

4th Grade Newsletter

Mrs. Fueger and Mrs. Shaske

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Weekly Message:

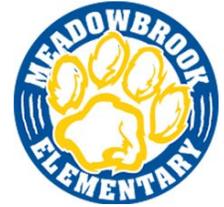
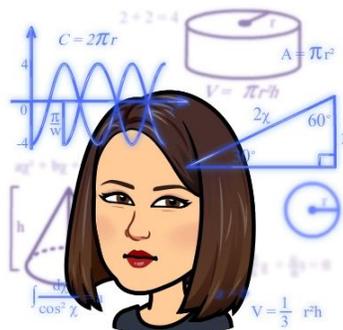
“This has been my best first week of school yet! I feel so organized, and understood.” ~Eli

While reading *The Wild Robot* as a class, Mrs. Fueger asks, “Who rooted for Roz the robot? (hands went up). Mrs. F asks, “Who rooted for the bear? (hand went up). Sal commented, “Ha! They must be from Chicago!” ~Sal

Welcome back to the school routine! This week has been an amazing transition for the two of us. We would have to everyone has been extremely welcoming, kind, and genuinely excited for Mrs. Fueger to join our Meadowbrook Family. We will be sharing a weekly newsletter, every Friday, in lieu of our monthly newsletters. We will share this document via group email; however, it can also be found on the Meadowbrook Website. We look forward to an incredible school year!

The fourth graders may bring a snack to school to enjoy when needed. This is purely voluntary and will depend on your child’s dietary needs. Nutritional snacks are encouraged and should be easily consumed in five to ten minutes. Please, NO candy or beverages other than plain water (please no sparkling water).

We ask that your child refrain from bringing a birthday treat for the entire class since we are providing a classroom acknowledgement. Summer birthdays will be celebrated at their *half birthday*. There will be plenty of other opportunities for children to bring in treats during academic celebrations and seasonal parties. We appreciate your cooperation and support.



September 6, 2019



- ☐ Back to School Bash TONIGHT! See you there!
- ☐ Please turn in all documents sent home from Open House found in the Thursday Folder.
- ☐ If you have empty liter bottles at home, please donate them to our classroom.
- ☐ [Here](#) is a link to our AVID Expectations Letter
- ☐ Meadowbrook Spirit Days are EVERY Friday.
- ☐ Please sign up for our school PTA (\$10), come VOTE for important requests for the school.
- ☐ Red, White, Blue Spirit Day - 09.11
- ☐ Culver’s Night - 09.16

Literacy:

Ready, set, READ! Many students declared they kept reading throughout the summer months and it shows! Here's a research based chart that lets us know why it is important to have your child read each night in addition to what they read in school each day. Thank you for supporting your child's reading by providing a space and time for them to read.

Individualized Daily Reading Research

Anderson, Wilson, and Fielding (1988) led one of the most extensive studies of independent reading in which they investigated the relationship of reading time to reading achievement. The study found that the amount of time students spent reading independently was the best predictor of vocabulary development and reading achievement gains. The research indicates that independent reading is probably the major source of vocabulary acquisition beyond the beginning stages of learning to read. Students who read more can learn the meanings of thousands of new words each year.

The chart below shows the high impact of independent reading time to word exposure and the percentile of reading achievement.

(Readers and Words per Year)

Percentile for amount of reading	Minutes of Reading per Day	Words read per year
98	67	4,733,000
90	33	2,357,000
80	25	1,697,000
70	17	1,168,000
60	13	722,000
50	9	601,000
40	6	421,000
30	4	251,000
20	2	134,000
10	1	51,000

Mathematics:

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

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

□ PTA Meeting - 09.09 @ 6:00

□ EXCELLENT RESOURCE: [Common Sense Media](#)



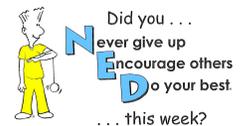
Audrina: 09.01

Ella: 09.04



□ First day of school team building ([People to People](#))

□ Second day of school team building ([Cup Lifting Team Challenge](#))



Marcus - Encouraging others

Alyssa - Doing her best.

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.

Word Study:

Your child will be bringing home a collection of spelling words weekly that have been introduced in class. The words highlighted on his/her WTW cards will be the ones tested on a specific given day. The cards are in the zip pencil holder that is inserted in your child's AVID binder. Each day your child is expected to do a different activity to ensure that these words, and the spelling principles they represent, are mastered. These activities will be modeled and practiced in school, so your child can teach you how to do them for additional practice. Your child will be tested on the word's spelling and proper placement under its headers. Also, only 8-12 words will be tested in this fashion from your child's list.

Student Homework Letter [Here](#)

Growth Mindset | Social Emotional Learning

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 everyday lives and the lives of famous people such as J.K. Rowling, the author of the Harry Potter series. Then we will discuss personal successes with persistence in our academic experiences. We look forward to observing the students' reflections and growing their minds to set meaningful academic, social goals.



Science | Social Studies:

How do worms help soil? How does soil get its nutrients? Why does soil stink? Why are soils different colors? These are a few of the questions our fourth grade classes posed when preparing for our science field trip to Lapham Peak. Other class preparations will include researching soil and glacier questions, 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 permission slip note will be sent home on Monday, September 9th.