



4th Grade Newsletter



Mrs. Fueger & Mrs. Shaske

General

Calendar:

11.24 - 11.26: No School

District

[4th Grade Parent Math Help Site](#)

[Unit 2 Literacy Link](#)

Digital Citizenship:

Help Kids Make Friends & Interact Online Safely



iPads:

PLEASE make sure your child's iPads are charged to 100% every morning.

Every child needs headphones.

AVID:

Please help your child remember to put items back in their AVID Binder that they need for school. Especially their Phonics W

Weekly Spirit Day:

11.11: Red/White/Blue Day

11.23: PJ Day

Wednesday: College Spirit Wear

Friday: Meadowbrook

Language Experience Block

Unit 2: DISCOVER

How does discovery impact humanity?

This month we will read about some really cool musicians and how their discoveries impact the music we listen to today. We discussing and writing about these amazing people, we worked on citing specific evidence from the text to support our thinking. We also learned about memoirs and biographies. Students defined memoirs as important memories from the writer's life. Memoirs often have a turning point, or point in the story when an important decision is made.

HOMEWORK: Every Friday the students receive their [Time for Kids](#) magazine. The quiz can be found on [Google Classroom](#) or the students can request a paper copy. The quiz is always due on Thursday morning, unless noted otherwise in their assignment notebook.



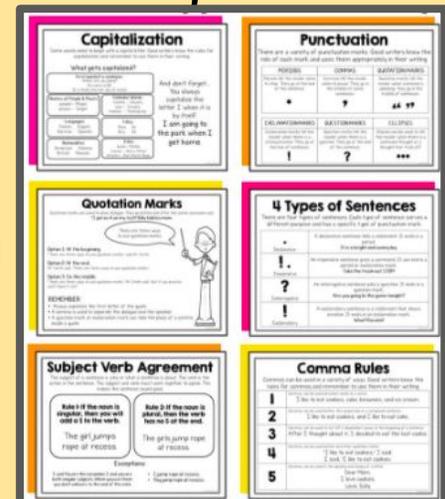
Phonics Word Study

During the second unit, students will be comparing and contrasting long and short vowel spelling patterns in multisyllabic words. Students will also be learning about closed syllable patterns and integrating them into their independent reading and writing.

HOMEWORK: Each week they need to complete 3 “Building Automaticity” readings, and a “Fluency FlipGrid”. [Instructions on how to complete this homework can be found on bb9](#). This homework will also be due on Thursdays.

Writing

This month we will be focusing on reviewing Grammar and Punctuation Conventions.





Mathematics

Student example of how to use the vocabulary when finding the difference: [video](#)

For the remaining portion of October and through the rest of the year, we will be focusing on addition and subtraction (standard method) and multiplication and division (methods OTHER than the standard method). Children are not encouraged to learn standard multiplication or division until 5th (multiplication) and 6th (division) grade. The idea is that they do not have the proper number sense to be able to complete those problems while conceptually understanding the process (we do not want them to just "memorize" how to do something...they need to KNOW what they are doing).

Science & Social Studies

This year I am piloting the "Impact" curriculum for social studies, for the district. If you are interested in looking at their website, please visit [here](#).

Chapter One from Impact.

The essential question is, How does America use its strengths and face its challenges? In this chapter, students will explore strengths of America's land and its people. They will learn about the geography and resources of America's history, the difference among the branches of government, and basic economic concepts. Students will consider how people of diverse backgrounds and cultures have contributed to our country.

Connections to MATH:

Have students research the number of members in the Senate and House of Representatives. Use this information to determine how many member of each group need to vote to approve a bill after it has been vetoed.



SEL

Students are learning to understand others' feelings and can help them have better peer relationships. Students will good friendships and social connections are more likely to be happy and successful. Students with friends have a more positive attitude toward school, have better relationships with teachers, are more engaged in class, and have greater school success. Friendships and social connections with peers also make students less likely to be bullied and less emotionally harmed if they are bullied. Between ages of 9 and 11, most children learn that a person can have simultaneous, but very different emotions. Understand this about themselves is key to improve their ability to understand others' feelings even when feelings are complex. This increases students' ability to use empathy to build friendships and salve conflicts.