

Who we are



Getting to know sessions

We made posters that asked students to share what they expected from their teachers, classmates, and themselves.

The class was introduced to the Golden Rules. We wrote and signed our essential agreement. Pre assessments were completed during the first two weeks.



In and Out Machine



Expand in our Culture



culture elements

Unit of inquiry

We went over the IB attitudes. Presented the central idea along with the teacher questions , and used the time to assess students prior knowledge of culture, by having them jot down their ideas along with their questions about culture in their own unit planner packets.



Student, in groups flipped through reference books on culture, then watched a few clips about culture, and further filled out their UOI planners.

Students further completed their unit planners by stating their goals for the unit as well as writing down the new vocabularies they had for the unit, including physical, spiritual, social and others.



Later in the week we made a spider gram based on the information students had gathered from the previous week video clips and book searching.



in order to make connections students were presented with “ Six thinking hats” and each student picked a hat to wear and shared her ideas with the class.

Students created some posters answering the questions on the hat. Each group picked one hat.

We had a carpet session and reviewed the Hello and Goodbye customs of different countries,.As a final individual assessment students made fact books on culture.



MATH

Using the app “Splash Math” we reviewed second grade level math, like place value, short form and extended form of numbers.

Students began working on bar graphs and pictographs from their new math books. They worked on how to read a bar graph by learning the language that is required.

The class divided into groups, conducted a survey to find out the number of students in all grades in the international section of the school. Each group sent out a representative to collect the data. Once the groups had the data, they created a data chart as well as a bar graph to represent the data. The groups faced the challenge of not only completing the graphs but also working effectively with their group mates, and making sure everyone had a part in the final product.

In ICT, students were given different numbers of colored paper circles as their data. They organized the data into charts and then represented them as bar graphs in PowerPoint.

In ICT students created a line graph on power point to show how the height data for a child changes over time.

We began our investigation into patterns.

The class was introduced to the “In and out machine”. A machine that takes in a certain number of objects but spits out a different number of objects. The students, working in groups, were to discover what the rule of the in/out machine was. One time it was adding 3, one time subtracting 2 but could be anything based on what went in and what came out. The students also went up in groups and presented the class with their own In/Out numbers and the rest of the class had to guess the rule.

We had math party with coffee cups, bath cups and beans. Students used these props to better understand what place value in a number really means.

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Language Arts

The class was introduced to the song **Shine**. First they listened to the song, while also seeing the lyrics on the smart board. Next, they wrote down the words they did not know the meaning of, we defined with words together and students finally sang the song.

Student read “ A letter from Angela” and were introduced to new vocabularies and were challenged on their reading comprehension skills. They listened to the different stories such as “Frog and Princess”, “Ben’s Wishes”,etc.

Students were presented with new language-vocabulary including synonyms and antonyms, and were given their first official spelling test.

We worked on expanding some strategies and skills to use during reading and listening activities such as comparing and contrasting, identifying story elements and author’s purpose, cause and effect, compound words, classifying, the difference between fact and opinion, and main idea and details.

Students, separated into four groups, were given a story which were related to the central idea of the unit. They were to read together and later present and retell to the class.