

# TEACHER ACTION RESEARCH

Bridges Year 4 *Teacher - Proficiency Community,*  
 Action Research Questions

+  
 LIT. CONCERNS.

School Group	Action Research Question
<b>2<sup>nd</sup> Grade</b>	
13Q	How can I use the bridge of multiple entry points to achieve meaningful conversations around text/story?
19Q	How can I use physical and vocal expression through puppetry to support student growth in various modes of writing?
91Q	How can I use puppet play to achieve an understanding of how character's traits and emotions affect the events in the story. <i>help student</i>
153Q	Question # 1 – How can I use tableau to <u>conceptualize a working farm</u> , then develop academic vocabulary to explain or describe it?  Question # 2 – How can I use the 2 Face Stick Puppet strategy with storymapping to demonstrate how characters' emotions change in response to events and challenges in a text?
229Q	Question # 1 - How can I use the emotion chart, 2 faced puppets, and play to help students understand the <u>connection between character emotion and story sequence</u> ?  Question # 2 - How can I use the trifold setting strategy, simple puppets, and play to help students understand the connection between setting and story sequence?
<b>1<sup>st</sup> Grade</b>	
13Q	How can we use the descriptive language process to achieve comprehension and build vocabulary?
19Q	How can I use the puppet play and setting strategy and the 2Face puppet strategy to support my children becoming more verbally expressive, and being less shy?
91Q	How can I use multiple entry points [and the setting strategy, and the puppet play strategy] to achieve an increase in my student's use of descriptive language in both discussion and writing?
153Q	How can I use physical and vocal expression to achieve a deepening of my students' understanding of character development?
229Q	How can I explore setting using multiple entry points to achieve my goal of strengthening my students' inference skills? (We will probably have a similar second question focusing on making simple puppets.)
<b>Kindergarten</b>	
13Q	89/90 Dual Language Classes: How can I use interactive storytelling to engage all of our students towards our goal of improving language and vocabulary development?  193: ENL: How can I use multiple entry points to achieve an improvement in language and vocabulary development?  93: ICT/ENL: How can I use multiple entry points to improve language development (vocabulary) and an understanding of story elements?  95: ICT/ENL: How can I use multiple entry points to achieve student understanding of the relationships between character emotions and the events in a story?

19Q	How can I use <b>physical and vocal expression</b> and <b>visual design</b> strategies to help my students <b>understand basic storytelling elements (character, setting and sequencing) using fiction books?</b>
91Q	How can I use puppet play to achieve an understanding of how character's traits and emotions affect the events in the story.
153Q	#1: How can we use multiple entrypoints to develop students' emotional literacy and verbal expression? (Using Embodying emotion words w/chart, one-face puppet strategies, and puppet play w/one-face puppet) [#2 may be developed in future around settings]
229Q	#1: How can I use the puppet play and setting strategy to help students increase their expressive language in finding their voice while deepening comprehension of a text and new vocabulary?  #2: How can I use the headdress and setting strategy to help students conceptualize and embody story elements allowing all students an opportunity to participate and take ownership of their learning?