

# Fourth Grade Post



## *Reminders!*

- Thank you to those who were able to help with the **Parent Math Council!** We loved learning about the different ways you use math in your careers.
- Picture Day is **Thursday, October 5<sup>th</sup>**.
- We have a field trip to the **Mill Valley Film Festival** on **Wednesday, October 11<sup>th</sup>**. We will leave on a bus at **8:45 and be back by 12** for lunch. Ms. Thompson, Ms. Carrade, and Mrs. Schmidt need two volunteers each. Please contact your respective room parent to volunteer.
- 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  
Mrs. Schmidt: mrs.schmidtwca  
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>

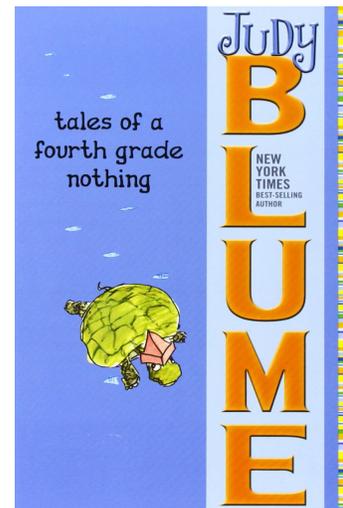
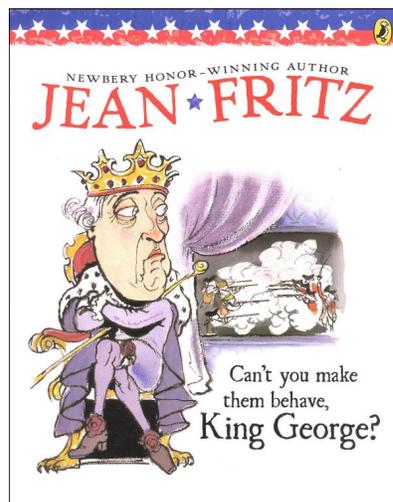
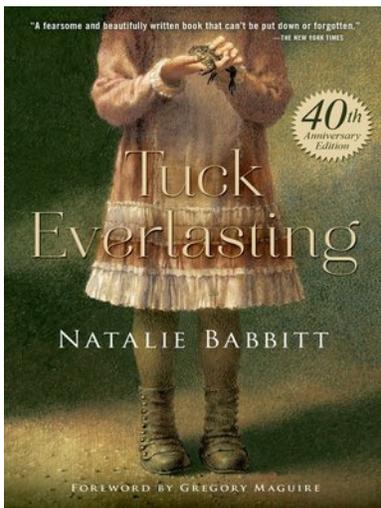
## ELA

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!*



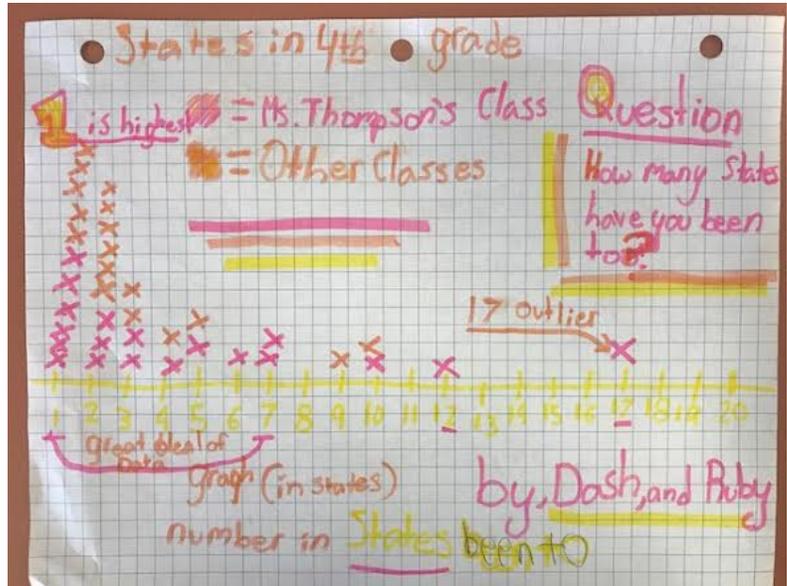
## Daily 5

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

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!

[https://play.dreambox.com/login/school\\_login/classroom?asp=1309278&di strict=z7a8&school=willowca](https://play.dreambox.com/login/school_login/classroom?asp=1309278&di strict=z7a8&school=willowca)

## Science/Social Studies

In our Science and Social Studies integrated unit this week we continued to study the structures and functions of living things in the four California regions.

The students were given a choice of six animals to read through (4 from California and 2 from around the world) and created a slideshow that explained how that animal used their senses (sight, hearing, taste, touch, and

smell). We then went back to our animal picture cards, and asked the students to sort the animals based on the structures of each sense.

The Driving Question:

*As bioengineers, how can our understanding of animals' physical structures and their functions, guide us to build a successful prosthesis?*

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