

## NEWSLETTER FOR THE FIFTH UNIT OF INQUIRY

APRIL 2020

GRADE 4

### HOW WE ORGANIZE OURSELVES

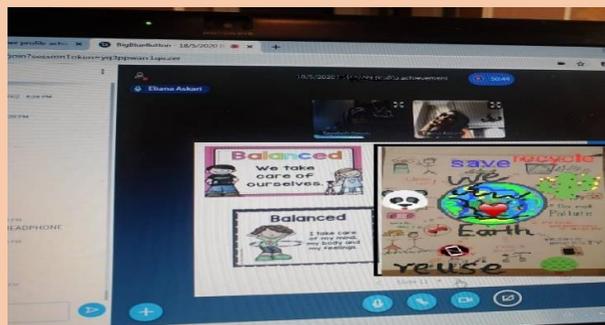
#### Central idea:

*Economic activities change the environment.*

- 1.Exploring economic activities.*
- 2.The impact of economic activities on the environment.*
- 3.How geographical locations change various community products.*

*In this unit of inquiry, the students had far distance classes because of the Corona Virus. We had virtual teaching and online classes on the Moodle and WhatsApp. The students did a great job; they researched and gathered great, useful information about economic activities and its impact on the environment. They learned about consumers and producers, about the goods and services that we get in the society, and the relation between supply and demand. They made excellent projects and shared their understandings with the others. They investigated about the harmful economic activities and industrial productions, for the environment. The students now know what are economic activities, and their different impact on the environment. They can also understand that what kind of changes can be caused by economic activities on the environment. All of them have become aware of the economic activities consequences around us, in our local geography. They want to make a balance between using industrial products and having a clean environment.*

**Online Presentations of the students about the impacts of economic activities on the environment.**



### *Taking action:*

*They have taken action by giving useful suggestions to small industries, super markets, or businesses; that they know around themselves. The students have worked in groups, and searched about different ways for saving the environment, and they have shown a great responsibility. They also have decided to reuse plastic, toxic sprays, harmful detergents and things like these.*

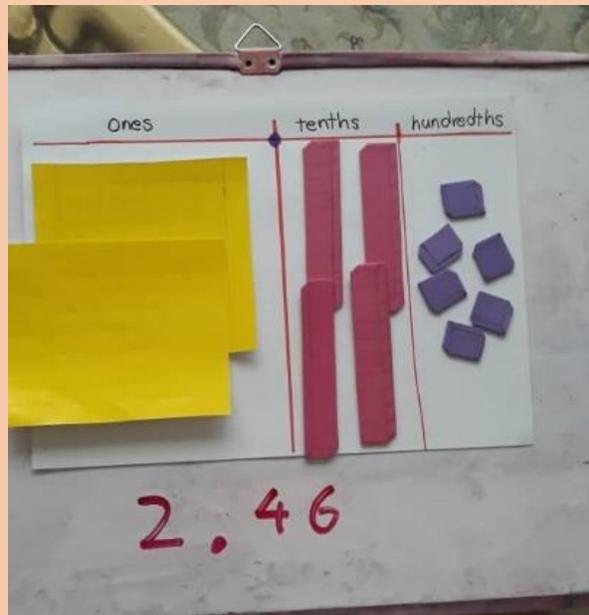
***Students great participation in online classes on the Moodle.***



*They increased their self-management skills through this unit of inquiry, by reflecting to what kind of productions should be used more and how can the harmful economic activities can be reduced, by making better choices.*

## MATHEMATICS

*In math online classes, the students studied Geometry unit and fraction units. They had a wonderful cooperation with the teacher, and made incredible educational videos for the class. They showed a great development and learned well. They also made fabulous word problems and solved them together at the online class. They practiced a lot from other useful international, educational sites. Their work was tremendously perfect.*



*They searched and studied a lot, to make videos and booklets.*

*They made adorable educational videos to help themselves and their friends, learn better.*



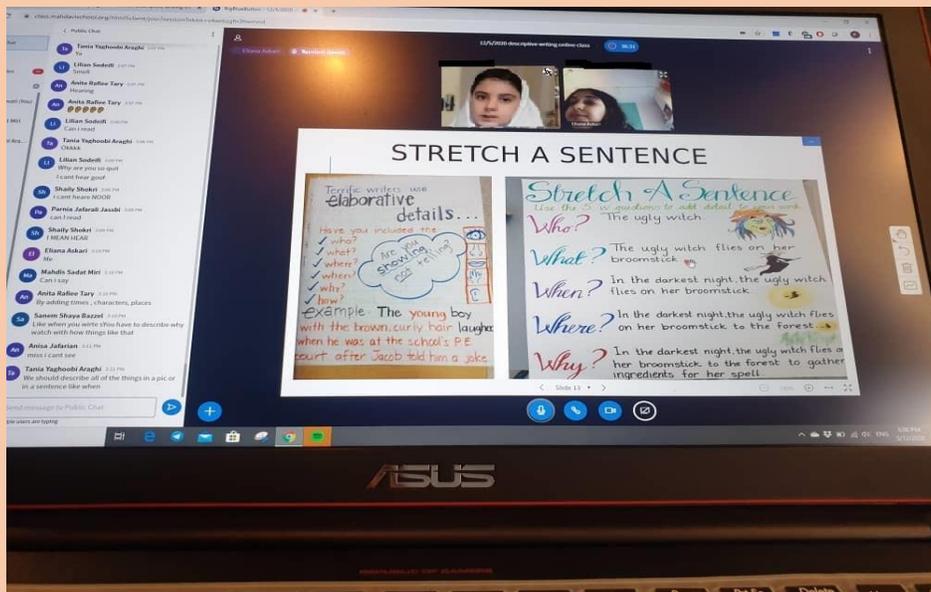
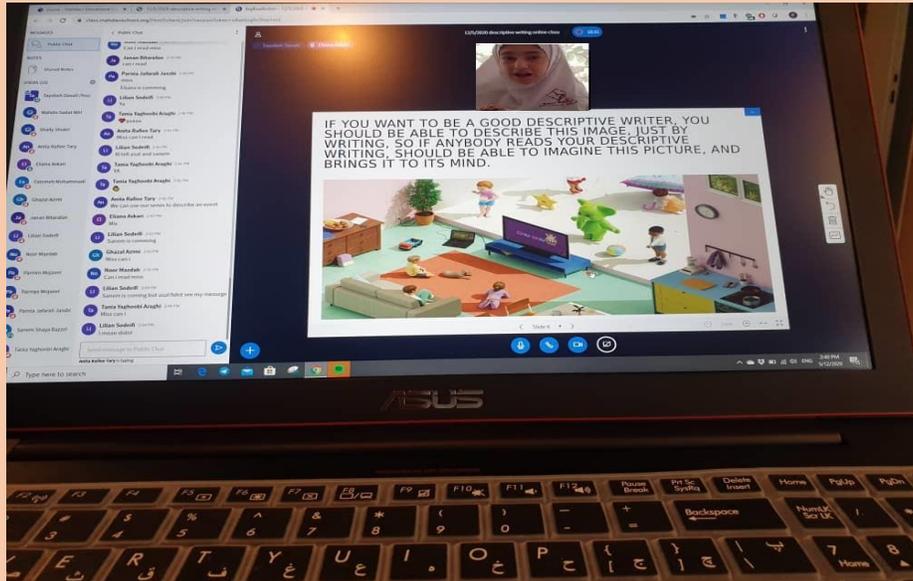
### WORD PROBLEMS MADE BY STUDENTS



### L.A

*The students learned about different kind of nouns, such as synonyms, antonyms, homophones, and connecting words etc. they also tried to develop their reading skills by reading many chosen books from the Tumble Tracker/ library online. They had many comprehension tests and great grammar assessments. They learned more about the verb tenses and contractions. They studied different types of sentences, they used their learnings to formulate short stories.*

*Students' great cooperation in English Literature lessons and power points*



**ICT**

*Most of the students used Word and Power Point software for their projects. The students' ICT skills developed a lot, during this far-distance schooling.*