



Classroom Updates:

- Mrs. Shaske The STATES FAIR culminating event will take place in the IMC on Friday, May 31st from 1:00-3:30. A note pertaining to the exhibit requirements for your child's display will be sent home during the first week on May. It is never too early to collect objects, maps, graphics that pertain to your child's state. Our classes are learning how patience and perseverance are important NED traits to apply when reading, rereading, paraphrasing, and researching. We look forward to seeing parents, students, grandparents, and Linden Heights residents to stroll through our States Fair.
- Mrs. Bruce

Human Growth and Development will be starting Monday, April 15th.

Math Updates: Measurement

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: measure, metric, customary, convert/conversion, relative size, liquid volume, mass, length, distance, kilometer (km), meter (m), centimeter (cm), kilogram (kg), gram (g), liter (L), milliliter (mL), inch (in), foot (ft), yard (yd), mile (mi), ounce (oz), pound (lb), cup (c), pint (pt), quart (qt), gallon (gal), time, hour, minute, second, equivalent, operations, add, subtract, multiply, divide, fractions, decimals, area, perimeter.

The units of measure that have not been addressed in prior years are pounds, ounces, kilometers, milliliters, and seconds. Students' prior experiences were limited to measuring length, mass, liquid volume, and elapsed time. Students did not convert measurements. Students need ample opportunities to become familiar with these new units of measure.

Students may use a two-column chart to convert from larger to smaller units and record equivalent measurements. They make statements such as, if one foot is 12 inches, then 3 feet has to be 36 inches because there are 3 groups of 12.

kg	g
1	1000
2	2000
3	3000

ft	in
1	12
2	24
3	36

lb	oz
1	16
2	32
3	48

Foundational understandings to help with measure concepts:

- *Understand that larger units can be subdivided into equivalent units (partition).
- *Understand that the same unit can be repeated to determine the measure (iteration).
- *Understand the relationship between the size of a unit and the number of units needed (compensatory principal).

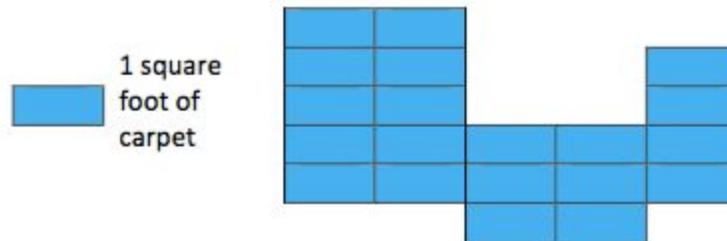
Students developed understanding of area and perimeter in 3rd grade by using visual models. While students are expected to use formulas to calculate area and perimeter of rectangles, they need to understand and be able to communicate their understanding of why the formulas work.

The formula for area is $l \times w$ and the answer will always be in square units. The formula for perimeter can be $2l + 2w$ or $2(l + w)$ and the answer will be in linear units.

This standard calls for students to generalize their understanding of area and perimeter by connecting the concepts to mathematical formulas. These formulas should be developed through experience not just memorization.

Example:

Mrs. Fields is covering the miniature golf course with an artificial grass. How many 1-foot squares of carpet will she need to cover the entire course?



Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: data, line plot, length, fractions.

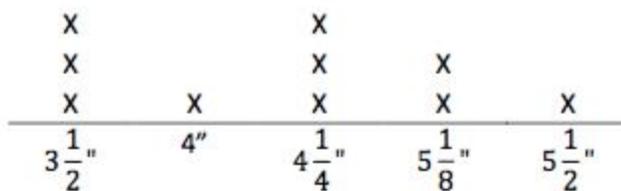
This standard provides a context for students to work with fractions by measuring objects to an eighth of an inch. Students are making a line plot of this data and then adding and subtracting fractions based on data in the line plot.

Example:

Students measured objects in their desk to the nearest 12 , 14 or 18 inch. They displayed their data collected on a line plot.

How many object measured 14 inch? 12 inch? If you put all the objects together end to end what would be the total length of all the objects. Ten

students in Room 31 measured their pencils at the end of the day. They recorded their results on the line plot below.



Common Misconceptions:

Students believe that larger units will give the larger measure.

Students should be given multiple opportunities to measure the same object with different measuring units. For example, have the students measure the length of a room with one-inch tiles, with one-foot rulers, and with yardsticks. Students should notice that it takes fewer yardsticks to measure the room than rulers or tiles and explain their reasoning.

Students use whole-number names when counting fractional parts on a number line. The fraction name should be used instead. For example, if two-fourths is represented on the line plot three times, then there would be six-fourths. Students also count the tick marks on the number line to determine the fraction, rather than looking at the "distance" or "space" between the marks.

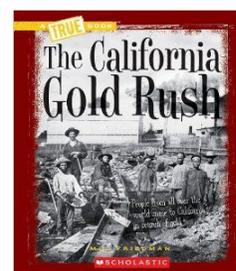
Tools/
Resources 4.MD & 5.MD [Button Diameters](#)
4.OA & 4.MD [Karl's Garden](#)
4.MD [Margie Buys Apples](#)

Social Studies : Wrapping Up Pioneer Studies

We will be writing a journal entry in the perspective of a child living during the pioneer times. Students will be choosing a topic to focus on while they write in a timeline format of events that occur with their chosen topic (example topics: celebrating christmas, celebrating birthdays, how to such as how to make butter, etc). See the reading and writing narratives below.

Reading : Analyzing Nonfiction text and visual Features

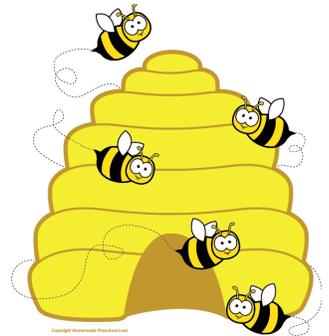
During the next month we will be continuing our nonfiction reading focus on text and visual features. Text and visual features such as captions, timelines, photographs assist students' understanding of facts pertaining to the book's topic. Initially, we analyzed the nonfiction features of the Trueflix research on the California Gold Rush. After analyzing this mentor text, the students read another Trueflix nonfiction book independently on an United States region explaining how the nonfiction text and visual features aided their comprehension of the facts. Students will be apply the Cornell note taking



method again when researching the state they selected before spring break. Websites, books, and electronic resources will be read to gather information about a state's geography and MUST SEE KIDS places to visit. Eventually, an attractive digital interactive poster will be organized with facts about the state's geography and KID approved tourist sites. After typing the summaries for these topics, students will incorporate vibrant graphics and fun facts about the state's history, places, and symbols.

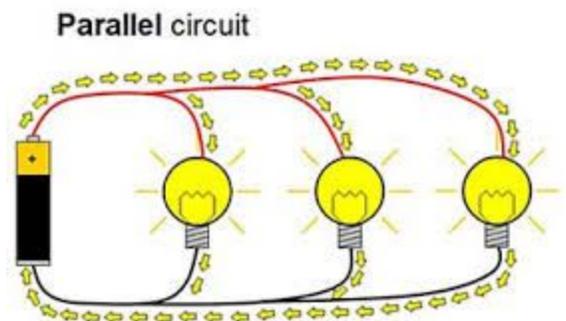
Writing: Busy...busy...busy

During the next few months we will be applying organization, word choice, transitions, and conventions traits to our States' Fair digital posters. During the workshop times graphic organizers will be used to include a lead, body, and closing portion to each paragraph that pertains to water, plants, land, and animals. In addition, students will be applying technology skills with the incorporation of graphics, keyboarding, word processing. Finally, the students will be composing informative speeches about the states so they can be prepared for classroom and the STATE FAIR presentations. The students will be busy...busy...busy... writing, publishing, and speaking about their research.



Science: Shocking Insights about Energy, Electricity, and Magnetism

How can you get two bulbs to light at the same time? What's the difference between series and parallel circuits? These are two focus questions that students will explore when completing investigations in science class. Each group will be creating circuits to light two bulb circuits. Through trial and error the students will learn how to create series and parallel circuits successfully to light two bulbs in these two circuit examples. In addition, they will analyze the advantages of parallel circuit formations. Energy sources will be explored. Namely, dry cell and solar cell energy sources will be used in energizing the series and parallel circuits. After our fascinating exploration of circuit forms, we will shift our focus to magnetism. Get energized fourth graders for some shocking insights about electricity.



NED: I Got Caught Doing Something Good

Students who earned a NED award:

Annika, Matteo, Maddie X2, Chris K, Valeria, Jayden M.



Did you . . .
Never give up
Encourage others
Do your best.
. . . this week?

April Birthdays:



Birthdays	Maylee Glaser, Ethan Jones, and Ashlee Barry - April 16th Chloe Sprague - April 24th Colton Strick - April 29th
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