



JANUARY

Classroom Updates:

- Mrs. Shaske
- MAP testing is coming up. Math MAP testing will be happening throughout the end of the month and the beginning of February. Please encourage your child(ren) to eat a good breakfast, and get a good night of sleep.
- Mrs. Bruce
- There will be two school days off this month: January 21st and January 22nd
- Miss. Donahue
- Dear 4th grade students and families, my name is Brooklyn Donahue, and I will be a student teacher in Mrs. Shaske and Mrs. Bruce's classrooms beginning January 21st. My student teaching commitment will end in June following my graduation from Carroll University. Prior to this student teaching experience, I have worked in other elementary classrooms assisting, and teaching lessons in 4K, kindergarten, first, and fourth grade. In fact, my last experience was at Meadowbrook in your child's morning classes last trimester. I am so excited to have the opportunity, to complete my final elementary education studies at Meadowbrook!
 - Teaching and working with children is my life passion, and I am so excited to finally be teaching in a classroom full-time. As an educator, my philosophy is to provide student-centered instruction that is meaningful, applicable, and inviting to all students. I look forward to applying my education, knowledge, and experiences in your child's classrooms. My initial role in the classrooms will be to plan and implement small group instruction in math and reading with Mrs. Shaske and Mrs. Bruce's support. Additional curriculum responsibilities will increase as the year progresses in whole group instruction, and assessments. During my planning and teaching experiences I will be guided by both teachers to learn best practices, and expectations for grade 4 learning.
 - In regards to my personal life, I was born and raised in Plainfield, Illinois (a suburb of southern Chicago). I have one older sister, and value the time I get to spend with my family. My family and I love to play card games and go on vacations. My favorite way to travel is by cruise ships. Some of my favorite places that I have been to with my family are Bermuda, Aruba, and the Cayman Islands. Also, I am a member of Alpha Xi Delta, a sorority on Carroll University's campus. Some of my personal hobbies and interests are anything related to Disney! I enjoy watching Disney movies, reading, and playing games with family & friends. Baking with my grandma, and online shopping are other favorites. Another area of interest I have is that I volunteer for Autism Speaks with my sorority sisters. Each time I participate in this unique setting with the students, I realize that I am in a profession that is gratifying. I look forward to learning with your child, and grade 4 teachers for the remaining part of the year.

Math Updates: ; à 1 à 'O à ü

Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $\frac{15}{5} = 3$), and they develop methods for generating and recognizing equivalent fractions and can represent equivalent fractions concretely and/or pictorially. They can conceptually understand fractions in depth. Students to compare fractions by creating visual fraction models or finding common denominators or numerators. Students' experiences should focus on visual fraction models rather than algorithms. We begin by creating "fraction strips" that allow children to visually see and create fractions. Students must also recognize that they must consider the size of the whole when comparing fractions (ie, 12 *and* 18 of two medium pizzas is very different from 12 of one medium and 18 of one large). Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Creating these also gives children the practice to new vocabulary:

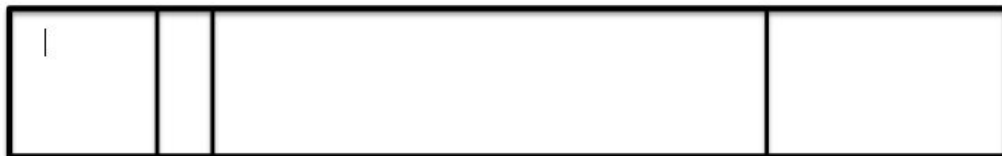
Equal Parts - When referring to a fraction model, each unit is exactly the same.

ex:

Correct:



Incorrect:



Students will be using benchmark fractions and visual models to compare fractions with unlike denominators. It is important that students explain the relationship between the numerator and the denominator, using Benchmark Fractions.

Benchmark Fractions - Students can find $\frac{1}{2}$ on the number line to compare fractions using a visual model. For example: Let's compare $\frac{3}{5}$ to $\frac{8}{10}$. Students will identify the fraction as $<$, $=$, or $>$. $\frac{3}{5} < \frac{8}{10}$ because $\frac{3}{5}$ is closer to zero on the number line than $\frac{8}{10}$.

Tools/
Resources

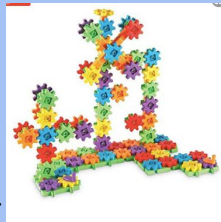
- 4.NF [Doubling Numerators and Denominators](#)
- 4.NF [Listing fractions in increasing size](#)
- 4.NF [Using Benchmarks to Compare Fractions](#)

Steps To Respect: Emotion Management

"Teaching students to recognize strong feelings and use Calming-Down Steps to stay in control increases coping skills and reduces aggression and other problem behaviors. In this unit, students are taught proactive strategies to help prevent strong feelings from turning into negative behaviors. When intense feelings are allowed to escalate, strong physiological reactions hamper students' ability to reason and to solve interpersonal and other problems without aggression. The ability to keep strong emotions from escalating and driving behavior allows students to employ many of the other skills taught in the *Second Step* program, such as effective communication, assertiveness, and problem solving."

We are also teaching the children different parts of the brain. They are learning how the parts of the brain work, and why our bodies do the things they do. At the moment we have learned about the Amygdala and the Cerebrum (Cortex).

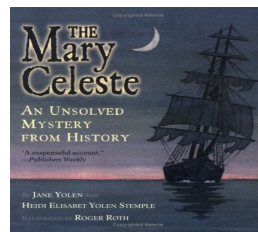
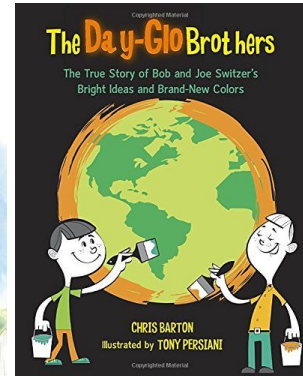
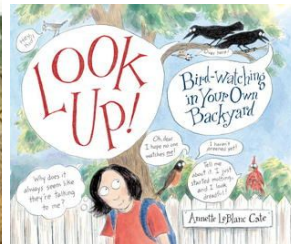
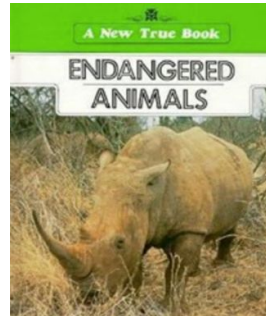
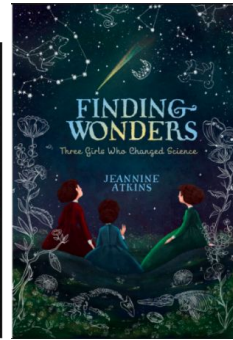
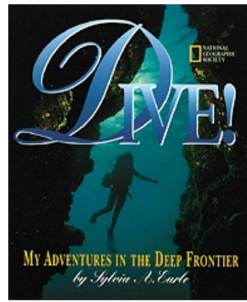
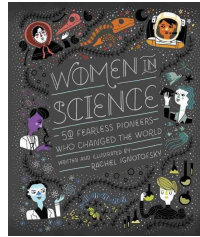
Literacy : Shifting Our Literacy Gears from 1



Each student had an opportunity to select a discovery, inquiry, or investigation text for his/her literature or guided group discussions. The texts selected are noted below in visual form. I selected two to three texts aligned with your child's instructional level so he/she could be challenged with vocabulary, comprehension, and literature feature studies that would enhance their literacy growth. Thoughtful log prompts will be integrated for thinking about the text's themes, and to promote deep discussions.

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. Running records will be completed this month and goals set with your child for fluency & comprehension by the end of January.

View the link provided to peruse the discussion techniques the students have used in past genre discussions- [Talk moves for discussion groups](#)
Looking forward to becoming close reading sleuths!



Writing: Completing Problem Solution Presentations Integrating Lab report writing in Science

We started creating problem solution science presentations on erosion during the initial part of this month. Students were taught how to take notes using the Cornell Method of posing questions, recording phrases, and sources to prevent plagiarism. Now they are taking the information and organizing it into problem & solution slides about the causes/effects of erosion. After, completing the slide presentation summaries, they will share it with our grade 2 buddies. This process of research, analyzing the problem and solutions of a science topic will encourage students to think deeply about our environment's challenges.

The next writing form will integrate lab report writing skills. Procedure writing will be emphasized so students can create insightful and thorough lab reports. An example of the format is listed below using an erosion topic.



Question

- State how and why erosion affect the environment

Prediction

- Original prediction for stream table erosion
- Explanation for this prediction

Procedure

- Describe the experiment

Results

- Use the tables and charts to help explain the data

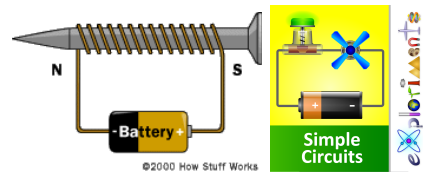
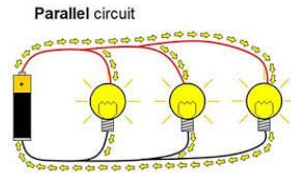
Conclusion

- Stating your opinion about how to prevent erosion
- Support details

This procedure will be applied to the science energy unit and remain the format used for reporting labs.

Science: Shocking Insights about Energy and Electricity

How does energy influence both living and nonliving things? How can you get two bulbs to light at the same time? What's the difference between series and parallel circuits? These are 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: I Got Caught Doing Something Good

Tyler E - Always being a great role model in class.

Jaden Nguyen - Always being a great role model in class.

Colton Strick - Doing his best to be empathetic to his teacher when technology wasn't working.

Matteo - For being a team player during recess activities.

Birthdays:



2	'O	à	Ben & Chris K - January 3rd Cece - January 6th Maddox - January 15th Ava - January 21st Liam P - January 24
	'O	à	Tyler K. (July 4) Elsie J. (July 16) Liam M (July 31)