

# Break Out Room Discussion

How can I  
use PZ ideas  
in my PYP  
classroom?

With  
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# Break Out Room Discussion

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**Inquiry has been achieved  
when understanding has  
been advanced.**

**When understanding is  
established inquiry has  
taken place.**

Kevin Bartlett



Primary Years  
Programme



PROJECT ZERO

What is worth  
learning?

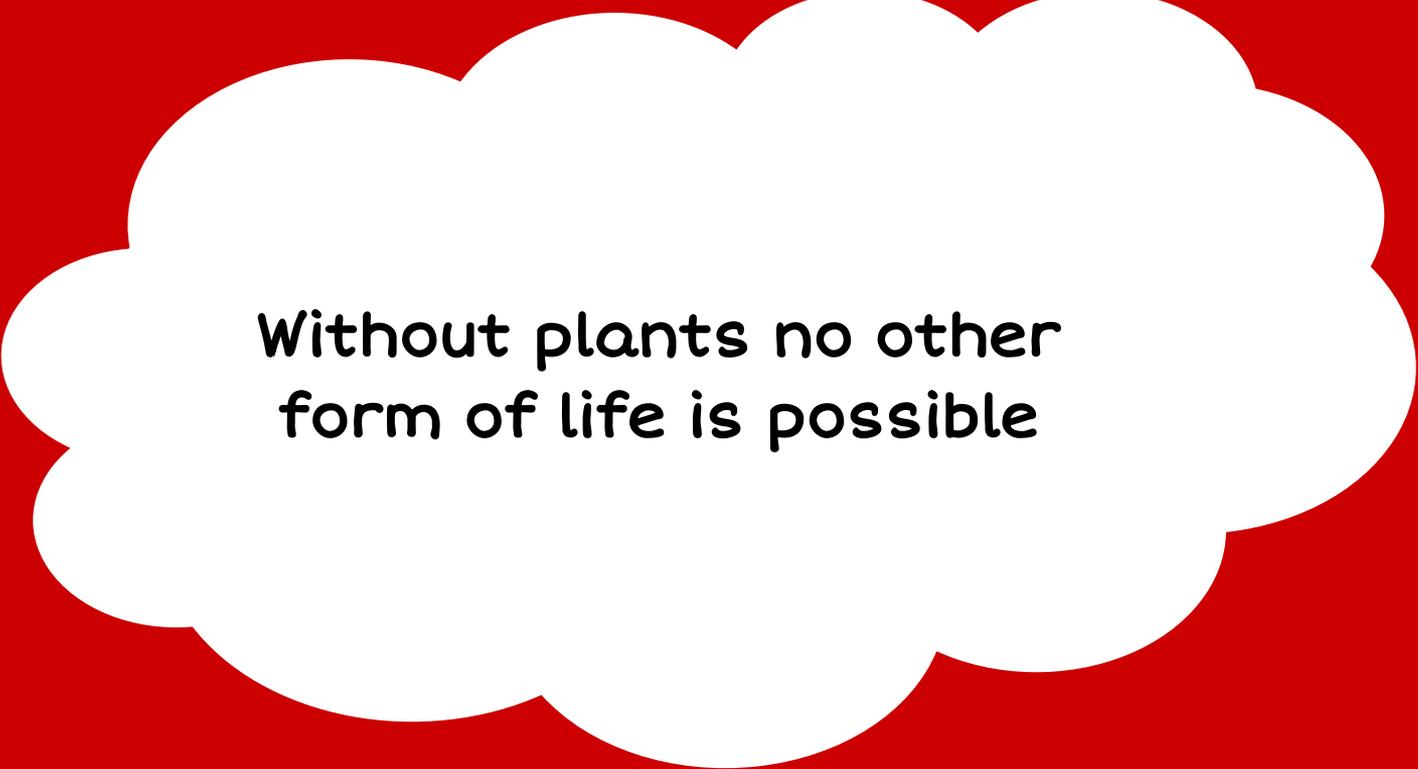
The Central  
Idea

Universal

Multi-  
disciplinary  
connections

Worth  
investigating.

Relevance



**Without plants no other  
form of life is possible**



Our energy needs are great  
but our use of energy  
sources has implications  
for our environment.

**How can an understanding of a big conceptual idea, the central idea be constructed?**

**Engaging students in thinking.**

**Describe what is there** What do you see and notice?

**Wonder** What are you curious about?

**Make Connections** How does this fit with what you already know?

**Uncover Complexity** What lies beneath the surface of this?

**Reason with Evidence** Why do you think so?

**Consider Different Perspectives** What is another angle on this?

**Build Explanations** What is really going on here?

**Capture the Heart and Form Conclusions** What is at the core or center of this?



Can thinking  
grow our  
understanding of  
a familiar tale?

Once upon a time, there were three little pigs who lived with their mother in a meadow by a bustling village. Theirs was a carefree life. Their mother fed them and cared for them, and they spent many delightful hours playing with each other. One day the mother pig said to the three little pigs, "You are all grown up and need to go out into the world and make your own way." So the pigs waved goodbye and out into the world they went. The pigs decided to build houses near the woods. The first little pig came across a bale of straw and made his house with it. The second little pig gave a little more thought to the material he would use, and made a house of strong sturdy sticks. The third little pig, who had remembered the cozy cottages in the village, decided to make his house out of bricks.

In the woods nearby, there lived a wolf. He was big, burly, and strong. He watched the pigs build their houses and approached them when they were built.. The first house he saw was that of the pig who had built his home of straw. "Little pig, little pig, let me come in," he called. But the little pig answered, "Not by the hairs on my chinny chin chin." So the wolf huffed and puffed and blew the house down. When the little pig saw his house blow all around him, he ran and found shelter with his brother whose house was made of sticks

Not shortly after, the wolf came to the house of the pig who had built his home of sticks. . "Little pig, little pig, let me come in," he called. But the little pig answered, "Not by the hairs on my chinny chin chin." So the wolf huffed and puffed and the house collapsed into a heap of sticks. When the little pigs saw the stick house collapse all around them, they ran and found shelter with their brother whose house was made of bricks.

Soon the wolf arrived at the house of the pig who had built his home of bricks. "Little pig, little pig, let me come in," he called. But the little pig answered, "Not by the hairs on my chinny chin chin." So the wolf huffed and puffed, but the sturdy little house did not budge. By this time the wolf was hungry and irritable. He went up on the roof and tried to get into the house through the chimney. Unknown to him the little pigs had a large pot of boiling water on the stove below. The wolf fell into the boiling pot and got badly scalded. He ran out and never came back.

# SEE THINK WONDER

## SEE

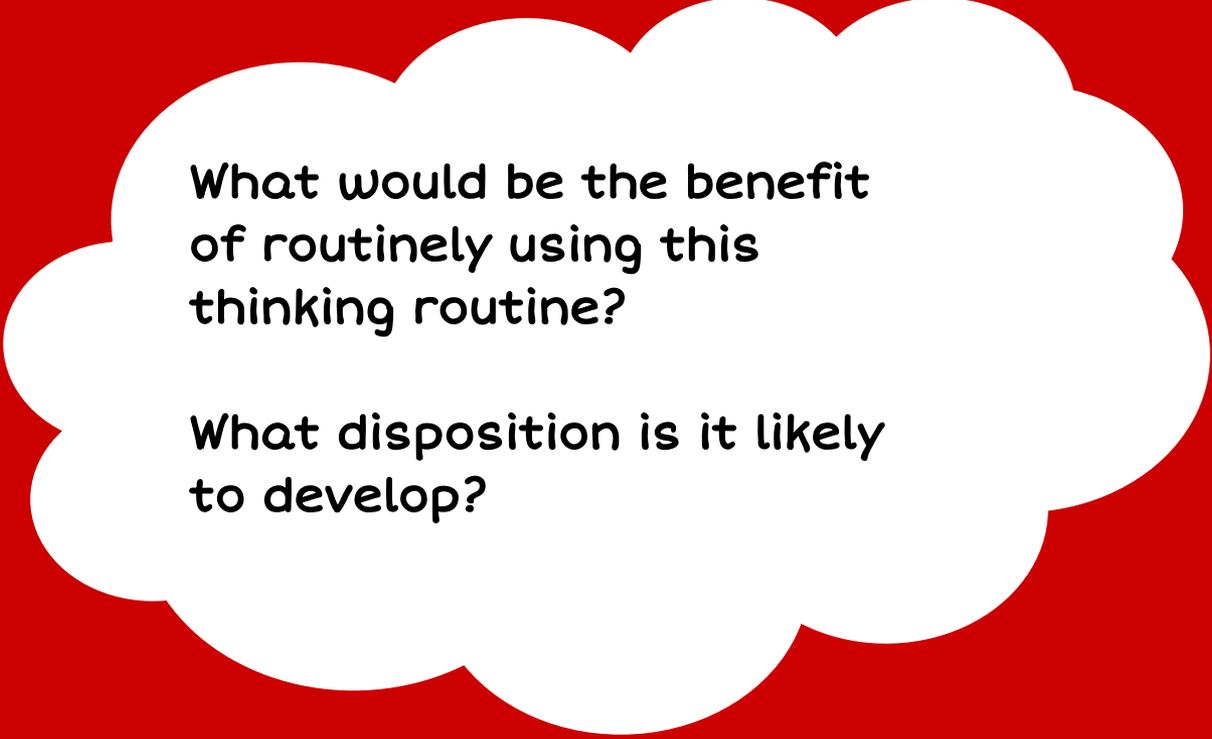
What do you see in the story? What are the facts presented?

## THINK

Based on the facts, what are your thoughts? What do you think the story is about?

## WONDER

What do you wonder about? What information is not provided? What other information would help you better understand the story?



What would be the benefit  
of routinely using this  
thinking routine?

What disposition is it likely  
to develop?

# STORIES

**What is the main story?**

(What does the story say)

**What is the side story?**

(What is the context? What background information might help me better understand the story?)

**What is the hidden story?**

(What has not been said? What facts might you not know?)

Might this bring shifts in the way you tell/write the story of the Three Little Pigs?

## DEBRIEF

What lies at the heart of the story about the three little pigs?

In what way might the story of the Three Little Pigs be relevant to the student/ students?

# DEBRIEF

What might be the value of using thinking routines to understand the story about the three little pigs?