

**MATH:**

-Wrapped up chapter 9: *Angles*

**LANGUAGE ARTS:**

-Wordly Wise- Lesson 11

-Spelling Unit 16

-Grammar, Usage, & Mechanics

**READING, WRITING, &  
SOCIAL STUDIES**

-*Island of the Blue Dolphins*

-Missions

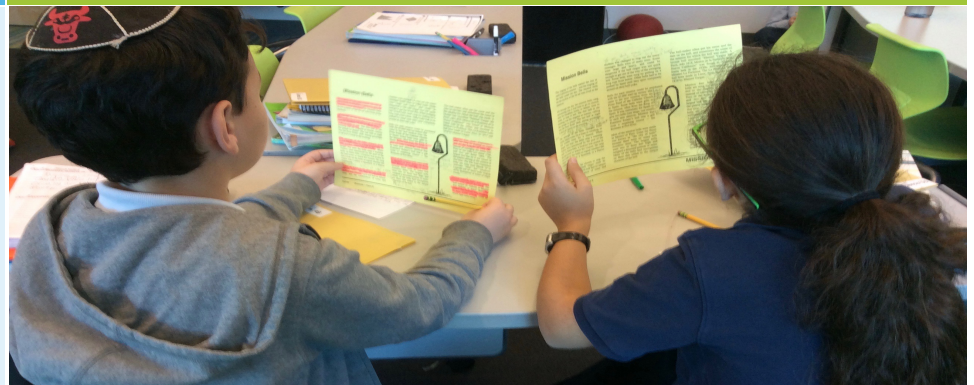


April 1, 2016

Ms. Giss & Mrs. Daftari's hard working fourth grade.

PLEASE BE SURE TO VISIT OUR CLASS WEBSITE where you will find current photos, important links and other important information:

daftari-giss.weebly.com



**MATH**

This week in math, we completed chapter 9-*Angles*. Students had fun using protractors during the course of this chapter. They learned how to name angles, measure acute, obtuse, right, and straight angles, find unknown measure angles using addition or subtraction, relate turns and right angles, and solve real-world problems involving angle measures.

Students completed the chapter wrap-up in class and took the chapter 9 test on Thursday. We are confident that they did very well! We will be returning their graded tests after we have an opportunity to review them with students on Monday, April 4<sup>th</sup>.

Next week, we will begin Chapter 10: *Perpendicular and Parallel Line Segments*. Vocabulary terms for the upcoming chapter are: perpendicular line segments, drawing triangle, parallel line segments, base, horizontal lines, and vertical lines.

Please keep an eye out for extra practice pages for chapter 10 posted to our class website.



## UPCOMING TESTS/IMPORTANT DATES:

-Please check your child's folder for a hard copy of the April calendar (sent home on Thursday 3/31)

--Thursday, 4/7  
Wordly Wise test # 11

-Friday 4/8,  
spelling test lesson 17

Friday 4/15,  
spelling test lesson 19

-Tuesday 4/19  
math test chapter 10

### Social Studies/Reading/Writing

Students are currently engaged in a cross-curricular study. Through exploring the **Social Studies** content of the California mission system, students are honing in on their critical **reading** and thinking skills and will soon be **writing** research papers. This week, students each read an article about a feature of the missions. Some read about the mission church, some read about the mission cemetery, and other readings included crops and gardens, the workshops on the missions, the courtyard, the Padre's quarters, and adobe bricks and tile making. While reading, students marked up their text. They underlined important information, jotted down questions, and recorded interesting or surprising findings. They then met with their "expert group," which was comprised of other students who read that same article. In these small discussion groups, students further processed their text, shared ideas, and relied on one another to help clarify any points of confusion. Armed with information about what they studied, they went off to new discussion groups comprised of students who had become "experts" on other mission features. In these new "learning groups," students shared their own content and learned about new content.

Throughout the discussion groups students focused on active and respectful listening, connecting with one another's points, and asking follow up questions to deepen understanding.

Students thoroughly enjoyed the process as evidenced by their level of engagement. They actually asked if they could rotate to new learning groups to learn about aspects of the missions that they had not yet encountered!

As a follow up to our reading of the textbook, students also worked in partners using the textbook chapter to complete an outline. This was an important exercise in using features of a nonfiction text (such as headings) to locate information. It also provided an opportunity for students to reread a text (that we had read before as a class) and further synthesize and consolidate their knowledge on the topic.

Students are genuinely excited to have been assigned to research their own mission! Students were given a book about one of the 21 missions. Over the next few weeks they will be acquiring research skills as they write a report (in class) about their mission. They will be provided with an outline that will help them organize the information they choose to share. We will also address how to properly cite a source and how to summarize and paraphrase.

We look forward to keeping you posted on this rich study!