



# FOURTH GRADE NEWSLETTER

November/December 2009



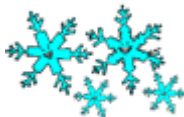
## THANKS!!!

The Fourth Grade Team is **thankful** for all the support you give your children and us throughout the year. We wish you and your families a healthy, joyous, and peaceful holiday season!



## BRRRRRR

Now that the weather is becoming colder, please make sure that your child has appropriate outdoor wear to stay warm during recess. One idea is to always keep gloves, a hat, and an extra sweatshirt in his or her locker to be handy to help "layer" clothing. We strongly feel that ALL children benefit from sunshine, fresh air, and a stretch break during recess. Help your child get prepared each morning for the weather by turning the forecast into a way to make wise dressing choices!



## IMPORTANT REMINDER!

- Please **DO NOT** distribute party invitations at school
- **EDIBLE TREATS** are **no longer permitted** to be offered to children *anywhere* in the school building
- **Hallway access will be blocked by locked gates** after school hours to insure the safety of our teachers. If your child forgets something at school, use the opportunity to create a plan to prevent recurrences. If you must return, stop in the office first.

### UPCOMING DATES

- 11/9** Two hour and forty-five minute early dismissal
- 11/23 – 11/29** **Schools closed for Thanksgiving Holiday**
- 11/30 & 12/1** **Parent Conferences**
- 12/3** Two hour and forty-five minute early dismissal
- 12/23** Two hour and forty-five minute early dismissal
- 12/24 – 1/3** **Schools closed for Winter Holiday**

**MSA Reading** March 9 and 10, 2010  
**MSA Math** March 16 and 17, 2010



## GRADE 4 ILA

### **direct reading and writing instruction** includes:

- literacy community
- literacy groups
- writing process

**Houghton Mifflin anthology** is one resource for reading; see the attached letter describing our current reading theme

**Strive for 25 using Book Bingo** is our program to encourage each child to read books from various genres on his/her independent reading level. Check to see how book report cards you sign earn stickers to fill up the bingo card. Our goal is 25 books read = 25 stickers on each bingo card

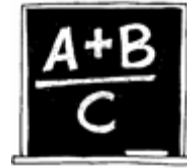
**Words Their Way** is our research-based word study program



### **TECHNOLOGY!**

Try accessing World Book online  
[Http://online.k12.carr.org/worldbook/index.html](http://online.k12.carr.org/worldbook/index.html)

(Name:ccps Password:media99)



## GRADE 4 MATH

### **Math Benchmarks:**

- whole number relationships and computation; place value, estimation, addition, subtraction, multiplication, division
- knowledge of statistics: data displays and analysis
- knowledge of algebra, patterns, and functions
- knowledge of fractions
- computation of fractions and probability
- decimals – number relationships and computation
- knowledge of geometry
- knowledge of measurement



Carroll County  
math resource sites for:  
**students**  
[www2.carrollk12.org/instruction/elemcurric/math/student.HTM](http://www2.carrollk12.org/instruction/elemcurric/math/student.HTM)  
**Parents corner**  
[www2.carrollk12.org/instruction/elemcurric/math/pmcorner.HTM](http://www2.carrollk12.org/instruction/elemcurric/math/pmcorner.HTM)



## FOURTH GRADE MATHEMATICS – Cluster 5

Dear Parents,

Here is what your child is learning in fourth grade, Cluster 5, along with some specific ways you can help. Look for additional newsletters for upcoming units.

### NUMBER RELATIONSHIPS – FRACTIONS

*Students need to:*

- Read, write, and represent proper fractions with sixths, eighths, and tenths and mixed numbers, using symbols, words, and models.
- Represent proper and improper fractions and mixed numbers in equivalent form.
- Compare and order fractions and mixed numbers with like denominators.
- Represent proper fractions with denominators of 6, 8, or 10 and mixed numbers on a number line.

### KEY VOCABULARY

**Denominator:** The quantity in a fraction written below the fraction bar. It indicates the number of equal parts into which a whole is divided.

**Equivalent:** having the same value

**GCF:** The greatest common factor is the largest common factor of two or more numbers.

**Improper fraction:** A fraction with a value greater than 1, which is not written as a mixed number, such as  $11/6$ .

**Mixed number:** A number with a whole number part and a fraction part, such as  $7\frac{1}{2}$ .

**Numerator:** The quantity in a fraction written above the fraction bar. It tells how many equal parts are described by the fraction.

**Proper fraction:** A fraction with a value less than 1, such as  $3/8$ .

**Simplest form:** a fraction is in simplest form when the largest number that can be divided evenly into both the numerator and denominator is found. Ex.  $\frac{6}{9}$  ---  $\frac{6 \div 3}{9 \div 3} = \frac{2}{3}$

### WAYS PARENTS CAN HELP

- Involve your children in baking and cooking activities whenever possible. Have them read the fraction amounts in a recipe, then find the measuring cups to use for those quantities.
- Write different fractions and mixed numbers on paper or index cards. Using a long piece of string or yarn, hang up a number line. Then, have your child order the fractions or mixed numbers on the line, using clothes pins to hold the cards in place.



## FOURTH GRADE MATHEMATICS – Cluster 4

Dear Parents,

Here is what your child is learning in fourth grade, Cluster 4, along with some specific ways you can help. Look for additional newsletters for upcoming units.

### NUMBER RELATIONSHIPS – MULTIPLICATION

*Students need to:*

- Demonstrate proficiency with multiplication and division facts (Up to and including  $10 \times 10$  and  $100 \div 10$ )
- Develop understanding of whole number multiplication through 1-digit multipliers by 3-digit factors and estimate products.
- Develop understanding of division with 2-digit numbers divided by 1-digit numbers, using pictures, manipulatives, and numbers.
- Use divisibility to determine if numbers are divisible by 2, 5, 9, and 10 with numbers to 1,000.
- Identify factors of whole numbers (0-24) and the first five multiples of any single-digit whole number.
- Identify prime numbers less than 50.
- Solve for an unknown in an equation, i.e.  
 $n \times 6 = 42$

### KEY VOCABULARY

*Divisibility:* a number is considered divisible by another number when there is a remainder of zero

*Factor:* a number that is multiplied to get a product

*Multiples:* the products of a particular number and any whole number. Ex. The first 5 multiples of 3 are: 3, 6, 9, 12, 15.

*Prime number:* a whole number that can be divided only by itself or 1, such as 2, 3, 5, 7

*Product:* the answer to a multiplication problem

*Quotient:* the answer to a division problem

*Remainder:* the number leftover after dividing one number by another

### WAYS PARENTS CAN HELP

- Practice multiplication and division facts on the computer by going to the county website's fact practice links  
<http://carrollk12.org/instruction/elemcurric/math/student.HTM>
- Write multiplication and division facts on a beach ball. Toss the ball to each player. Each time a player catches the ball, they state the answer to the problem, which is under their right thumb.
- Play Multiplication War! Use a deck of playing cards without the face cards. Aces equal one. Each player turns over two of their cards. They multiply the two numbers and state the product. The player with the greatest product wins all the cards in that round.



## FOURTH GRADE MATHEMATICS – Cluster 3

Dear Parents,

Here is what your child is learning in fourth grade, Cluster 3, along with some specific ways you can help. Look for additional newsletters for upcoming units.

### ALGEBRA, PATTERNS, AND FUNCTIONS

*Students need to:*

- Identify, describe, extend, analyze, or create a non-numeric growing or repeating pattern
- Generalize a rule for a non-numeric growing pattern or repeating pattern
- Represent or analyze numeric patterns using skip counting by 3, 4, 6, 7, 8, or 9 starting with any whole number (0 - 100)
- Create a one-operation (+ or -) function table to solve a real-world problem
- Complete a function table using a given rule with one operation (+, -,  $\times$ ) using whole numbers (0 - 50)

### WAYS PARENTS CAN HELP

- Use small, household objects to create a growing or repeating pattern, then have your child describe what would come next in the pattern.
- Using a hundred chart\* (10 x 10 grid labeled 1 - 100), choose a number between 1 and 20 and skip count by 4's to 100. Each time your child lands on a number, have them color it in. Discuss the numeric and color pattern created.
- Take a walk outside with your child or look around your house and search for natural and man-made patterns.

\* Available from your child's teacher or search for it on-line.

### KEY VOCABULARY

**Function table:** a table which repeats a rule to determine how each input will be changed to produce each output.

**Growing pattern:** a type of pattern in which the successive elements increase at a constant rate.

Ex. A, B, AA, BB, AAA, BBB

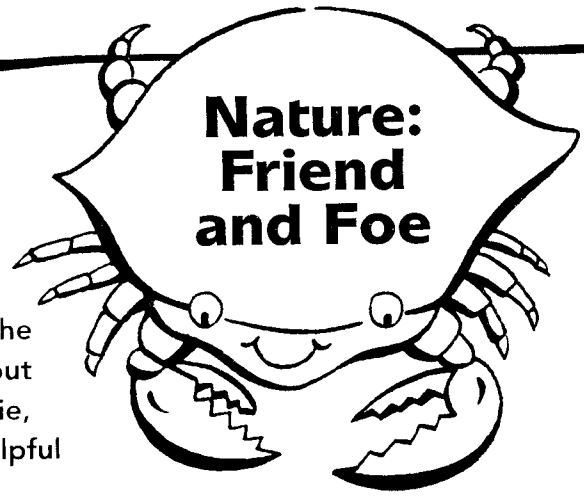
**Non-numeric:** refers to a type of pattern comprised of shapes, letters, or symbols

**Numeric:** refers to a type of pattern comprised of numbers

# Newsletter

Dear Family,

For the next few weeks we'll be experiencing the theme *Nature: Friend and Foe*. By reading about fishing in Alaska, wildfires, and life on the prairie, your child will learn how nature can be both helpful and hazardous to humans.



## Theme-Related Activities to Do Together

### Fire Safety

Make sure you have a fire safety plan for your home, and that your child understands it. Where are the fire extinguishers? Where do you exit during a fire? What should you do if a fire starts? Ask your child these questions and make sure he or she is clear on the answers.

### President Wilderness

Many of America's natural wonders might not still be here without the work of President Theodore Roosevelt. Visit the public library or use the Internet to learn about all the things he did to make sure there would be plenty of wilderness for Americans to enjoy for generations to come.

### Good Catastrophes?

Despite the damage they cause, many catastrophes have a "silver lining." Ask your child, "What good can come from a flood or tornado or other disaster?" Give this example: Many poorly built Chicago buildings were replaced by better ones after the Great Chicago Fire in 1871.

## Theme-Related Books to Enjoy Together!

**Dust for Dinner** by Ann Turner. Harper 1995 (64p) Jake tells the story of his family's move during the Depression from Oklahoma to California after dust storms destroy their farm.

**The Man Who Made Parks** by Frieda Wishinsky. Tundra 1999 (32p) Landscape architect Frederick Law Olmsted turned a muddy wasteland into New York City's famous Central Park.

**Thundercake** by Patricia Polacco. Putnam 1997 (32p) A girl who is frightened of thunderstorms is comforted by her grandmother as they go to the kitchen to bake a thundercake.

**Laura's Album** compiled by William Anderson. Harper 1998 (80p) This scrapbook of mementos and documents from Laura Ingalls Wilder's life reveals some of the weather-related hardships her family faced.

**Discovering El Niño** by Patricia Seibert. Millbrook 1999 (32p) The author discusses the weather phenomenon known as El Niño, from its first observation by Peruvian fisherman through its study by today's scientists.

**Belle's Journey** by Marilyn Reynolds. Orca 1994 (32p) When she was a child, the author's mother rode her pony, Belle, to piano lessons and encountered a sudden, blinding snowstorm.