HOW THE WORLD WORKS

OCT 10 - NOV 18 (6 WEEKS)

GRADE 4 NEWSLETTER

CENTRAL IDEA

Transformation of electrical energy reduces human efforts and instills the need for conservation

KEY CONCEPT

form, function, responsibility

RELATED CONCEPT

conservation-transformation

Lines of inquiry: Sources of energy (form) Ways electrical energy is transferred, transformed and controlled (function) How we utilize energy (responsibility)

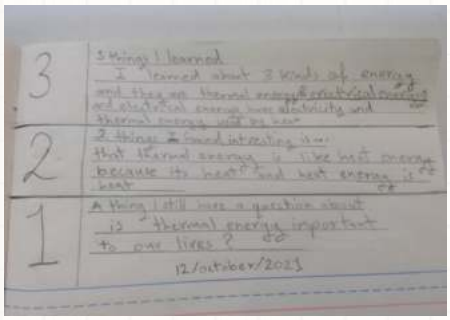
Attributes: Inquirer - balanced **ATLs**: research, thinking and communication

TUNING IN

Sources of energy

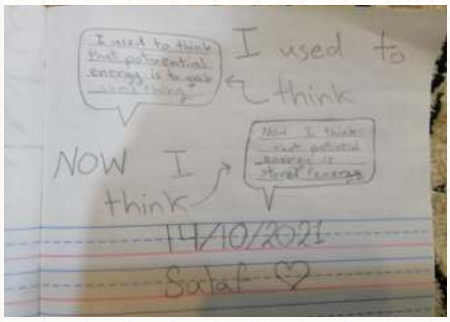
IDENTIFYING FORMS OF ENERGY

Students used a KWL chart to access their prior knoweldge about energy.



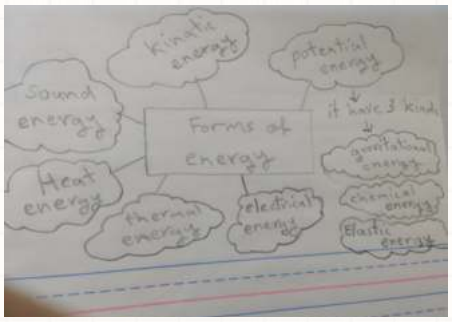
321 STRATEGY

Students watched a video about forms of energy. They used 321 strategy to write about ideas and information they came up with about various forms.They also broadened their thinking, challenges and questions they have In their UOI journal.



I USED TO THINK NOW I THINK

electrical energy at home.

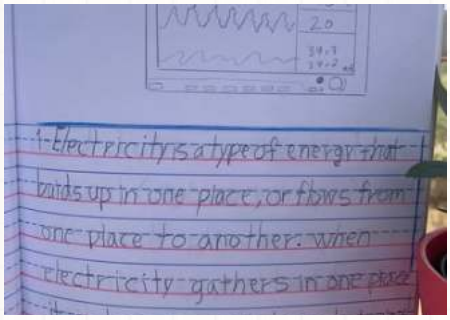


FORMATIVE ASSESSMENT

Students searched for different forms of energy .They used a concept map.

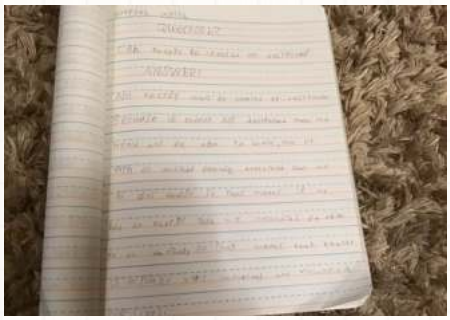
FINDING OUT

Ways electrical energy transferred,transformed and controlled . Week 2

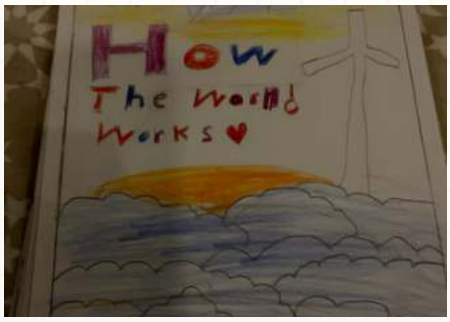


IMPORTANT FACTS ABOUT ELECTRICITY

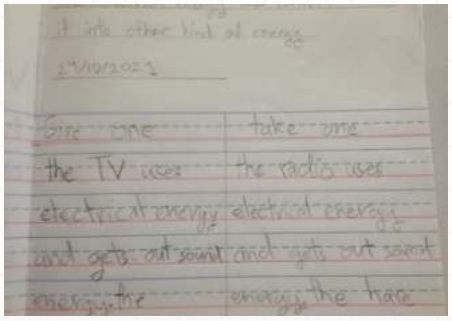
Students used their research skill to inquire and find about most important facts about electricity.



CAN ENERGY BE CREATED OR DESTROYED YES OR NO? WHAT MAKES YOU SAY THAT?

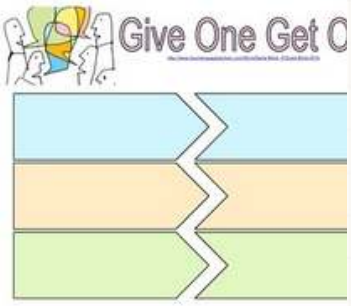


ART CLASS



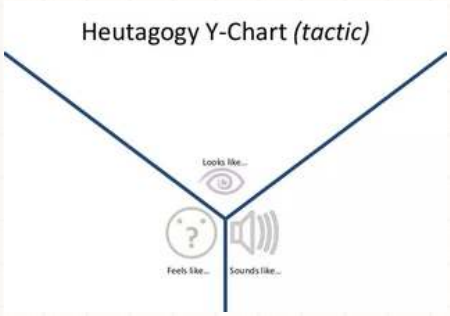
FORMATIVE ASSESSMENT- GROUP WORK

Students gave examples of objects that can transfer electrical energy to other forms of energy (light and h



SORTING OUT

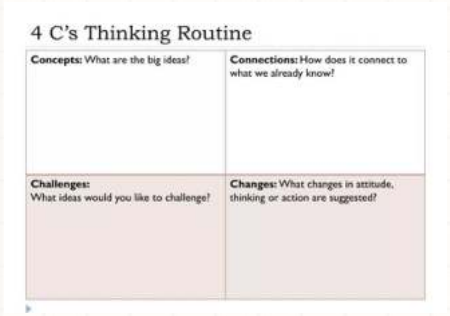
(importance of energy in every day life)



RESPONSIBILITY-FUNCTION

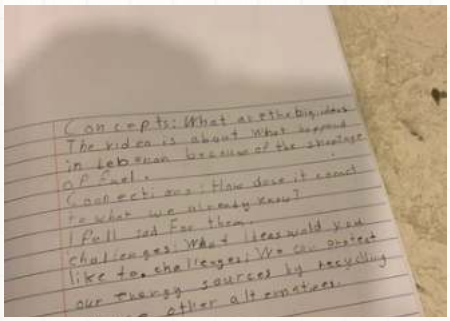
LIFE WITHOUT ENERGY

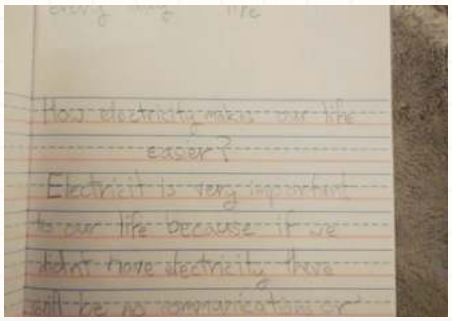
Students used Y-Chart to express their feeling on how life would look like without energy!



VIDEO ABOUT LEBANON CRISES

connection to real life/Communication skill:I'm able to speak clearly, make informed word choices, and control my tone and pace when I express my ideas, so they make sense to others.
Students Watched a video of Lebanon energy crises ! They wrote their feeling toward the availability of energy in their country.





FORMATIVE ASSESSMENT

asynchronous

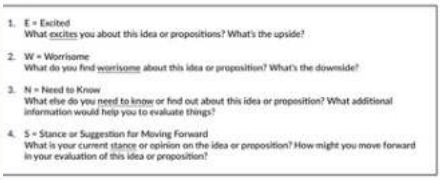
Importance of energy in everyday life
Students searched about the relationship between energy and life.
They inquired about the ways in which electrical energy makes their lives easier.

GOING FURTHER AND MAKING CONCLUSION

. Describe how we utilize energy.

STUDENT WILL CREATE A POSTER FOR SAVING ENERGY

Students Created a poster on how to conserve energy with Art teacher.



1. E = Excited
   What excites you about this idea or propositions? What's the upside?
2. W = Worrisome
   What do you find worrisome about this idea or proposition? What's the downside?
3. N = Need to Know
   What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?
4. S = Stance or Suggestion for Moving Forward
   What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

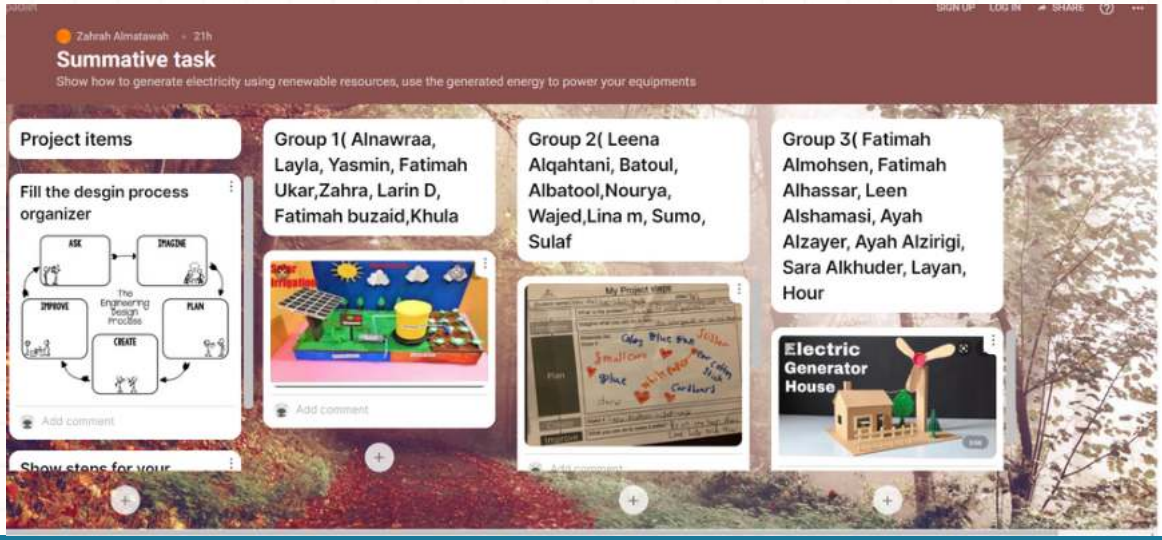
A DAY WITHOUT ENERGY

Formative for week 5 / thinking skill:I'm practicing using my knowledge and skills in new situations or when solving a problem.Present your prompt to the class/ ICT

A day without power (compass point strategy)

ENERGY PROJECT

by using the design process,students built a project that used one of the renewable resource as a source of energy to run and generate electricity.




4A
Group 2


4B
Group 2


4C
Group 2


4C
Group 1


Energy
6
4A
Group 1