

# Fourth Grade Post



## *Reminders!*

- Thank you to those who were able to help with the **Parent Math Panel!** We loved learning about the different ways you use math in your careers.
- Picture Day is **Thursday, October 4<sup>th</sup>**.
- We have a field trip to the **Mill Valley Film Festival on Wednesday, October 10<sup>th</sup>**. We will leave on a bus at **10:00am and be back by 2pm**.
- To get a glimpse into the wonderful world of 4<sup>th</sup> 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**

As we are learning the expectations for 4<sup>th</sup> 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! We are not asking for any donations to the classroom this year. So 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>

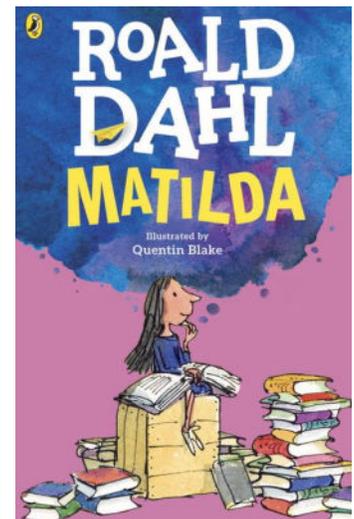
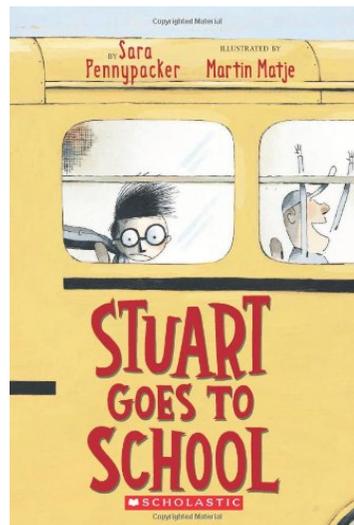
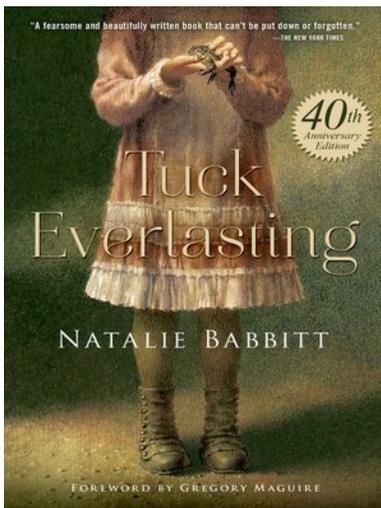
## ELA

This week we continued exploring the relationship between Jessie and Evan during their bet, while studying economic terms. We talked about the terms “global,” “profit margin,” and “franchise.” We read the chapters 7 and 8, and discussed such topics as “If location is important in business, where would you set up a lemonade stand in the town you live in? Explain why.” We continued to focus on summarizing (main idea and details), figurative language, vocabulary, and character traits. Ask your child to correctly identify the figurative language in this sentence: “High school kids on skateboard slobbered by.” *Below are some examples of “businesses that are global” the classes came up with!*



## Daily 5

We started our guided reading groups this week! We introduced the concept of leveled questioning: **Green** – questions you GO straight to one place in the book to find the answer (who, what, where, when, etc.), **Yellow** – questions you SLOW DOWN to find in more than one part of the story (compare/contrast, summarize, etc), and **Red** – questions that you STOP and have to use your knowledge of the book and your prior knowledge to answer (what would happen if, how do you feel about, why do you think, etc.). Each group started their books as well. This is a great time to work on reading skill and activities while explore new genres and styles of texts.



## **Math**

*Starting 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 finish our unit on data and move on to Unit 3: Multiplication and Division. Students start using strategies of smaller multiplication facts they know to figure out larger equations. Such as:***

$$12 \times 14 =$$

***Well, I know  $12 \times 10 = 120$  because that is like  $12 \times 1 = 12$  (times 10)***

***So, then I just need to figure out  $12 \times 4$ .***

***If I don't know that fact, I can use my doubles:***

$$12 \times 2 = 24$$

***So I'll do that again:  $12 \times 2 = 24$  and then***

$$24 + 24 = 48, \text{ so}$$

$$12 \times 4 = 48$$

***and to return to the original problem:  $120 + 48 = 168$ .***

*This shows students how to decompose higher numbers to friendlier numbers, and reveals patterns among all numbers so students always can use something they know to get to the desired answer. Rote memorization is not the only way! Cheers to that :)*

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Week of 9/24:

This week we continued our unit on data and graphs by creating our own data survey questions. Students developed this question with a partner, and then asked two different groups of students: their class and the remaining fourth graders. From there, students figured out how to graph both sets of data on one graph and analyzed their findings. Students could see where "there was a great deal of data/a clump of data/a concentration of data" and who were "outliers." Students are continuously practicing this vocabulary to analyze their work, and justify their thinking.

***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!***

*Moving forward, we will be providing links to videos from our math program, Pearson, that explain in kid-friendly language different concepts we are learning in class. We encourage you to watch them together to support math practice at home. You can use your child's Pearson log-in to access for both classes. Ms. Thompson's class can also access the links through Google Classroom.*

### **Science/Social Studies**

This week we dove deeper into the five senses: touch, taste, smell, sight, and hearing. We researched all of the different functions these senses have for different animals, and were fascinated by their varied purposes. Did you know that the dragonfly has compound eyes? Those are eyes that are made of many, many smaller eyes! This helps the dragonfly see in several directions simultaneously to protect itself from predators and find its prey. We researched in partners and shared with the class all of our findings.

We took this understanding of the five senses to an even more sophisticated level by understanding how sensory information is processed in the brain. We looked at identical brains and analyzed why one's auditory cortex was less activated hearing the same sound. The students were able to accurately deduce it was due to hearing loss! As biologists, it is imperative we understand what happens when sensory information is unable to be processed in order to rehabilitate our future animal (in theory).

The Driving Question:

*As biologists in our animal sanctuary, how can we rehabilitate an injured animal to live as independently as possible?*

### **Writing**

As we continue our narrative writing unit, we focused on revising and editing with lenses. This meant that, as writers, we would look through our entire story with one focus. In revising, some of the lenses were “turning on the light” by adding more setting details and making sure our characters were more human, and not “cardboard characters.” We finished writing our final draft, and will present our stories on Monday!

### **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](mailto:athompson@willowcreekacademy.org) or [jcarrade@willowcreekacademy.org](mailto:jcarrade@willowcreekacademy.org).