



# Grade Four News



November 11, 2011

Happy Veterans' Day! Today we think about all the people who have lost their lives defending our country or those who are still with us and either previously or currently serves in the military. We thank them for keeping our country safe, but also for protecting the lives of people throughout the world. We express our gratitude to them and their families. Our prayers are our offering of thanksgiving.

If you see a person who was in the armed forces or is presently serving in one of our military branches, express a huge THANKS in appreciation for their sacrifice.



## Religion

As you know, we have been exploring the Ten Commandments, especially the first three. Discussions have taken place involving the Our Father and how it relates to commandments 1-3. We are focusing on prayer and different types of prayer that we can offer to God, and how prayer is our road to God.

We prayed for family and friends who have passed away, with the celebration of All Souls' Day. We pray for people who are in need-poor, homeless, hungry, lonely, homebound, ill, etc. We are learning to say prayers of thanks and praise to God for what we have and can celebrate everyday. The most used prayer is one of petition. We continuously ask God to help us, guide us, and take care of our needs, hopefully not just our wants.

One of our best prayer forms is the Liturgy/Mass. We are seeing some changes in the format, but it still is the best way to thank and praise God as a "Church" community of believers.

The third commandment asks us to give one day to God—keep it holy and special and honor him in what we do and how we treat others. If God took time during creation to look back and reflect on what is good, we should probably be doing that, too.

Slow down and take time to see something to celebrate because of God's goodness.

**SNOW** certainly was something the students celebrated this week!

## **Math**

Multiplication with more than two factors and division with remainders are important concepts all 4<sup>th</sup> graders need to know. They will be using these skills over and over as they begin to work with larger and longer problems. Your 4<sup>th</sup> grader will meet these concepts as they work with money, decimals, fractions and percentages as well as the larger and longer multiplication and division problems they are heading toward.

Right now students are learning how to read word problems and find the clue words that will help them unlock the operations they will need to use in solving these problems. We are trying to help your child see the connection between the question, or questions, being asked and the processes they can use to find a solution.

As we tackle new and more abstract material, the quick recall of how to solve and the correct solution to basic facts, in all four operations, will be crucial. Through knowing the basic facts, frustration can be avoided or at least lessened. Some students are finding it difficult to decide which number gets them close to solving a problem such as:  $29 \div 6 = \underline{\quad ? \quad}$  when they don't know the facts involving 6's. How can they figure out what times 6 gets them close to 29 without going over, if they haven't learned:  $6 \times 5 = 30$ , or  $6 \times 4 = 24$ . They could be drawing pictures after pictures of groups of 6's or adding  $6 + 6 + 6 + 6$  etc. just to solve one problem. They might have 15 problems to do and if they have to work each one out through: pictures of continuous adding or subtracting, skip counting - when they might not have a number line large enough, or drawing array after array to get a picture that might work, you can see the importance of just knowing the fact and being able to move on.

In our fourth grade curriculum and in future math materials they will be meeting more and more of these types of problems and situations.

Please, help your child feel successful and confident by empowering them with the knowledge of knowing their basic: addition, subtraction, multiplication, and division facts. Help them memorize their tables that can be found in their assignment notebooks.

## **Social Studies**

We are coming close to our last session of Junior Achievement. Ask your student what they have been doing in the sessions led by the business volunteers.

Hopefully, they will tell you that they have become entrepreneurs. They started their own business and decided where in the U.S.A. to locate it. They had to check out the resources-natural, human, capital-that that they would need to be successful. Even some of them decided to relocate to a different region or state that would be better for their profit and help avoid losses.

They explored the topic of interdependence and how many businesses cannot survive without another business to give them products or services.

We think, if you discuss the Junior Achievement program with your child, you will find out they are getting a lot of good information and many great ideas about our economy and how business works.

## **Science**

The concept of interdependence is also being covered in science! We are learning about the biotic (living) and abiotic (nonliving) factors of an ecosystem and how they depend on each other for survival. We were able to recall that all 5 Kingdoms of Living Organisms are considered biotic factors. The earth's land, water and temperature are the abiotic factors that affect the living organisms in their environment. Together these factors determine how their basic needs of food, water, shelter, and temperature are met. Animals just like plants will develop adaptations to help them survive. We will be taking a closer look at types of adaptations in structure or behavior.

Plants are now called producers because they produce or make their own food through photosynthesis. No wonder they call the fruit and vegetable section of the grocery store the produce department! All animals are consumers we depend on the producers for our food either directly or indirectly. Gee this sounds like economics! Consumers are classified as herbivores, carnivores or omnivores depending on what they like to eat for dinner.

We will be studying these relationships and the flow of energy from the sun to the plants, plants to animals, and animals that decay and return energy in smaller amounts back into the system that cycles the energy from the sun. "Ashes to ashes and dust to dust" God is a great recycler!

## **Language Arts**

### **Literature**

We have been reading some wonderful pieces of literature. We have been discovering different traits of many interesting characters. Setting is a very important part of any writing, so we have been watching for the changes in setting as we read. Plots and main events keep our interest and the scenes flowing in our minds. We are also finding that authors provide many different types of endings for their writings. Some authors wrap the story up and give us a nice clear conclusion, while other authors keep us hanging and wondering what will happen.

Ask your child what they have been reading, whether in their literature/reading textbook or in a chapter book/trade book from a noted author. Reading is more than just words. It is pictures in our mind, words to explore, and thoughts to intrigue us.

### **Spelling**

We are exploring different types of words, noticing patterns, trying to sort them-by patterns, alphabetical groupings, syllables, or self designed creative techniques, and exploring the old fashion oral "Spelling Bee" format that many of you, as parents, remember.

When studying spelling words with your child, explore different ways to; look at, group, and remember how to spell, change the meaning or part of speech, and define the various words found in their weekly spelling list. The more they see and use these words, the more likely they are to add them to their known vocabulary. This will give them a larger word bank to include them in their writing and speaking.

## Reminders/Events

Nov. 11 <sup>th</sup>	Veteran's Day
Nov. 12 <sup>th</sup>	Jumbo Gumbo- Thanks for your support!
Nov. 14 <sup>th</sup>	Scholastic Book Orders are due
Nov. 17 <sup>th</sup>	Seton Buddy Day
Nov. 18 <sup>th</sup>	Library Day
Nov. 23-27	Thanksgiving Vacation
Nov. 27 <sup>th</sup>	Advent begins Updated Roman Missal (new responses for mass)
Nov. 30 <sup>th</sup>	Barnes and Noble Day/Night for SMM
Dec. 1 <sup>st</sup>	Library Day
Dec. 2 <sup>nd</sup>	First School Mass with changes in the Roman Missal Downtown Neenah Holiday Window Event
Dec. 8 <sup>th</sup>	Immaculate Conception Mass (Grade 4)
Dec. 9 <sup>th</sup>	Heritage Hill Fieldtrip (TCCES Grade 4)
Dec. 15 <sup>th</sup>	SMM Christmas Concert (afternoon dress rehearsal and evening performance)
Dec. 23 <sup>rd</sup>	
--Jan 2 <sup>nd</sup>	Christmas Vacation
Jan 2 <sup>nd</sup>	Teacher In-Service Day
Jan 3 <sup>rd</sup>	Back to School (2012)

**\*\*Note-** a parent found a website to create or share flashcards for any subject

[www.flashcardexchange.com](http://www.flashcardexchange.com) type in a search topic to see lists already loaded. Remember that many internet sites are not just games but are tools to help learn and retain information too.

*November-a month of changes!*



*Mrs. Zeinert*

*Ms. Kulinski*

*Mrs. King*

