

## Newsletter G 4

# Sharing our planet

18<sup>th</sup> Jan 19<sup>th</sup> Feb 2020

### Central idea:

People have responsibilities towards saving energy resources for future generations.

### Lines of inquiry:

- 1) Forms of energy
- 2) Different ways of saving energy
- 3) Why energy must be saved?

In this unit of inquiry first the students became familiar with the energy definition and how energy is produced, and what are the different energy resources. They learned about clean energies and renewable ones. Then they tried to pretend if we didn't have energies like electricity, light, heat, and gas or petrol around us, what would happen? They sat in the class with no light and they turned off the heaters for few minutes and then discussed the situation, they all came to know that how life is hard without these energy resources.



After having the experience of no energy in the class, they started to think about the correct way of using energy resources in order to keep energy for the next generations. They realized that why everyone has to save energy. The students gathered information about the energies which pollutes our environment and which energies are clean and then gave

incredible suggestions to save energy in the class or at home. They became more caring and thinkers while understanding the importance of saving energy and using renewable energy resources. They took responsibility for their energy savings. All the students came up with brilliant ideas, and made scientific handcrafts for producing energy.



### Mathematics

In math the students learned long multiplication and long divisions with remainder. They developed their problem solving and learned new strategies for solving math word problems. The students made windmills to show the clean energy and estimated the time for producing electricity from windmill, they combined math and their unit of inquiry.



We learned a lot about time and measuring the time, and we had an excursion to time museum:



### LA

In language art fourth graders improved their writing skills, narrative writing and purposely, they also tried to avoid scattered writing, they tried to use correct punctuation marks and paragraphs. They also developed their reading skills and summarizing different tasks and stories.

And we had a guest for India's international day, the students learned about India:



Group work:

The students developed their group work skills during this unit of inquiry and also their self-management. They tried to manage their time and their social skills.

