

EĞİTMEN KOLEJİ

YOUR FUTURE BEGINS HERE

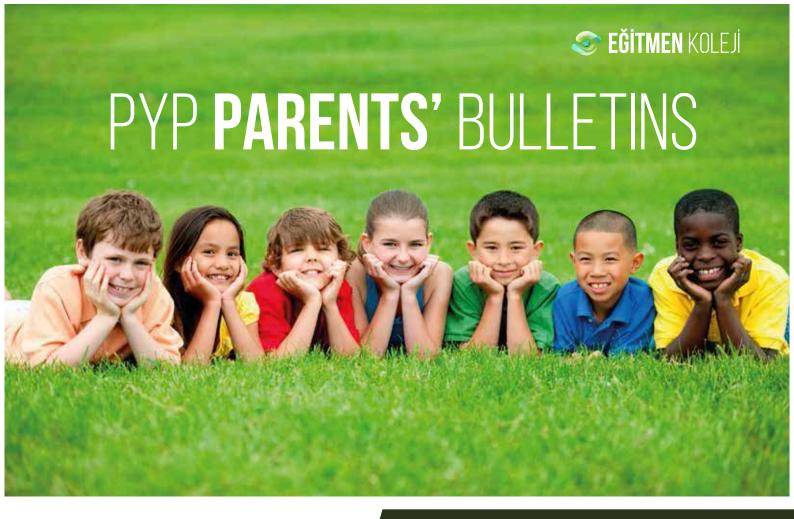
PYP PROGRAMME

3" GRADE BULLETIN









3RD GRADE

PRIMARY YEARS PROGRAMME

TRANSDISCIPLINARY THEME: WHERE WE ARE IN PLACE AND TIME

PROPOSED TIME: 09 SEPTEMBER 2019 – 18 OCTOBER 2019

MAIN IDEA: DISCOVERIES AND INVENTIONS CHANGE THE WORLD

WHERE WE ARE IN PLACE AND TIME

Questioning about place and time; our personal history, homes and travels, human discoveries, inventions and migrations, relationships between individuals and civilizations from local and global perspectives and their interrelations

■ LINES OF INQUIRY

- 1) Discoveries and inventions from past to present
- 2) The basic reasons for the geographical discoveries and inventions
- 3) Discoveries and inventions have an impact on our lives
- 4) Relation between geographical location and settlement





















SUBJECT: TURKISH

They said all of our letters in alphabet and wrote them on the colored paper templates.



▼ SUBJECT: TURKISH

They wrote the words that could be used as antonym to the owl figures and shared the antonym words with their friends.



▼ SUBJECT: MATH

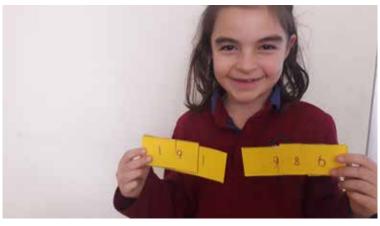
Our students learned that numbers take different values according to digits by having fun.



















▼ SUBJECT: MATH

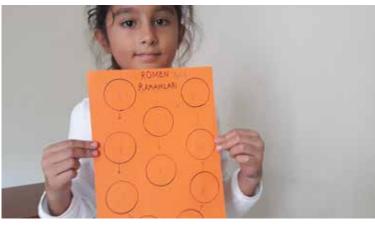
They rhythmically typed the Roman Numerals from 1 to 20 in the direction of the arrow starting from where the arrow was pointed and filled the boxes.



















▼ SUBJECT: MATH

They rounded the three-digit natural number that their friends said to the nearest ten and hundred of the work they had prepared before and completed the event.



▼ SUBJECT: SOCIAL STUDIES

We organized a trip to the Rahmi Koç Museum in order to relate the unit 'Discoveries and Inventions' with real life , which we operate within the scope of the transdisciplinary theme 'the place where we are and the time when we are'. We have seen the development of many products that we use today from past to present. We have information about old cars, motorcycles, boats, carts, planes, etc. Our students who observed during the trip shared their knowledge with their friends at school.



















SUBJECT: SOCIAL STUDIES

We established our PYP unit wall as the entrance activity of our unit. We wrote the theme, the main idea, the lines of inquiry, and placed the learner profiles, attitudes, skills and key concepts on our wall. We discussed and explained by drawing what we understand from these terms with our group friends.



















SUBJECT: SOCIAL STUDIES

The venn scheme technique is used to identify and describe the similarities and differences between the two concepts, events or features. We used the venn scheme techniques to find answers to these questions; "What does discovery and invention mean? ", 'What are the common and different aspects of discovery and invention?













▼ SUBJECT: SCIENCE

We created the layers of our world using play dough. We used yellow for the inner layer, orange for the outer core, red for the fire sphere, green for the earth's crust and blue for the water sphere. In order to see the intertwined layers of the world, we took a section from the world with the help of a knife.



















▼ SUBJECT: SCIENCE

We watched the animation film which called "Inventors of the First Motor Aircraft" accompanied by these questions; 'what I saw?', 'what I heard?' and 'what did I feel?'

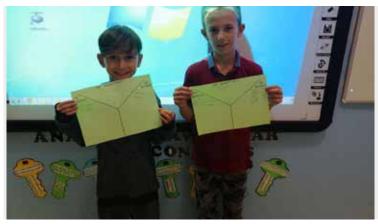




















▼ SUBJECT: ENGLISH

In this unit, we sought ways to contact the past. We have made a comparison between what we have had in the past and what we have now. We talked about the difficulties experienced in the past. We saw how long it took to reach a place and it wasn't easy. Our students wanted to demonstrate the challenges of living in the past when technology did not exist in a theater play. They prepared the game and performed their shows.

















▼ SUBJECT: FRENCH

Nous avons parlé des découvertes et des inventions avec les étudiants. Ils ont appris des noms français de ces phénomènes et ils ont connu à quoi ils servent, pourquoi on les utilise etc. et puis les étudiants ont réalisé des affiches qui permettent de voir à quoi les inventions servent.



















▼ SUBJECT: MIND GAMES

We started our lesson by explaining reversi game and determining the teams. The aim of the game is to turn the opponent's pieces into their own color by making the endpoints the same color. The student who has the most stones at the end of the game wins.



















▼ SUBJECT: ART

The students draw their names in 3 dimensional drawings with bold letters and express their personal point of view with dry paint and felt-tip pen. They made their own color-line-pattern-shape selections and designed a name page reflecting their own world. Since the parts of each name design should have a different pattern, they invented new patterns by thinking about patterns from their friends' notebooks.













▼ SUBJECT : ART

October 29 exhibition work - dry-felt-pastel paint, past and future concepts in the Republic Day, they made a painting reflecting the innovations that entered our lives with the republic. They dreamed of the republic holidays can be celebrated as a feast geographical location anywhere in the world completely independent from Turkey. The subject of the republic celebration, independent of this time and place, encouraged the students to think and exhibited their works at the Yunus Emre Cultural Center.











✓ DERS: MUSIC

We learned about the methods that German composer Carl Orff used to teach the basics of music.

We use the Orff method within empty bottles, steel triangle, board, spoon, rhythm bar and so on.

We realized that the Orff method and invented Orff instruments were very effective in learning.

We created various rhythm sentences with Orff music and performed them in pairs and in groups.









