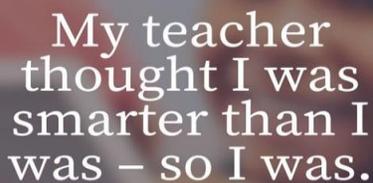


Fourth Grade News

News and Notes

For January 10, 2020



My teacher
thought I was
smarter than I
was – so I was.

Six-year-old

- ✚ Happy New Year! Hopefully you had a fun but restful break. I read, hiked and spent quality time with my large extended family. I'd like to thank everyone for the wonderful Christmas cards and gifts. Your thoughtfulness is appreciated.
- ✚ Students have been really focused this week. They came back ready to work hard. I am especially impressed with the caliber of state travel brochures and biomes that are taking shape. Everyone is carefully following the criteria and creating beautiful, informative tri-folds and cubes. They should be very proud of their efforts. As each person completes their projects, they will share them with the rest of the class and both will then be displayed in the hall or classroom. Come by and take a peek if you get the opportunity.
- ✚ The first day back from our break, we had a guest instructor, Grace McElhone, from Common Threads come to teach a special workshop for us. The 3 ½ hour class is called *Pure Kids*, which is designed to help this age group make wiser food choices. We learned to carefully read food labels, become aware of sugar amounts and serving sizes. Grace also talked about all the advertising strategies used to lure people into buying their products. The kids became good food detectives, and then we spent some time making a delicious, nutritious Chili.
- ✚ **SNOW DAYS:** If we happen to have any snow days, I would like the students to keep up on their technology, math and reading skills by doing 30 minutes of RAZ kids and 30 minutes of IXL Math (Fractions) work. It is not much time out of their day and they would have the other 7 hours to play in that wonderful snow.
- ✚ There are many new and exciting units beginning later this month. During **Literature** we started right off again with the chapter book, *Shiloh*. There will be new vocabulary, multi-literary elements, character keys and extra challenge questions to bring out higher level thinking. In **Math** we began Units 5 and 6 on factors, multiples and fractions. We'll be in and out of our GO Math book and working with different manipulatives during centers. For **Social Studies**, we are still working on our state travel brochures, then learning about Lewis & Clark and pioneer families traveling west to start new lives. In **Religion** we are designing murals to represent the Lord's Prayer. Beatitudes come next which are Jesus' teachings about how to live and find real happiness in God's kingdom. They are about modeling ourselves after the greatest teacher, Jesus Christ. Biomes are being designed for **Science** along with a new

Monthly Engineering Challenge. Your child has been given the requirements to complete this month long project.

Upcoming School Events

Mon., January 20th –
Martin Luther King Day, No School

Thurs., January 23rd – *End of the Semester*

Fri., January 24th – *Early Release*

January, 26th to 31st –
Catholic Schools Week

February 4th – 6th
Winter MAP testing in math, reading and language arts

Curriculum

Literacy: Expository writing (Portraits of Animals We Love), *Shiloh* Book Talks on February 6th, final le, and categorizing

Math: Daily 5 Math, problem solving, and Fractions

Religion: Beatitudes

Social Studies: State travel brochures, Lewis & Clark, pioneer movement west

Science: Weekly Science News, Biome cubes, Survival design challenge

Computer Science: IXL Math, RAZ Kids, Science News, tech typing, typing an expository paper

PE: Inline skating

Art: Symmetry and snowflakes. Torn snow people

Music: Recorders

Spanish: Three Kings Day, days and months

Thought for the Week

Model yourself after the great teacher, Jesus Christ.

Thank you for your support!

Kerry Thomas
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Literacy Tip

Students who get turned off from reading!

Reading in the content areas becomes a problem for students who have not been taught how to use a text or have low reading skills. They begin to have difficulty using Math, Science, and Social Studies texts.

When the difficulty becomes too much, the student switches from trying to understand and do the activity, to trying to “get through the activity.” (There is no value on quality, only quantity of work completed.)