

3rd and 4th GRADES Unit of Inquiry

Transdisciplinary Theme: Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Central Idea:

The small actions we take everyday influence who we are and who we become.

Lines of Inquiry:

- How do small actions have large results?
- How do our daily routines impact our lives?
- How do routines and systems/cycles work?

Students will be able to further explore the Central Idea and Lines of Inquiry for the following subject areas as follows:

Math:

What we will explore:

In math we will be working with multiplication and exploring various ways to solve it. Students will understand that when you multiply you take small numbers and they can become larger. This lends itself to the them of Small ideas, having big implications or results.

Students will be able to:

- [CCSS.Math.Content.3.OA.A.1](#)
Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
- [CCSS.Math.Content.3.OA.A.3](#)
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- [CCSS.Math.Content.3.OA.A.4](#)
Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$*
- [CCSS.Math.Content.3.OA.B.5](#)
Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$.*

(Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

- [CCSS.Math.Content.3.OA.D.9](#)

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

- [CCSS.Math.Content.4.OA.A.1](#)

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

- [CCSS.Math.Content.4.OA.B.4](#)

Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

- [CCSS.Math.Content.4.OA.C.5](#)

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Language Arts:

What we will explore:

The novel *Charlotte's Web* by E.B. White. Students will look for evidences of Caring within the story. Students will identify small things that have huge outcomes. Students will discuss points of view within the book (Ferns, Wilbur's, and Charlottes).

Students will be able to:

- CCSS.ELA-Literacy.RL.3.6
 - Distinguish their own point of view from that of the narrator or those of the characters
- CCSS.ELA-Literacy.RL.4.3
 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- CCSS.ELA-Literacy.RL.4.6
 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- CCSS.ELA-Literacy.RI.3.6
 - Distinguish their own point of view from that of the author of a text.
- CCSS.ELA-Literacy.RF.3.4
 - Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-Literacy.RF.4.4
 - Read with sufficient accuracy and fluency to support comprehension
- CCSS.ELA-Literacy.W.3.1

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- CCSS.ELA-Literacy.W.3.6
 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- CCSS.ELA-Literacy.W.4.1
 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- CCSS.ELA-Literacy.W.4.1.c
 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- CCSS.ELA-Literacy.W.4.1.d
 - Provide a concluding statement or section related to the opinion presented
- CCSS.ELA-Literacy.W.4.9.a
 - Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Science:

What we will explore:

Student will observe systems, cycles, and routines and how they impact the lives of humans, animals, and nature. Students will focus on the Systems within their bodies (Such as the skeletal system and the nervous system).

Students will be able to:

- Identify various systems, routines, and cycles.
- Students will identify, label, and draw systems within their body.
- Make Connections with even the smallest actions or events to larger outcomes
- Students will compare animal systems, plant systems, and human systems.

Social Studies:

What we will explore:

Students will work with the Endangered Species Act. Students will pick an animal to research that is endangered and examine how the act helps or does not help this particular animal.

Students will be able to:

- Write an opinion paper using specific evidences and examples from their research on the law and its functions
- Present their ideas to the class Explaining their point of view and reasoning.

Islamic Studies:

What we will explore:

In Islamic Studies and Quran, the 3rd and 4th grades will further explore the transdisciplinary theme “Who We Are” and their central idea, “The small actions we take every day influence who we are and who we become.” Below are the measurable objectives for our lessons.

Students will be able to:

- Demonstrate their understanding of what is cleanliness by presenting their ideas through the CSI Activity
- Investigate what the Quran and Sunnah have to say about cleanliness by researching various ayah and hadeeth.
- Discuss ways to keep our surroundings and self, clean and pure by creating visual presentations of how one can be clean
- Recite the dua for entering and exiting the bathroom
- Explain the importance of Wudoo by referencing their research about purity and cleanliness
- Demonstrate their understanding of Wudoo by presenting the steps and describing the process
- Demonstrate their understanding of Salah by presenting the steps and describing the process
- Discuss how these simple actions influence our day to day lives by creating a word web
- Investigate Surah Al-Maun by revising the sight words and their definitions.
- Explain what simple actions Allah (swt) tells us about by investigating the tafseer of Surah Al-Maun

Arabic**What we will explore:**

Systems and routines may vary in different cultures and contexts.

- How is a daily routine in an Arab country similar and different from one we practice here? Why?
- Life cycles of plants and animals are universal, but particular animals and plants live in particular environments.
- Which plants and animals are found mostly in the MENA region? Why?

Students will be able to:

- Research and present a daily routine and how it's similar to and different from a comparable routine in an Arab country
- Research, draw and act life cycle of an animal or plant using simple Arabic verbs and adjectives
- Understand, initiate and respond to 3-4 greetings and ask and answer "how are you doing?"
- Use adjectives (opposites, colors, etc.) to describe people and animals
- Recognize, pronounce and write 6-14 alphabet letters and 4-8 words