



Classroom Updates:

Mrs. Shaske & Mrs. Bruce We have had a positive start creating our classroom community during our HOG team building sessions. Students have created rights & responsibilities, consequences, and celebrations to support classroom, school settings. The HOG teams have been sharing their ideas in class and committing their choices to help our class be a productive, safe, and encouraging learning community. Next week's field trip to Lapham Peak will be exciting! Currently, we have been preparing for the experience by studying soil, glaciers, and Lapham Peak landforms created by the last glacier that bulldozed Wisconsin 10,000 years ago. Thanks for all your support in volunteering for classroom activities, signing necessary notes, and preparing for this early field trip experience. Please let us know if you have any questions about your child's learning experiences or curriculum. Continue to read on about what's happening in fourth grade this month.

Reading: Creating Lifelong Readers with stamina & mentor texts.



WEB? What's that? WEB is one of the supportive reading activities that help our students become lifelong readers. WEB (Wonderful...Exciting...Books) is a weekly reading assignment that encourages students to read independently outside of the school day. Consequently, our students can practice their fluency, comprehension, vocabulary acquisition and accuracy reading skills. Look for the bright Reading Log sheet in your child's take home return folder next week. If your child's class number is 1-10, the WEB log is due on Tuesdays. If your child's class number is 11-16 the WEB log is due on Wednesdays. Last class numbers 17-23 are due on Thursdays. Set up a routine to ensure the timely return. A parent and student activity for reinforcing comprehension, fluency, and vocabulary acquisition will also be assigned each week.

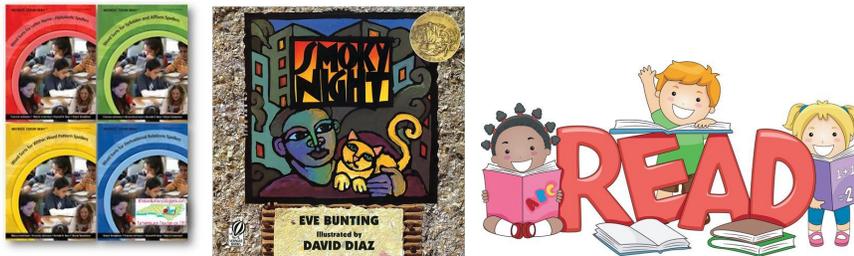
Encourage your child to consider some of the book titles listed on the Waukesha Public Library Kid Zone link.

During our Reader's workshop sessions students have been engaged in learning comprehension strategies to apply while they read fiction selections. Namely, analyzing settings, events, writing stylistic devices, and themes. I have been modeling these important literature skills by using the mentor text of *Smoky Night* by Eve Bunting. In addition, the next few weeks will be devoted to assessments using Running Records to determine the children's instructional levels for guided reading groups. Retelling a story's

plot and theme will be modeled and practiced so the students can apply these strategies in class and at home when reviewing their self-selected book's plot. MAP testing for reading and math will NOT be conducted this fall for Grade 4. Instead, a winter and spring assessment will be administered.

The students have made great strides in building reading stamina by increasing their reading time in class from 20 minutes to 40 minutes! Realistic Fiction Genre will be the focus for our mentor text studies and guided reading groups. Continue to encourage your child to apply Just Right strategy suggestions to select appropriate independent reading books. A copy of the I PICK strategy is included in the link that is noted here. [I PICK strategy](#) We use this strategy when visiting our newly renovated IMC on Tuesdays (4B), Thursdays (4S).

Finally, a huge SHOUT OUT THANKS to all the parent volunteers that have stepped forward to assist our classes in reading and math. During the next two weeks we will contact parents who are able to volunteer, and begin scheduling their assistance in the classrooms for small group work. I am excited about the Comprehensive Literacy Model instructional changes that our school is implementing. Two noticeable changes that we are embracing are the Language Arts lessons that include engaging Mentor texts and vocabulary strategies for studying words. Words Their Way word study assessments will begin next week so we can meet our students' needs in vocabulary, decoding, and spelling development. This Friday I will be sending home a Reading Interview. I will use this insightful questionnaire to assist your child in finding book titles that will be of interest to your child. Also, I will be setting personal goals with your child based on the responses. Lastly, I appreciate your support in creating a classroom of lifelong readers.



Writing: We are HOG WILD about Thoughtful Logs

During the next two weeks our classes have studied the features of a concise and well supported Thoughtful Log response. Specifically, we have created expectations on what a Thoughtful Log response should include in terms of ideas, conventions, and work quality. In addition, a Bio-Poem will be developed by your child. The TAP strategy will be used to introduce the focus of the writing form. T-Task includes the lined poetry that includes nouns, adjectives, and specific punctuation marks. A- Audience that will read and listen to the poems include grade 4 students, parents, and grade 2 buddy class members. P- Purpose of the writing task is to communicate your personal interests, values, feelings, and biographical background. Mrs.

Shaske and I will share our Bio-poems so the students can view its features. They will analyze our organization and conventions using a rubric that they will be applying to their self-assessments of their poems' drafts. We will study parts of speech that are included in the poem such as adjectives, nouns. In addition, we will analyze the punctuation marks present in this writing form. Eventually, the students' published forms will be displayed on our We are Hog Wild About Learning bulletin board for all to view and enjoy. As mentioned earlier, we will share our published forms with our second grade buddies. They will be asked to provide a put up comment. Your child's Bio-poem will serve as a model for the grade 2 buddies when our fourth graders guide them in writing their poems. Conferring strategies will be modeled so the students know how to confer with their peers and teachers when editing, proofreading, and revising their Bio poems. These conferring strategies will be the foundation for future writing assignments. Speaking of the future...another writing project will be a PERSONAL narrative about our Lapham Peak experience.

Math: What are the Common Core State Standards for Mathematics?

Please read district fourth grade newsletter here: [September](#)

The Common Core State Standards for Mathematics (CCSSM) were released in summer of 2010. [Here](#) is an excellent resource for you to read to know more about CCSSM in depth and what types of math problems students will be learning from.

How will my child be learning through CCSSM? In order to teach our students this rigorous and thought provoking curriculum (CCSSM), teachers MUST change their traditional instruction. CCSSM has 8 principles to teach mathematics with (If you would like to read these principles more in depth, click [here](#)):

1. **Problem Solving** - Make sense of problems and persevere in solving them
2. **Reasoning** - Reason abstractly and quantitatively
3. **Argumentation** - Construct viable arguments and critique the reasoning of others
4. **Modeling** - Model with mathematics
5. **Using Tools** - Use appropriate tools strategically
6. **Precision** - Attend to precision
7. **Structure** - Look for and make use of structure
8. **Regularity** - Look for and express regularity in repeated reasoning

What is the progression of learning in mathematics?

Children learn in a variety of ways and take different pathways to understand the standard being taught. At this age, many children are still needing to rely on tools or manipulatives to allow them to solve mathematical concepts. Our goal as teachers is to guide students to the next level of learning. If your child still needs to draw pictures in order to solve already learned math problems, we like to guide them to think and solve abstractly. Some children are not ready for this as late as middle school. If your child is only able to solve concretely, we still consider this proficient.

What types of changes will I see in my child's mathematics classroom?

There is going to be a shift in instruction. In the past, most elementary math was taught in whole group instruction (where teacher lectures and students listen). This type of instruction will no longer solely be used in the classroom. All of the teachers in the School District of Waukesha will be implementing the workshop model. The workshop model entails three different types of instruction:

Types of Lessons:	
Investigate	<ul style="list-style-type: none"> *Problem Solving Activity *Helps children develop problem-solving skills, learn new concepts, apply and deepen their understanding of previously learned topics. *Students generate through their own investigations (not what the teacher says to do) *Challenge the students *No mimicking *In summarizing, students should talk together and challenge each other's ideas *Practice learning how to judge mathematical ideas (valid or not) *Time for stating generalizations or rules.
Instruct	<ul style="list-style-type: none"> *Teacher directs the instruction *Tight focus *Class discussion in launch to talk about concepts and skills that might be useful *Teacher models *Guided practice *Teacher provides important information and guides the student to practice the procedure
Explore	<ul style="list-style-type: none"> *Learning centers/stations *Complete them without teacher assistance *Individual choice *Assigned materials *Provide opportunities for student to work independently on tasks *MAY encourage the development of conceptual knowledge or problem solving skills *Remedial or enrichment activities for students who need them *Meet the needs of students with varied learning styles and interests *Planning a variety of activities *Time to assess individual students or small groups

In order to teach learning goals (CCSSM), teachers must consider which type of lesson to use that is appropriate for each individual learning goal. Each goal may need to be taught with a different format. It is also important to

understand that children learn math best when they are working with materials or solving problems and children are given the opportunity to talk about their results with each other. Children are able to do this in all three different types of lessons (investigate, instruct, or explore). It is up to the teacher to plan well, with equity in mind, so that the lessons are focused on the objectives and providing the best lesson for those objectives. Here at Meadowbrook, there will be more investigative and explorative lessons than the other two types. However, it is important to understand the importance of all three.

Tools/ Resources

If you would like to read the CCSSM standards then click [here](#).

[Glogster](#) - CCSM

[State Standard Initiative](#)

[Tools for CC](#)

[Inside Mathematics](#)

[Illustrative Mathematics](#)

[Common Core Math Coalition](#)

[Common Core Videos](#) - Scroll down and view short video clips on WHY teach CCSSM...VERY insightful!

[National PTA](#) - Parents' Guide to Student Success with CCSSM

[Frequently Asked Questions](#)

Science: Studying Nature's Bulldozers and their gifts!

How did the glacier create Wisconsin's unique landscapes? Why is rich soil present in our state? Who is Increase Lapham? How did Lapham Peak get its name? How tall was the last glacier that went through our state? How tall is the Lapham Peak tower? These are a few of the questions our fourth grade classes posed when preparing for our science/social studies field trip to Lapham Peak. Other class preparations include researching glaciers, making a model glacier, studying the landforms created by glaciers, and completing soil analysis studies. In addition, a skit will be performed to learn about the landform features characterized in southeastern Wisconsin thanks to the last glacier that traveled through our scenic state 10,000 years ago. A reminder note will be sent on Monday, September 18th, to explain what each child needs to bring and prepare for the trip. Next steps in our studies will include creating a personal narrative describing our experience at Lapham Peak and noting what we learned about Nature's BULLDOZERS!



Social Studies:

Student will not be studying a social studies unit until we finish our Lapham Peak unit. Rather, you will find social studies being integrated in reading workshop.

HOG Learning Mindsets: Teaching Persistence

Each month we will be learning about how to improve our learning by reflecting on our thoughts and how they guide our choices for a Growth mindset or Fixed mindset. The first term we will study will be persistence. As a class we will define the word and analyze how persistence exists in our mentor texts that we are studying. Then we will discuss personal successes with persistence. We look forward to observing the students' reflections and growing their minds to set meaningful academic, social goals.

NED: I Got Caught Doing Something Good

Students who earned a NED award:

Audrey Sieg earns a NED award for doing her best when focusing on her independent work .

Ashlee Wagner , Ryloi DePriest, and Grace Brauhn earn NED awards for doing their best to learn geometry attributes and apply their understanding.

Prince Kuumba earns a NED award for doing his best to be honest when solving conflicts.

Mikayla Heinert earns a NED award for doing her best to read all of the Kids Choice recommended books.

Kiersten Van Dreser, Katie Bell , Chiara Barnett earn NED awards for constantly reading 500-600 minutes outside of class.

Maddy Farmer and Lexie Christy earn NED awards for encouraging a classmate to have a growth mindset by never giving up when finding evidence in the text for a nonfiction group discussion.

Jamie Houle earns a NED award for doing his best to analyze a character's traits and evidence during a Language Workshop read aloud.

Colton Horbinski and Eriq Dohman earn NED awards for doing their best to improve their independent reading minutes outside of class.

Makayla Yoeckel and Aniyah Rivera earn NED awards for doing their best to transition safely and efficiently between classes.

Gabe Diaz, Joey Krajcik, LExie Christie, Brea McNiel , and Jaden Laufenberg earn NED awards for doing their best to improve their nonfiction comprehension skills during our strategy group sessions.

Makayla Yoeckel earns a NED awards for doing her best to encourage her math partner to never give up when solving challenging measurement problems during math.

Riley West, Ella Drout, Hailee O'Donnell, Aniyah Rivera, and Mikayla Heinert earn NED awards for doing their best when researching facts for their states fair presentations.



Did you . . .
NE ever give up
ED encourage others
D Do your best.
... this week?

May Birthdays:



Birthdays

Langston - May 10th
Aniyah - May 11th
Hailee - May 12th