

RNE FOURTH GRADE

WEEKLY ANNOUNCEMENTS

August 23rd, 2019

GENERAL ANNOUNCEMENTS

Transportation Changes

If your child has a change in transportation, please be sure to send in a written note. We are not allowed to accept email transportation changes. All transportation changes must have a parent signature.

Curriculum Night

Curriculum Night is on August 28th, 2019 at 6:00 PM.

Friday Folders

Friday folders have been hole punched and are in your child's binder. Please check for important papers. **If your child has any graded papers, please be sure to sign and return on Monday.**

Headphones

Please make sure your child's headphones are in their backpack. Students will need these in school to work on iReady.

Welcome Back Bears!

I hope you and your family had a fun and relaxing summer vacation. It is my hope that this year will be full of successful experiences for all students at RNE. I will be meeting with them once a month to explore career, social emotional, and academic lessons. Please feel free to contact me if you have any concerns about your child.

The best way to reach me is through email. Fofana@fultonschools.org

You can also call 470-254-6330

Website: <https://rnecounselors.weebly.com>

Best Wishes, Ms.Fofana

MATH

On Level

Next week we will work on reading and writing multi-digit whole numbers using base-ten numerals, number names, and expanded form. Students will compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. This standard refers to various ways to write numbers. Students should have flexibility with the different number forms. Traditional expanded form is $285 = 200 + 80 + 5$. Written form is two hundred eighty-five. However, students will have opportunities to explore the idea that 285 could also be 28 tens plus 5 ones or 1 hundred, 18 tens, and 5 ones. Please refer to the unit 1 4th Grade parent letter on our 4th Grade website for more examples and explanations.

Accelerated

Next week we will write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. This standard refers to expressions. Expressions are a series of numbers and symbols ($+$, $-$, \times , \div) without an equals sign. Equations result when two expressions are set equal to each other ($2 + 3 = 4 + 1$).

Example: $4(5 + 3)$ is an expression. When we compute $4(5 + 3)$ we are evaluating the expression. The expression equals 32. $4(5 + 3) = 32$ is an equation. This standard calls for students to verbally describe the relationship between expressions without actually calculating them. This standard calls for students to apply their reasoning of the four operations as well as place value while describing the relationship between numbers. The standard does not include the use of variables, only numbers and signs for operations. Please refer to the unit 1 5th Grade parent letter on our 4th Grade website for more examples and explanations.

Advanced

Next week in Math, we will continue our work with fractions with denominators of 10 and 100. We will review how to write equivalent fractions with denominators of 10 and 100 as well as how to add unlike fractions when one has a denominator of 10 and the other a denominator of 100. We will begin to explore the relationship between fractions and decimals, using base ten blocks as our visual model. We will learn how to rename decimal-fractions as decimals. At the end of the week, we will introduce comparing and ordering decimals.

Ways to help your children at home is to always use math in context!

- Take your children grocery shopping (estimate prices, find an item between \$1-2, find most expensive item, weigh fruit and read the scale)
- Cook with your kids and have them measure ingredients
- Share with them how to save and spend money. The value of money.

Social Studies/Science

This week in Social Studies we stepped into the shoes of the Colonists during the Stamp Act. Dr. Conway gave us a fright, stating that she would be taxing \$1 on all papers, passes, and computers. The students were outraged and worked together to find a solution that would work for all. After about 10 minutes the students were enlightened that this act from Dr. Conway was not for real; however, it did happen to the Colonists. Next week we will continue with more causes that led to the American Revolution and key figures during that time.

Reading and Language Arts

Reading:

Unit One- Fiction This week in reading, we learned strategies to choose books that are the 'right fit' for us. We learned how to correctly read with stamina during private reading time and how to read intensely to better comprehend. We also began reading our mentor text, *The Tiger Rising*, by Kate DiCamillo and learned how to take thoughtful notes in our reading response notebook. We discussed each character introduced in the story and important events taking place. Next week, we will continue to read our mentor text *The Tiger Rising*, continue to practice reading with stamina, and focus on jotting notes in our reading response notebook.

Writing:

Unit One- Narrative This week in writing, we learned how to brainstorm and generate ideas for narratives. We focused on what good writers do when planning a story. We also developed a character for our story focusing on internal and external traits. We had one-on-one teacher/student conferences to help keep our writing on track. Next week, we will continue working on our narrative stories. We will organize our ideas using a story mountain graphic organizer and will begin drafting scenes. We'll continue to meet in teacher/student conferences to build ideas and strengthen our writing.