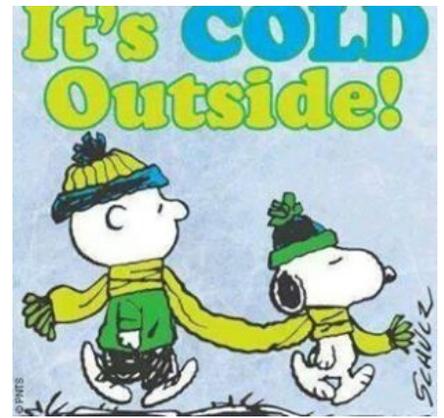


Fourth Grade Post

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 14th 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 10:20 to 12:00** on **Friday, December 22nd**. 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
Mrs. Schmidt: mrs.schmidtwca
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. So, 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

The Willow Creek Foundation have sent out thank you letters AND reminder letters to donate.

www.WillowCreekAcademy.org/donate.

Every cent counts, but they're hoping you can donate...

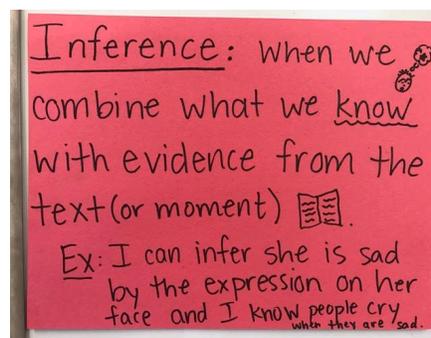
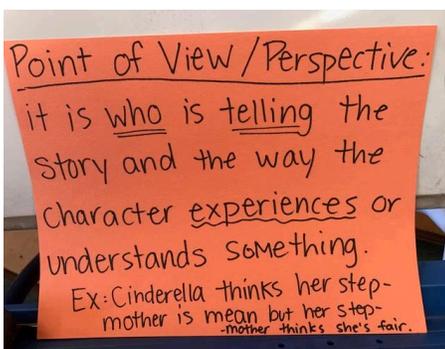
* \$250/student/year for the "S" - Classroom Support OR

* \$1200/student/year for the SMART "full share" - Classroom, Music, Art, Reading, Technology OR

* \$3000/student/year - some families aren't able to give the "full share" ...please help by donating with those families in mind!

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!



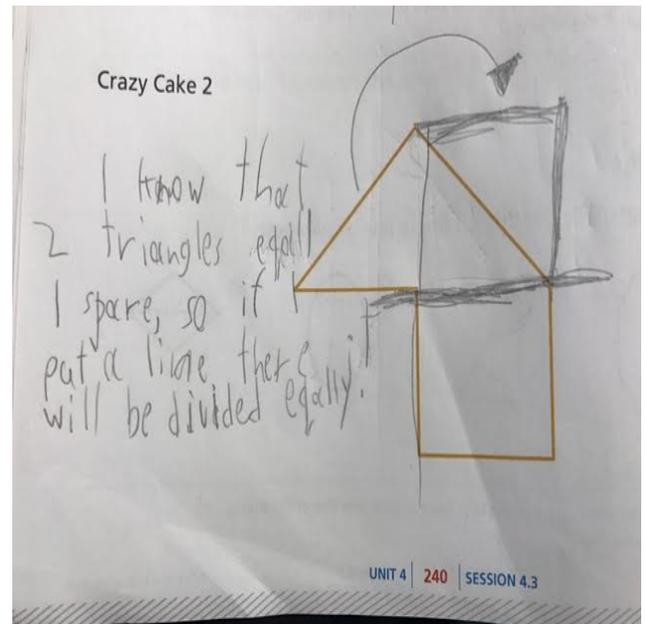
Daily 5

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

Math

This week we ended one section of our Geometry unit about measuring and building angles, and moved on to symmetry and area in polygons. For angles, your child approximated what a given angle would be, like 115 degrees. He or she would draw it as some sort of obtuse angle making it greater than a 90 degree angle. Then he or she would use a protractor to draw it precisely. This helped students use estimation and number sense (like, does this more or less make sense) with angles by using 90 degrees as a baseline.

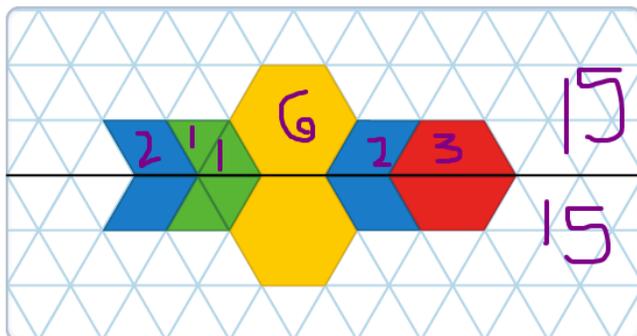
Then students went on to look at polygon designs to identify the line of symmetry, and use smaller polygons (like triangles) as a unit of measurement. Here students get to continue previous concepts like area in a new context, polygons, to deepen their understanding that area is the space inside an object. On Thursday, they looked at unusual shaped polygons and decomposed the shape by breaking it into smaller parts of rectangles, squares, trapezoids, and triangles. They used 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).



Here students drew these lines to evenly divide these unusual shapes with meaningful information such as how smaller polygons combine to make greater ones. This has been a very engaging unit!

How many triangles would it take to cover the whole design?

Directions ▾



The Area is 30 triangles

$$15 + 15 = 30$$

We are noticing all students really need to review their multiplication facts. You can tremendously support your child at home by practicing math facts, skip counting (3, 6, 9, 12...), and having them practice with fun games on this free website: <http://www.fun4thebrain.com/mult.html>. Students are set up with Dreambox this week. Please encourage them to log in to their account and play!

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. Here they are, brainstorming some dialogue together.

The Driving Question:

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

Writing

Using everything we learned about Personal Opinion essays, we are creating Persuasive Opinion essays. We first learned how to change our personal opinion thesis into a persuasive thesis (a thesis that can be argued for or against).

Personal Opinion Thesis: I love Ice Cream

Persuasive Opinion Thesis: Ice Cream is the best dessert

Then, we created our own thesis, 3 reasons to support it, and then found examples using lists, anecdotes, and research. It's been great to use our knowledge in a different way and see how they connect.

Specials:

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

Carrade: Monday 2:20-3:00 and Wednesday 1:20-2:00

Thompson: Monday 2:20-3:00 and Wednesday 1:20-2:00

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

Contact:

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