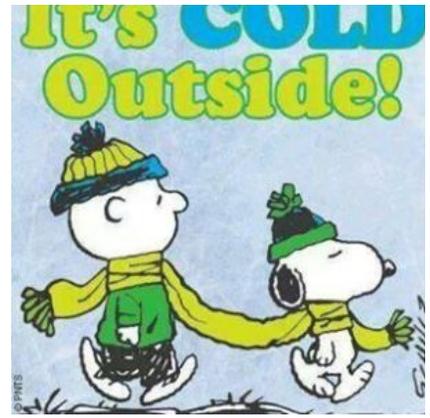


Fourth Grade Post

Reminders!

- **ALL CLASSES** still need parent volunteers for the Overnight Field Trip to Petaluma Adobe. Please reach out to your class' room parents for more information/volunteer
- **Thursday, December 13th at 6:00pm** we are having a brief informational meeting for the Petaluma Adobe, **overnight volunteers only**. You will meet in your child's classroom.☺
- The holiday parties for each class will be **from 10:30 to 12:00** on **Friday, December 21st**. Be on the lookout for more information as we get closer to the day.
- We encourage students to **do at least 45 minutes of Dreambox a week outside of class to help reinforce and build fluency in math skills**. This allows students to get practice in areas we may not be covering in a current unit, but where a student may need specific support. Its game based, iPad app compatible if you have one, and teachers can see how students are progressing and where in class we can build in more differentiated support.
- To get a glimpse into the wonderful world of 4th Grade, check out our private **class instagrams**. You won't be able to see any of the pictures unless you request to "follow."
Ms. Carrade's: ms.carrade
Ms. Thompson: ms.thompsonwca



Homework

There has been a noticeable pattern of students not completing all of the homework each night or forgetting items at home. The expectations of deadlines and personal responsibility are very important in 4th grade as it is necessary the rest of their educational career. As we are learning the expectations for 4th grade, keep working on completing all homework assignments the night they are given and ready to be checked the next morning. This includes the nightly math work, reading comprehension question, and parent signature. On days where there is writing homework, there will be no math or reading to complete (signature is still needed though).

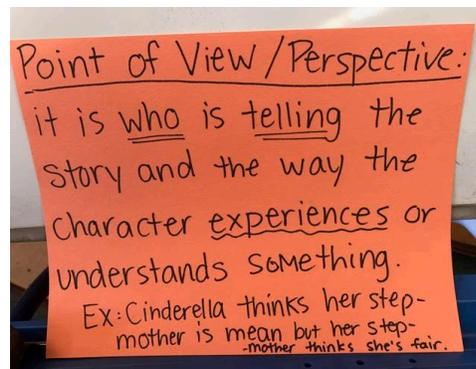
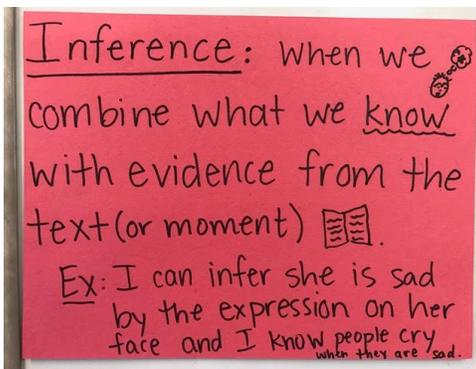
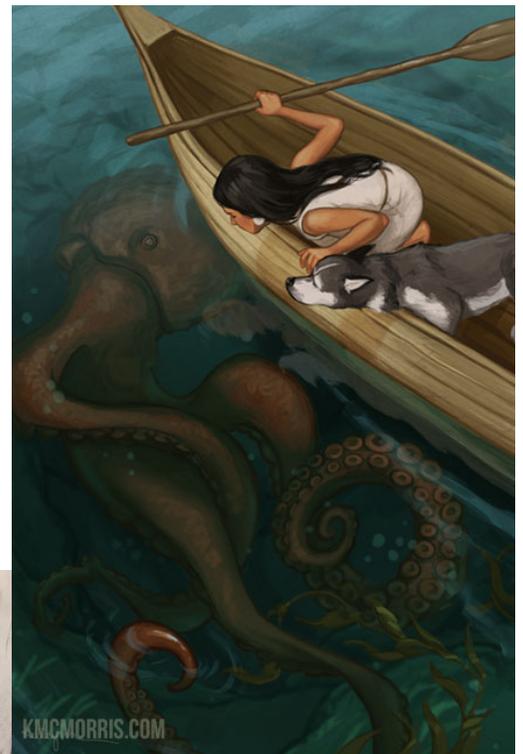
SMART Foundation

THANK YOU if you've already contributed to the WCA SMART Fund! If you want to contribute to the supplies in the classroom, and of course the Specials classes, please just donate directly to the SMART Foundation. That money gives us the classroom budget to do the amazing things we love to do with your kids everyday!

To make a donation online, please go to <http://www.WillowCreekAcademy.org/donate>

ELA

This has been an exciting few chapters! Karana has killed the giant devilfish (squid) and the Aleuts have returned to the island! Karana has been skillful in using her tools and hard work to protect herself and take care of herself on the island. Students are enjoying the rich figurative language and using inference to determine what she is referring to as she tells the story from her Native American point of view. Ask your child how Karana was able to defeat the devilfish!



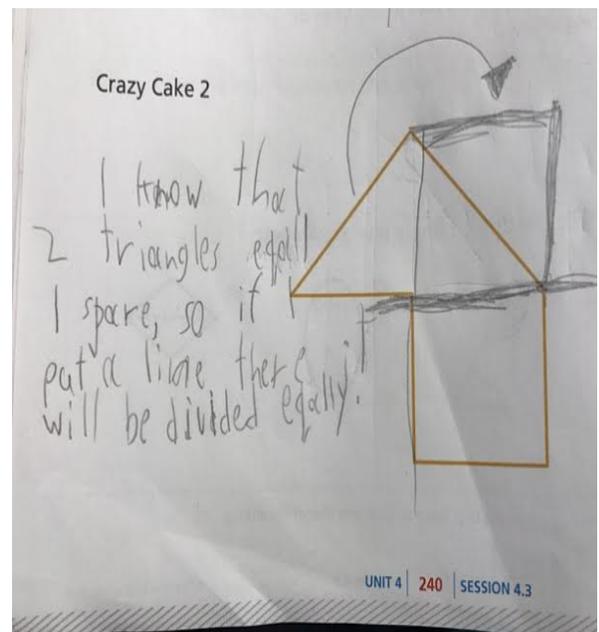
Daily 5

We paused our book groups this week for MAP testing. Our groups will begin again next week.

Math

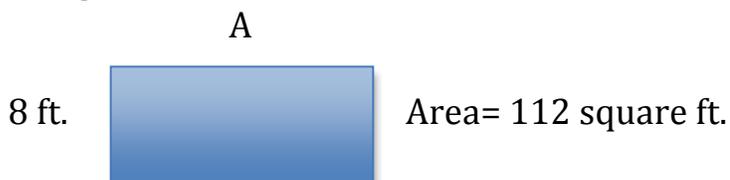
Continuing in this week's Friday Post, you will get a **preview** of the math lessons to come for the following week (instead of a review of the content learned). This way you can use this Friday Post as a tool this upcoming week to support your child with their math, should you need it as a reference.

Next week we will continue to look at polygon designs to identify the line of symmetry, and use smaller polygons (like triangles) as a unit of measurement. Here students get to continue previous concepts like area in a new context, polygons, to deepen their understanding that area is the space inside an object. They will use two concepts we've been learning here: line of symmetry to divide shapes, and knowledge that certain polygons combined make bigger ones (a square is equal to 2 triangles).



We will finish the unit by learning how to find the area. Students will apply multiplication and division strategies to find the area of rectangular shapes. For example:

Jenny's room is 112 square feet. The width of the room is 8 ft. What is the length?



This is a multi-step math problem where students will use what they know about how to find area (length x width) to then use division to solve the unknown length.

$$8 \times A = 112 \text{so, } 112 \div 8 = A$$

$$A = 14 \text{ ft}$$

On Friday, we will start a new unit on Large Numbers and Landmark Numbers (like 10s, 100s).

Social Studies

This week students are working on their performances of their Native American tribe. Each tribe chose a problem at random, and wrote a solution to that problem from the perspective of their tribe. In this solution and general plan for their performance, students needed to incorporate all four aspects of Native American life: social, political, cultural and economic.

For example, “Resources are low and your chief dies. Why did it happen? What do you do? How do you decide?” Students must use information they have researched to show how their Native American tribe would respond to this problem. For example: the chief’s son becomes the next chief. The tribe has their death ceremony and special dance that is performed when a tribal member dies. Perhaps the new chief decides that to get more resources (food), they will trade with the Miwok tribe (their trading partner—economic aspect shown) for more bows and arrows and more men will be assigned to hunt (social aspect of tribe) in order to increase chance of bringing more food back to the tribe.

These are the kind of creative, researched based performances students are writing and soon performing!

Students are also learning how to write a script so they can best prepare for their performance.

The Driving Question:

As historians, how can we use performance to tell about the daily life of California Native Americans?

Writing

*Continuing in this week’s Friday Post, you will get a **preview** of the writing lessons to come for the following week (instead of a review of the content learned). This way you can use this Friday Post as a tool this upcoming week to support your child with their writing, should you need it as a reference*

Students will work fast and furiously to finish their persuasive essay! They will have their end of unit post assessment on Friday.

Using everything we learned about Personal Opinion essays, we are creating Persuasive Opinion essays. We will first learn how to change our

Persuade Me!!

Write it long! Write it strong!

Thesis:
(Opinion) because (reason 1), (reason 2), and most of all, because (reason 3).

- One reason that (opinion) is that (Reason 1). For example, (evidence a), (evidence b), and (evidence c).
- Another reason that (opinion) is that (reason 2). For example, (evidence a), (evidence b), and (evidence c).
- Although (opinion) because (reason 1) and (Reason 2), I especially (opinion) because (Reason 3). For example, (evidence a), (evidence B), and (evidence c).

personal opinion thesis into a persuasive thesis (a thesis that can be argued for or against). Then we focused on topic ideas we cared about.

Personal Opinion Thesis: I love Ice Cream

Persuasive Opinion Thesis: Ice Cream is the best dessert

Finally, we created our own thesis, 3 reasons to support it, and then found examples using **lists**, **anecdotes** (*which can now be from other people's lives*), and **research (if applicable)**. It's been great to use our knowledge in a different way and see how they connect.

Below are an example of a thesis, 3 reasons, one list, one anecdote, and/or research (if applicable) to support.

Thesis: Students should wear uniforms to school

Reasons:

1. Students should wear uniforms to school because it saves money.
2. Students should wear uniforms to school because it's easier to get ready for school.
3. Students should wear uniforms to school because it helps support school community.

List to Support Reason 1: Uniforms save money *because* parents don't have to buy as many clothes Uniforms save money *because* the clothes are not ruined if they get stained. Uniforms save money *because* families can give the clothes to other families if their kids grow out of them.

Anecdote to Support Reason 2: My friend went to school in England until 7th grade. In England all elementary students have to wear uniforms. She would tell me how easy it was getting ready for school in the morning. She didn't have to think about what she was going to wear, which let her have more time to sleep in the morning.

Specials:

Below are the schedules for PE. Make sure on these days to wear appropriate shoes and clothing.

Carrade: Tuesday 11:20-12:00 and Thursday 2:20-3:00

Thompson: Monday 2:20-3:00 and Tuesday 11:20-12:00

Contact:

If you have any other questions or concerns, please feel free to e-mail us at athompson@willowcreekacademy.org or jcarrade@willowcreekacademy.org.