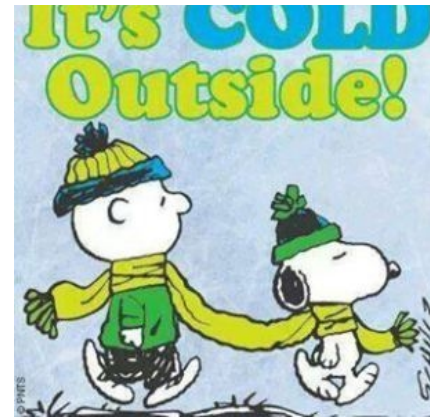


# Fourth Grade Post

## *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 13<sup>th</sup> 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. 😊
- Starting **Monday, December 3<sup>rd</sup>** students will begin **MAP tests** for the Winter Trimester. Please make sure your child is rested so he or she can do their best!
- 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 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

*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 4<sup>th</sup> grade as it is necessary the rest of their educational career.* 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).

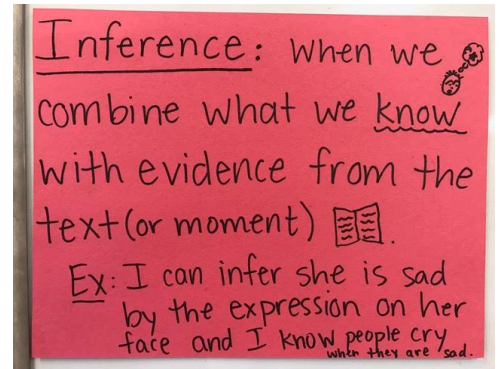
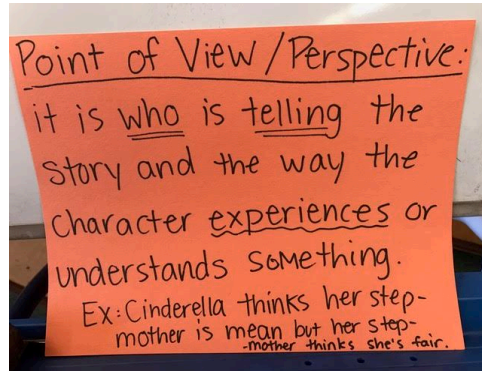
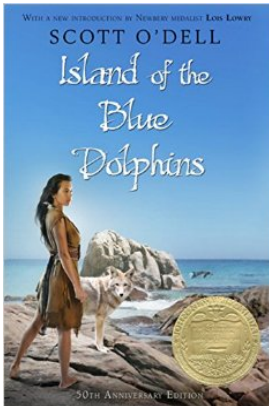
## SMART Foundation

THANK YOU if you've already contributed to the WCA SMART Fund! 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>

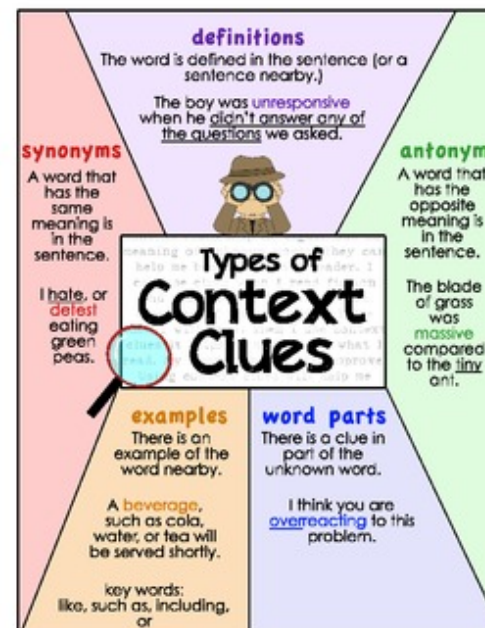
## ELA

We continued to experience life alone on the island with Karana. We were shocked that after injuring the leader of the wild dogs and then healing him, that he stayed with Karana! The classes were excited that Karana now has a friend on the island. Ask you child to summarize what happened in the story this week!



## Daily 5

This week we continued to work on our book studies and work on other reading strategies with nonfiction articles. Next week we will take a break for MAP testing. *There will be a spelling test each Friday on the word pattern from the week. Students will either have 5, 10, or 15 words for the week to study.*

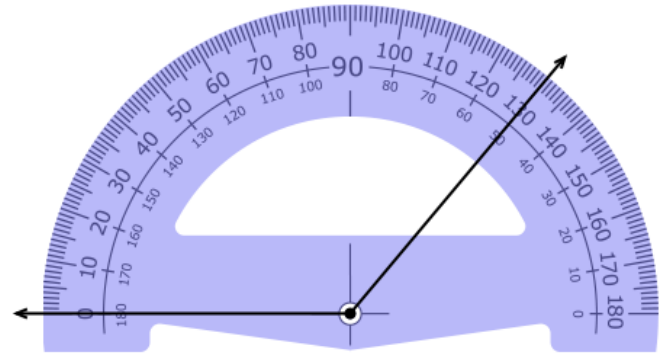


## Math

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 end one section of our Geometry unit about measuring and building angles, and move on to symmetry and area in polygons.

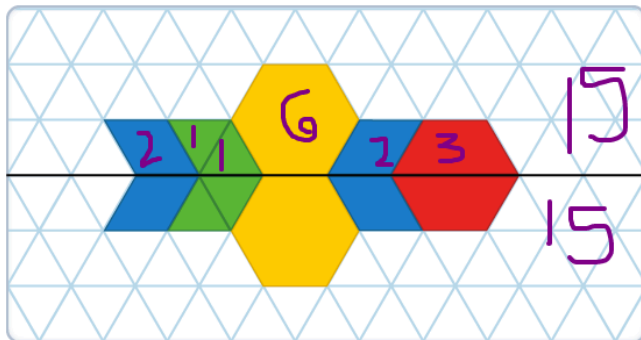
For angles, your child will approximate what a given angle will be, like 130 degrees. He or she will draw it as some sort of obtuse angle making it greater than a 90-degree angle. Then he or she will use a protractor to draw it precisely. This helps students use estimation and number sense (like, does this more or less make sense) with angles by using 90 degrees as a baseline.



Then students will 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).

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

Directions ▾



$$15 + 15 = 30$$



The Area is 30 triangles

## Social Studies

This week we compiled our research about the four aspects of daily life for California Native Americans. We saw parallels in political structure, social responsibilities, cultural traditions, and economies among tribes of the different geographical regions. Students made connections to how the geographic region influenced this daily life as well. For example, students inferred that the reason the desert Cahuilla tribe traded for food is that little grows in the desert, and that would be a resource they would need. Others connected that the Pomo and Chumash of the northern and southern coastal regions of California would use shells as currency based on the resource of nearby beach. And we even saw how tribes would trade for items that other nearby tribes would also need, creating a chain of trade so that all tribes could get the resources that their regions did not naturally provide.

Then students learned about script writing as preparation for their skit they will write and perform about their tribe's daily life. They will use their skit as a platform to demonstrate their research and understanding of these native people's lives.

The Driving Question:

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

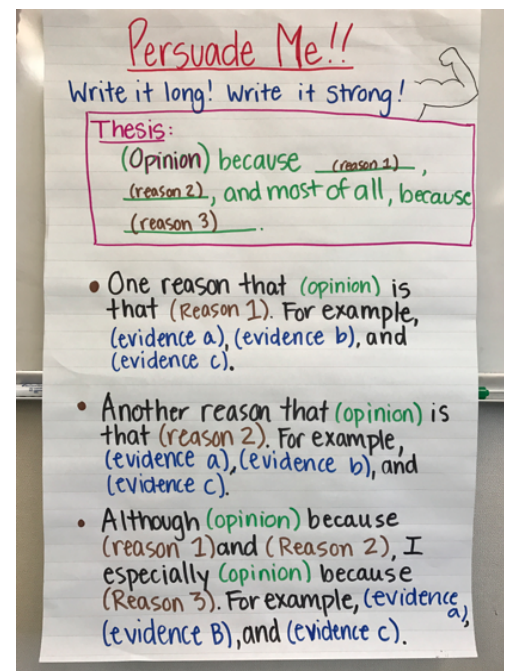
## Writing

*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*

Using everything we learned about Personal Opinion essays, we are creating Persuasive Opinion essays. We will first learn how to change our 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 7<sup>th</sup> 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](mailto:athompson@willowcreekacademy.org) or [jcarrade@willowcreekacademy.org](mailto:jcarrade@willowcreekacademy.org).