



Classroom Updates:

Mrs. Shaske Friendly reminder that the Holiday concert is next Wednesday. Dress rehearsal is at 2:30, and parents are MORE THAN welcome to attend. For the evening performance, students need to be here at 6:00, dressed in "formal" attire. The concert begins at 6:30.

Mrs. Bruce We will be celebrating our festive holiday as a class on December 21st. If your child is in the holiday committee, they may be responsible for bringing in a treat for the class to enjoy. There will be a formal letter sent home with details and posted on Bloomz.

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Mrs. Donahue We are excited to announce, Brooklyn Donahue will be an addition to our classroom as our student teacher from Carroll University. Miss. Donahue has been working in our classroom since the end of September, focusing on her field placement experience. She will be including a letter, introducing herself and her philosophy of education, in the January newsletter. If you see her, please introduce yourself, and give her a warm welcome.

We wish all our fourth grade families a heartwarming Holiday Season. Happy New Year too!

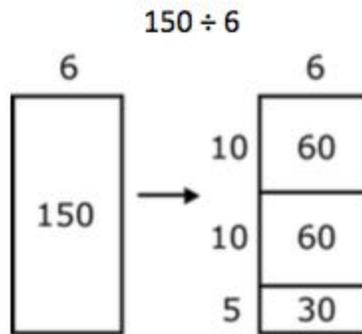
Math Updates: Multiplication and Division

This week we finished learning how to multiply four digit factors with one digit factors. We also learned how to multiply two digit factors by two digit factors. Students used the Commutative and Distributive Properties while using the visual area model (see example below). Mainly using the area model for multiplication/division, and partial product for multiplication/division. Once we finish these two units, we will be going into fractions in the new year.

	4,000	800	30	5
6	4,000 x 6	800 x 6	30 x 6	5 x 6
	24,000	4,800	180	30

$$\begin{array}{r}
 24,000 \\
 4,800 \\
 180 \\
 + 30 \\
 \hline
 29,010
 \end{array}$$

Area Model of Multiplication:



Area Model of Division:

$$\begin{array}{r}
 15 \\
 \times 8 \\
 \hline
 80 \quad 10 \times 8 \\
 40 \quad 5 \times 8 \\
 \hline
 120
 \end{array}$$

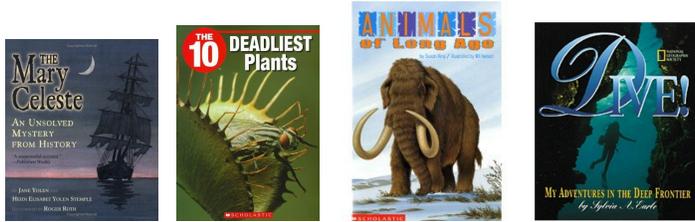
Partial Product: $(10 \times 8) + (5 \times 8) = 120$

$$\begin{array}{r}
 6 \overline{) 258} \\
 - 120 \quad 20 \\
 \hline
 138 \\
 - 120 \quad 20 \\
 \hline
 18 \\
 - 18 \quad 3 \\
 \hline
 0
 \end{array}$$

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Partial Quotient:

Literacy: Beginning nonfiction studies , research skills for Problem & Solution Science Writing



We will begin nonfiction mentor texts for Language Workshop, Reading Workshop, and Writing Workshop. Specific skills that we will model and guided include the Cornell Method of note taking , and creating opinion research writing pieces to support two projects. One will be an opinion piece for science that proposes a problem and solution discussion on erosion, deposition, or weathering. This problem solution information will be presented via Google slides to our grade two buddies. Each buddy will be required to complete a Google quiz to check for understanding of the information presented by the fourth grader.

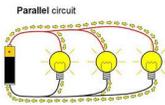
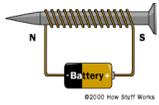
In addition, questioning skills will be developed discussing the mentor text, The Mary Celeste. This mentor text is an engaging true mystery which explores theories on why the crew abandoned the ship on the 5th of December in 1872. The American-registered brigantine, was found drifting in the Atlantic. The ship was in good condition. Its cargo was intact. We will investigate theories that have been noted and the students will create their own theories based on their research. Literature discussion groups will be formulated based on current running records and nonfiction topics such as Deadliest Plants, Animals of Long Ago, and DIVE. Running records will be conducted this month and goals set with your child for fluency & comprehension by January. Students have been building their stamina reading each month for their WEB reading. Thanks for supporting their efforts.

Writing: Problem Solution Writing for Science Research and Opinion Writing for Mary Celeste Theories



Please see the integrated writing information found in the Literacy portion of our newsletter.

Science: Electricity and Magnetism



How can you get two bulbs to light at the same time? What's the difference between series and parallel circuits? These are two focus questions that students will explore when completing investigations in science class. Each group will be creating circuits to light two bulb circuits. Through trial and error the students will learn how to create series and parallel circuits successfully to light two bulbs in these two circuit examples. In addition, they will analyze the advantages of parallel circuits formations. Energy sources will be explored. Namely, dry cell and solar cell energy sources will be used in energizing the series and parallel circuits. After our fascinating exploration of circuit forms, we will shift our focus to magnetism. Get energized fourth graders for some shocking insights about electricity!

NED: WE CAUGHT these STUDENTS BEING NED

Mackenzie Wagner - For encouraging others to listen to other people's feelings and interests.

Joelynn Gonzalez - For being our writing student teacher in fourth grade.



Did you . . .
Never give up
Encourage others
Do your best.
... this week?

December Birthdays



Birthdays	Maddie Johnson - December 1st Diego Loja - December 2nd Brooke Turner - December 20th Mackenzie Wegner - December 27th Isabel Smith - December 29th
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