

NEWSLETTER FOR THE THIRD UNIT OF INQUIRY

DECEMBER 2019

GRADE 4

WHO WE ARE?

Central idea:

There are interconnected and interdependent rights and responsibilities in human communities.

Lines of inquiry:

- 1) **The role of different body systems and their functions.**
- 2) **The human's responsibilities and their connections.**
- 3) **Why the interconnectedness of human's responsibilities is important?**

In this unit of inquiry, the students studied different body parts and their function. They gathered information about each part and its responsibilities, and the way they are connected to other parts of the human body. They found out that how all the body parts are connected to each other and if one part doesn't work well, all the human body system will face serious problems. They became to know that what reasons can cause unhealthy situation for our body, and how can we keep ourselves healthy.

Then the students studied different parts of the community, and they studied a smaller community like their school. They went further and visited different parts of the school and asked about their functions, and responsibilities. They asked each department at school, that what would happen if one department doesn't work well, and how this will affect other departments and the entire school?

They took action by giving suggestions for the school to improve their abilities and benefits. They compared the human body system and human communities and understood that all parts are connected to each other and have to take their responsibilities, beside their obvious independent rights.

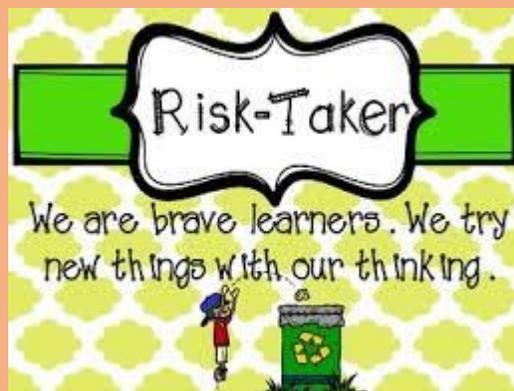
Visiting Mahdavi international primary school's office:



Visiting the library, the students are taking notes about the library:



Finally, the students have gained a good knowledge about the different parts of the human body and a social community, and their functions, through researches and school various departments' interviews. They learned that all the parts are related to each other, and if we want to have a healthy body or perfect community, each part should do its own duties in a proper way (including each student, self-management). They participated in different discussions in the class, asking that what would happen if one part doesn't take its responsibility, and what consequences will be caused? They also developed their risk taking skill, by suggesting new instruction for the improvement of the school, and reasonable habits for themselves to have a healthy body.



MATHEMATICS

The students learned more about multiplication and the meaning of multiplication in different ways. They learned about skip counting and same number additions, and equal parts. The students learned how to multiply 2-digit numbers to two- digit and used place value of each digit. They learned a lot about multiplication word problems, and different word problem solving strategies.

They tried to solve word problems, using the following four solving problem steps:

- 1) Understand
- 2) Plan
- 3) Find a solution
- 4) Look back (check the solution)

The students took turns in designing various types of tests for each other, and tried to learn more from each other by playing teacher's role in the math class. They used different word problem solving strategies such as; Draw a picture, Act it out, and Find the clues.

L.A

The students learned more about the verb tenses and different types of sentences. Imperative and exclamatory sentences were taught and were used in punctuated writings in the class. The students became familiar with initial draft writing and beginning a proper story writing. They learned more about main sentence in a paragraph, and other related paragraphs. They increased their writing abilities.

ICT

The students practiced typing with two hands and two or three fingers at the same time. They wrote about the IB learner profiles using their typing skills.