

Fourth Grade Post

Reminders!

- Mark your calendars! We will be having an informational meeting about our **Overnight Field Trip to the Petaluma Adobe**. The meeting will be on **Thursday, November 7th at 6:00pm** in Room 11 for **ALL** 4th Grade parents.
- **CARRADE'S CLASS** needs drivers to Olompali in Novato. The field trip is on **Friday, 10/25 from 9:00am-2:00pm**. We will be walking on a trail loop, so make sure to bring your hiking shoes!
- **Halloween!** We will be celebrating Halloween in our classrooms **after lunch on Thursday, October 31st**. Students can come to school in their costumes, but no masks or weapons. Ms. Carrade's class will still have P.E., so make sure your child wears appropriate shoes.
- **Dia de los Muertos!** We will be learning about this Mexican tradition and celebrating it on **Friday, November 1st**. Each class will have an altar that recognizes and celebrates loved ones who have passed. Students can bring pictures in on the day to add to the altar.
- 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! 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>

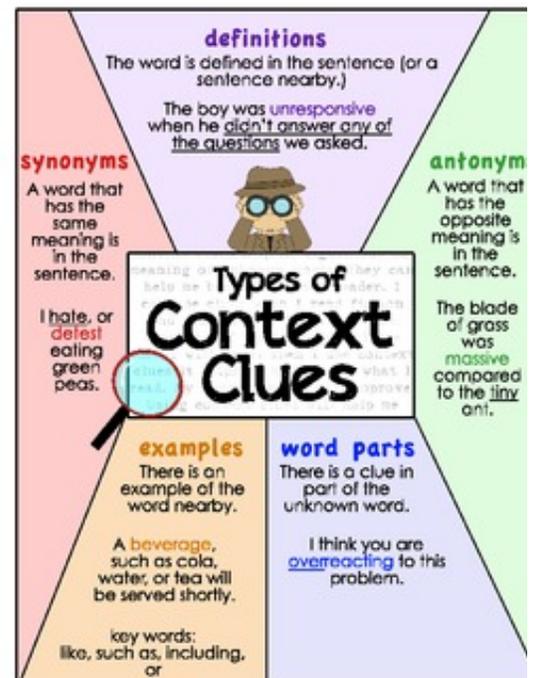
ELA

We have **FINISHED** *The Lemonade War*! We talked about the term “reconciliation” as it related to business and Evan and Jessie’s relationship. We read the chapters 13 and 14, and discussed such topics as **“Who do you think won the war?”** and **“What lesson do you think Jessie and Evan learned from the lemonade war?”** We continued to focus on summarizing (main idea and details), figurative language, vocabulary, character traits, and even practiced inference (which we will learn more about in our next book). Ask your child to correctly identify the figurative language in this sentence: *“Evan could hear the gurgle of the gutters choking on the downpour.”* We will be starting *Island of the Blue Dolphin* on Tuesday!

Daily 5

We continued working in our guided reading groups and stations. Our book groups are going great and we are learning how to be independent and focused when not working with the teacher. Some of the reading comprehension skills we have been working on are summarizing, character traits, using evidence to support answers, and using context clues to help understand vocabulary.

FIGURATIVE LANGUAGE		
Type	Definition	Examples
Alliteration	Repeating the same beginning sound in two or more words	The rain made a racket on the roof. The sizzling sun shone on the silky sand.
Metaphor	A comparison between two unrelated things	A blanket of snow covered the ground. A rainbow of lollies flew out of the piñata.
Simile	A comparison between two unrelated things (using the word <i>as</i> or <i>like</i>)	His eyes were as cold as ice. The girls are like two peas in a pod.
Hyperbole	An obvious exaggeration	She ate a mountain of food. He was more powerful than the sea.
Personification	Giving non-human objects human qualities	The wind howled in the night. The leaves danced on the ground.
Onomatopoeia	Words that sound like the object or action they refer to	Clap, clap! Stomp, stomp! The crowd roared with joy.



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 be continuing to work on word problems in division. We will use the same strategies that we included in last week's Friday Post:
Here that is again:

For example:

$$72 \div 4 =$$

Well first we rearrange it as: $4 \times \underline{\quad} = 72$ and then use smaller facts to figure it out.

*A kid will know: $4 \times 10 = 40$ and then can **skip count** 4s until they reach 72.*

*Or, a kid will know $4 \times 10 = 40$, then find out what fact will be for the remaining 32 will be (because $72 - 40 = 32$). Then they might think, $4 \times \underline{\quad} = 32$, and figure out $4 \times 8 = 32$,
so $10 + 8 = 18$ and then $4 \times 18 = 72$ so $72 \div 4 = 18$.*

*Another strategy would be to **draw the 4 circles**, and start counting up to 72. A way we do this more efficiently is **counting by 5s, or 10s, instead of 1s**. We are encouraging students to use the most efficient strategy possible!*

But next week we are practicing this in **word problems**. We are also using related problems like $6 \times 4 = 24$ to figure out that $6 \times 40 = 240$.

Here are some tips to solve a word problem:

- 1. Circle the important information.**
- 2. Draw a picture.**
- 3. Add the numbers to the picture.**
- 4. Write the equation.**
- 5. Solve! Write units.**

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>.

Science/Social Studies

This week we answered our driving question! As biologists, we presented our rehabilitation plans for our injured animals and determined if they could be safely released into the wild. Students presented their animal cases; their patient's diagnosis and rehabilitation plan, and assessed their current and future states. Then students presented their findings to Ms. Lindsey's 6th Grade Science/Math classes. Students applied what they knew about how the animal's body structures influence an animal's senses, and how all work together for an animal's survival. And that's a wrap for our Life Science unit!

The Driving Question:

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

Writing

*Starting 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.*

Next week in writing we will start our opinion unit! Students will learn what a **thesis** is and how to develop some **reasons to support this idea**. We will model using a fun opinion of "**I love ice cream**" and brainstorm different reasons to support our opinion. Then, we'll learn how to brainstorm our own ideas and opinions by **thinking of an important person in our lives, listing traits about them, and then writing about one of those traits using examples (evidence!) to support our thinking**. A second strategy we practice is to generate ideas from free-writing. We will use a student sample to observe what the writer did, like describing a big idea with several small examples, always connecting back to the main idea, to inspire our own free-writing.

Writing from this week:

This week in Writing we did our post-assessment for our Narrative writing unit. Students were given the same prompt they were before we started the unit to see how much they have grown and are able to apply the skills we learned in this unit. After that assessment we gathered our ideas and thoughts about a topic or issue we care about and did are pre-assessment for the Opinion unit. Those lessons will start Tuesday where students will practice developing opinions and reasons to support their thinking.

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.