

MATH:

-CHAPTER 5: Concluded with a test on 10/13

-CHAPTER 2: Began 10/14

READING:

-Whole class novel study of Frindle

READERS' WORKSHOP cont.

LANGUAGE ARTS:

-Wordly Wise lesson 2

-Spelling lesson 2

SOCIAL STUDIES:

-Galleon Game



October 16, 2015

Ms. Giss & Mrs. Daftari's Fabulous
4TH GRADE! 😊

PLEASE BE SURE TO VISIT
OUR CLASS WEBSITE for
current photos, important
links and other info:
daftari-giss.weebly.com

Homework in Fourth Grade

As a reminder from Back to School Night, General Studies homework is given every night in fourth grade. Students should not spend more than 45 minutes on GS homework (NOT including independent reading) on any given night. They should spend about 10-15 minutes on each subject (spelling, vocabulary, math) and stop where they are at that point. You can email or write a note in their planner, to confirm that they tried/worked for the recommended time. As students get used to our routines, we expect homework time will go more smoothly. As always, we are willing to make modifications when necessary, so please be in communication with us.

Social Studies: The Galleon Game

Ahoy! This week we launched our new social studies unit, *The Age of Exploration*. Before we dive into our in depth study of California, we want to give students a sense of who was coming to the New World (and later on-California), and why they were coming. Our content focus for the unit includes the motivations for European exploration, the challenges of the sea voyage itself, and the aftermath of the encounter between Spanish explorers and the Native Americans who were already in CA. Our skill focus will be reading nonfiction for information and writing a narrative. Students will also acquire some basic mapping skills (using N, S, W, E and lines of latitude and longitude when reading and understanding a world map). The idea behind the "Galleon Game," in particular is to provide students with an exciting and motivating backdrop for completing tasks like highlighting, marking up a text, reading nonfiction passages and answering comprehension questions, completing an in-class mini research project, memorizing the world map, writing an interesting narrative using dialogue and historical information/detail. To that effect, this week, students were split into 5 teams or "ships." Each ship has 4 crew members, one of whom is the ship's "captain". Ships will earn movement points from every task they complete as they race from Spain to the New World and back to their mother country, with their riches. On the way back, one of the ships- an English ship, the Privateer, will be engaging in "battles" with the Spanish Galleons, trying to "sink" them before they return home. The game is a simulation. Once at "sea," fate bulletins will be read from time to time that will simulate some of the challenges that ships experienced like low winds, lack of fresh water and food, stormy seas, etc. Students are already very excited about the endeavor. We look forward to keeping you posted. Check out some preliminary photos on our website! 😊



UPCOMING TESTS/IMPORTANT DATES:

Tuesday 10/20:
1:40 DISMISSAL for
Night at the Pier!

Wordly Wise test #2
Thursday, 10/22

Spelling Test #3
Friday 10/23

MATH

This week in math we started Chapter 2: *Estimation and Number Theory*. Using prior knowledge, students recalled how to use place value to find the value of digits. Students practiced rounding numbers to the nearest tens and hundreds. We practiced using front-end estimation to estimate the sums and differences of numbers, as well as rounded numbers to estimate sums and differences. Students worked on their individual white boards during guided learning.

This week students took their chapter 5 quiz. We went over the quiz to help them make sense of where they may have gone wrong. We stressed the importance of showing their work, as we give partial credit for their process wherever we can. **Please do not be overly concerned about a score if it is lower than your child usually scores in math.** The holidays broke up this chapter and we lost continuity and rhythm as a result. We will be revisiting long division and fractions in greater depth- so some of the concepts (like finding the mean and expressing a fraction in simplest form) will become more clear in time. Most students had a handle on probability language like, "certain, more likely, less likely, equally likely, and impossible," which we were happy to see.

READING

Students were very excited this week when we started our novel study of *Frindle* by Andrew Clements. *Frindle* is a book in the realistic fiction genre. Each student has a copy of the novel to follow along as we read aloud together.

We discussed "characteristics" and created a list of Nick Allen's character traits.

Expert Readers know and recognize when an author shows instead of just tells. He might show an example of something a character does, which will help you get to know that character better.

One of the assignments students completed required looking for evidence that the author has shown something about a character instead of just telling. Students used evidence from the text and cited page numbers.

In Readers' Workshop, students continued to read independently while filling up their books with post-its that document the thinking they are doing while reading.

Thank you for your efforts in reminding them to read at night and pack their books for class each day! Don't forget to sign their log every Thursday night! ☺