

Teacher(s)	Pooja/Neeru	Subject group and discipline	Language and Literature		
Unit title	Narrative Form	MYP year	1	Unit duration (hrs)	45 days

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Connections	Theme, Point Of View	Orientation in Space and Time

Statement of inquiry

Folk Tales connect people across the world, using universal themes that express traditions, beliefs and values

Inquiry questions

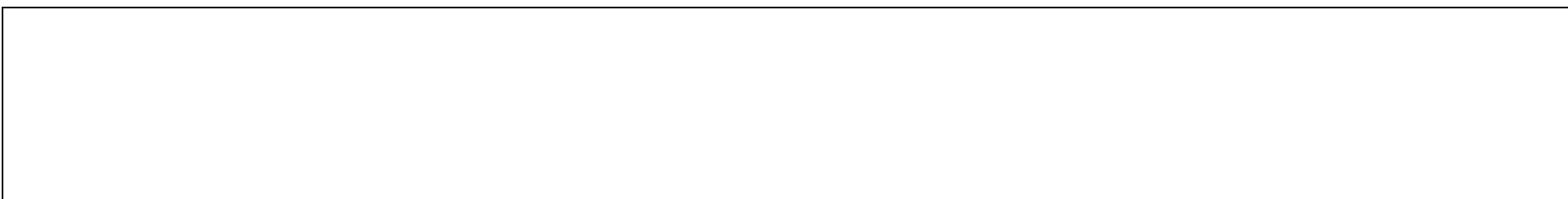
Factual—What is a folk tale? Why are folk tales important? How were folk tales passed on to the next generation?

Conceptual— How are folk tales a reflection of the beliefs and culture of a place? How are folk tales helpful in expressing ones point of view?

Debatable—How far do you think that folk tales help readers to engage with the stories? Both folk tales and ballads tell stories about characters that are treated like heroes or anti heroes by the writer. Discuss.

Objectives	Summative assessment	
<p>A i ii</p> <p>B ii iii</p> <p>D iii , iv</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Analysis of the Folk Tales (Questions and Answers)</p> <p>The students will be able to make connections by identifying the character and behaviour and give an identity. They will be able to comment on the theme and present their point of view by using examples, explanations and terminology. They will discuss their opinions by referring to the text and in the context. They will be able connect and identify the similarities and difference in features within the texts in a logical and organized manner.</p> <p>Assessment Criteria A i ii , B ii, iii, D iii.</p> <p>Story Writing</p> <p>The students will write a folk tale which has a moral, including traditional features.</p> <p>Assessment Criteria D iii</p> <p>Reading</p> <p>The students will be able to read the text in a comprehensible manner.</p> <p>Assessment Criteria D iv</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>By doing the questions and the answers the students will be able to understand that folk tales connect people of different identities and help to bulid up a relationship and connect universally as they have common themes that reflect traditions, beliefs and values.</p> <p>Story writing will help them to use correct grammar, syntax, etc.</p>

Approaches to learning (ATL)		
<p>Critical Thinking skills</p> <ul style="list-style-type: none"> ✓ Gather and organize relevant information to formulate an argument ✓ Practise observing carefully in order to recognize problems ✓ Generating novel ideas and considering new perspectives <p>Research skills</p> <ul style="list-style-type: none"> ✓ Present information in a variety of formats and platforms ✓ Use critical-literacy skills to analyse and interpret media communication <p>Communication skills</p> <ul style="list-style-type: none"> - Use a variety of media to communicate with a range of audiences - Make inferences and draw conclusions - Paraphrase accurately and concisely - Make effective summary notes for studying 		



Action: Teaching and learning through inquiry

Content	Learning process
<p>Week 1 Warm up by understanding what a folk tale is and how it is different from other genre of story.</p> <p>Video clips of 2 folk tales will be shown to let them have a clear understanding of the term ' Folk Tales'</p> <p>Extract 1 ' Stripes Tiger and the Boy'</p> <p>Reading, Vocabulary building, Sentence Making, Questions and Answers</p> <p>Grammar- Punctuation</p> <p>Week 2 Story Writing, Tenses</p> <p>Simple Present, Simple Past, Simple Future</p> <p>Present Continuous, Past Continuous, Future Continuous</p> <p>Present Perfect, Past Perfect, Future Perfect</p> <p>Extract 2 'Why the Sky is So High'</p> <p>Week 3 &4</p> <p>Poem- The Bold Pedlar and Robin Hood.</p>	<p>Learning experiences and teaching strategies</p> <p>Students will use their dictionaries and other research tools to find and understand the meaning of the term Folk Tale.</p> <p>They will analyse and observe the difference between a folktale and a story.</p> <p>The students will comprehend and interpret the text. They will identify the difficult words and use them in sentences of their own after interpreting the meaning. They will analyse the questions and note the answers.</p> <p>The students will be introduced to Capital Letters, Full Stop, Comma, Question Mark, Exclamation Mark and Inverted Commas. They will form sentences with the right punctuation marks.</p> <p>They will write a short story with a moral.</p> <p>From the Folk Tale 'Stripes Tiger and the Boy' the students will sort out the sentences on the basis of the Tense they belong to as per their newly acquired knowledge of the topic.</p> <p>The students will comprehend and interpret the text. They will identify the difficult words and use them in sentences of their own after interpreting the meaning. They will analyse the questions and note the answers.</p>

	<p>Formative assessment</p> <p>Worksheets on Punctuation and Tenses in Grammar.</p> <p>Worksheets on Writing a story based on a picture given and ending a story in their own words.</p>
	<p>Differentiation</p>
Resources	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
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The learners have read folk tales and fables.		
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Teacher(s)	Ms. Pooja Chopla/ Ms. Neeru Misra	Subject group and discipline	Language and Literature		
Unit title	Novel – Harry Potter and the Philopher’s Stone	MYP year	1	Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Creativity	Setting, Character	Personal and Cultural expression.

Statement of inquiry

The novelist writes/creates a novel to stimulate the reader to respond in a particular way, with the reference to the setting and characters.

Inquiry questions

Factual— How is fantasy different from other genres?

Conceptual— What can we express through a story in a novel?

Debatable— From a novel on adventure and a novel from real life stories, which would you prefer to read and why?

Objectives	Summative assessment	
<p>Criteria A (1 and 2)</p> <p>Criteria B (3)</p> <p>Criteria D (3)</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Themes, Characters, Plot, Summary Writing, and Extract based questions, Think and answer, Comparing the characters. Role Plays. Class Presentations Grammar: Tenses and Reported Speech Writing: Article Writing, Summary Writing</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The questions will be based on theme, character analysis and setting to bring out their creativity and also will help them to express their views, using correct grammar, syntax etc.</p> <p>By doing the questions and the answers the students will be able to understand the setting and different characters which will give the picture of the personal and cultural aspect to the readers.</p> <p>Summary Writing and Article Writing will help them to use correct grammar, syntax, etc.</p>

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Approaches to learning (ATL)

Communication

- Paraphrase accurately and concisely.
- Preview and skim texts to build understanding
- Take effective notes in class
- Collaborate with peers, experts or others, employing a variety of digital environments and media.

Social Skills

- Listen actively to other’s perspectives and ideas.

Creative Thinking Skills

- Gather and organize relevant information to formulate an argument.
- Identify obstacles and challenges



Action: Teaching and learning through inquiry

Content	Learning process
<p><i>Week 1: What if..... you were a wizard and everything you touched would turn into gold.....?(50 words)</i></p> <p>Students will write a paragraph to answer the question for about 15-20 minutes.</p> <p>Students will watch the important clips and complete the worksheets based on the clips. https://www.youtube.com/watch?v=XXvlqsSeJ7Q&list=PLF2023D1F60A020EF</p> <p>Students will present the</p> <p>Week 2 Questions based on plot and theme. Class Discussion/ Presentations Summary Writing</p>	<p>Learning experiences and teaching strategies</p> <p>Students will use their dictionaries and other research tools to find the meanings. They will analyse and observe the difference between the characters.</p> <p>The students will be able to work together to understand the story and reflect on it.</p> <ul style="list-style-type: none"> -The students will analyse different characters with specific information from the text. -The students will be able to write an article and also summary of the important events in the novel. -The students will be able to use different resources to find the meanings of words. --The students will be able to use their own creativity. -The students will be able to read, write and talk about a book and film in detail.

<p>Week 3 Character Analysis, Role Play Setting, Analysing the important events Summary Writing</p> <p>Week 4 Grammar: Reported Speech FA Activity Article Writing</p> <p>Week 5 Writing to be continued with Grammar games and integrated activities.</p>	<p>They will be able to change sentences from Direct Speech to Indirect Speech.</p> <p>Students will be able to write an article and summary integrated through the novel.</p> <p>Students will be able to compare and contrast the different characters and make choices.</p>
	<p>Formative assessment</p> <p>FA 1 Criteria A (1 and 2)</p> <p style="padding-left: 40px;">Criteria B (3)</p> <p>FA 2 Criteria D (3)</p>

	<p>Differentiation</p> <p>Guided and scaffolding the students during the various activities.</p>

Resources

Novel, Dictionary, Notebooks, Laptops,
<https://www.youtube.com/watch?v=pt8bwEWYxb0&index=6&list=PLF2023D1F60A020EF>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Students love to watch Harry Potter movies.	I think more chapter based activities would have helped the students to understand the themes. The word game and activities helped them to understand the text. Few students	Students were not able to finish the reading of the text. They initially struggled to complete their work on time.

<p>They would have read the novel and are familiar with the story.</p>	<p>were not able to understand the tasks during class activities as they had not read the novel during their summer holidays. I think it is indeed very important to inculcate the reading habits. Students were also not familiar with the vocabulary used in the novel.</p>	<p>Students really enjoyed doing the presentations in the class.</p> <p>The character analysis and other activities helped them to understand the story. Through various activities they were able to develop their critical thinking. After the unit students were able to analyse the characters and themes in depth by quoting examples from the text. Extra homework and activities were given to students who were not able to understand the task as in our classes we have students of different level.</p>
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