

Grade 1 + 2 Unit of Inquiry Summary

How We Express Ourselves

Central Idea:

People recognize and express appreciation for patterns and cycles in a variety of ways.

Lines of Inquiry:

- Exploration and learning about plants
- What is a cycle? Learning about the concept of a cycle
- Exploration and learning about different cycles in nature and man-made cycles

Key concepts:

Change, Form, Connection

Homeroom: Math

- demonstrate knowledge and understanding of place value using various Math manipulatives
- use addition and subtraction to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing
- counting to 120 and skip counting up to 120 by 2's, 5's and 10's
- addition and subtraction with regrouping and borrowing; solving equations and explain the reasoning used to solve them
- writing story problems and demonstrating how to solve them
- comparing numbers using various Math symbols
- using strategies to mentally perform math calculations
- applying properties of operations as strategies to add and subtract

Homeroom: Reading/Language Arts

- identifying, describing, comparing/contrasting, and examining characters, settings, and major events in a story using key details
- retelling stories, including fables and folktales and determining their main idea/central message lesson, message, or moral
- identifying and describing patterns and cycles in literature, using events and details; recalling and narrating a sequence of events
- characterization and describing how characters respond to major events and challenges
- reading informational texts

- exploring and using new vocabulary
- poetry and how poetry is written/recited differently than other forms of writing
- grammar and writing conventions; correctly using capitalization & punctuation, composing a complete thought as a sentence, using newly learned vocabulary, when narrating events, writing them in sequential order using time order words
- phonics and spelling conventions

Homeroom: Science

- examining plants, animals, living things
- exploring and examining the cycles of various natural elements; water cycle, life cycle, seasons, seeds, moon

Homeroom: Social Studies

- how people interact with the environment; conservation of natural resources
- man-made cycles as a response to the environment
- patterns/cycles in human behavior

Art

- Understand that the brain interprets images in different ways through examining optical illusions and studying the work of M.C. Escher
- Identify warm and cool colors, and complementary colors
- Explore the art of multiple cultures, such as Islamic, Indonesian, and Chinese
- Understand that tessellation is the repetition of a pattern or shape, and demonstrate it visually
- Draw a four-fold star pattern using Islamic geometry principles
- Explore the day and night cycle through the study of the painting “Starry Night” by Vincent Van Gogh
- Create a batik-style work of art by using crayons and tempera paint
- Experiment with bamboo brushes to create Chinese brush art
- Investigate and identify Chinese brush art

Quran & Islamic Studies

- Examine how Wudoo is a part of our daily pattern by discussing how a pattern repeats itself and Muslims repeat Wudoo.
- Explore the steps of Wudoo by reading Hamza Learns Wudoo, by Asma Chaudhry.
- Generate a list of the steps of Wudoo by creating illustrations of the steps.
- Analyze each step of Wudoo by investigating the details required. (For example: Wash hands, three times, Start with right hand, etc.)
- Examine the cycle of generosity by researching what Allah (swt) says about how He will give you more if you give for His sake.
- Memorize Surah Ad-Duha by practicing with the teacher.

- Identify different examples of patterns in Surah Ad-Duha by discovering the translation of the Surah.
- Explain at least one of the patterns they identified by reflecting about what they learned in their journals.
- Define Ad-Duha and Al-Layl by exploring the cycle of day and night.
- Discover the Hijri calendar by classifying the twelve months' names in order.
- Compare and contrast the two calendars by creating a Venn Diagram for the Gregorian and Hijri calendars.

Arabic

- Students will learn vocabulary for and demonstrate understanding of butterfly life cycle, things in nature, colors, and seasons.
- Students will identify and use Arabic names of days of the week and months (both calendars) – through making their own Arabic wall calendars.
- Sing “Come Play With Me” Arabic song
- Understand, initiate, and respond to greetings and short introductory conversations.
- Use adjectives (opposites, colors, etc.) to describe people and animals
- Recognize, pronounce and write 10-15 alphabet letters and 5-8 simple words