts/instrumentation.

Science Lab:

Key Concepts: reflection

Activities:

- Students will reflect on how heat energy effects the health of the chickens, then research and plan a creative way to keep the chickens cool with construction of a structure/device.
- Students will make observations of the effectiveness of their heat remediation by using thermometers and observation logs.

Physical Education:

Central Idea: Previous knowledge of skills can be used to excel in challenging competitive tasks.

Key Concept: Function

Learner Profile: Communicator, Thinker, Reflective, Knowledgeable

Activities: Field Day games that allow students to cooperate and work together at accomplishing a target goal as fast as they can. Share with others how to accomplish the task faster.

Spanish-Key Concepts: Reflection

- Students will recognize rhyming words in Spanish
- Students will hear Spanish poems for children / rhyming games / songs - forms of poetry



Provocations

Taking lyrics of music and dance to cross-over to positive communication (NAE-NAE).

Reflections

General Reflections

Looking Back



Emily Turner May 11, 2022 at 12:43 PM

We hope to incorporate this unit earlier in the year when we're teaching poetry. This skill needs to be before milestones.

Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:49 AM

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

Computer / Promethean boards, trade books, community poets

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

We will invite local poets into our classrooms to share with the students.

Poetry Coffee House – Parents are invited to hear children share original poetry.