

Troy Elementary

Mrs. Sandquist's & Mrs. Sullins' Third and Fourth Grade News

January 10, 2018

What's Happening in January

Special points of interest:

- January 15th: No school—Civil Rights Day.
- Math homework will resume on January 16th.
- Targeted tutoring will resume on January 17th.
- Late Start (10:15) Wed. Jan. 24th.

Be on the lookout:

- Reading logs come home every Wednesday.
- Remind your child to bring their homework back. Remind your child to write their name on their paper.
- Every Friday, students will be bringing home their behavior log for the week.
- Spelling words come home every Monday.
- Spelling tests are every Friday.
- 4th graders should be practicing their multiplication facts at home.

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Writing

- ⇒ **3rd:** Students will be doing a lot of different writing assignments that go along with their packet as we read a chapter book. They will continue with cursive writing also.
- ⇒ **4th:** Students will be doing different writing assignments in their packet that will go along with the chapter book we will be reading.

Reading

- ⇒ **3rd:** Students will read a chapter book for the first few weeks, and do a packet of literacy and writing activities along with it. Towards the end of January they will be learning about cause and effect, compare and contrast, and sequencing to help them understand expository texts. (text that has facts where you can read and learn new information.)
- ⇒ **4th:** Students will be reading a chapter book called The Miraculous Journey of Edward Tulane and doing a literacy and writing packet along with it.

Social Studies

- ⇒ **3rd:** Students will continue working on a research project on a state of their choice.
- ⇒ **4th:** Students are continuing to study Idaho history and will be reading about Explorers and Fur Traders.

Science

- ⇒ **3rd:** Students will use Daily 5 stations to learn more about weather, forecast symbols and severe weather. I encourage your child to watch the weather report for our area on the television news (Spokane or Lewiston) or in the daily newspaper. Many weather related forecasts are also available online. Encourage your child to research the weather forecasts in other areas. Exposure to these visual reports will enhance classroom activities and deepen their understanding of weather related topics and vocabulary.
- ⇒ **4th:** We are beginning our first STEM unit on centripetal force. STEM curriculum is derived from the Next Generation science standards and is project-based fostering deeper learning. This deeper learning is more relevant to students and focuses on communication and collaboration between students. I will help students think creatively, take risks, record and interpret data, and put what they are learning into practice. Individual students will complete a self reflection evaluation of their performance. I will also complete an evaluation using a teacher rubric. We will conference about what successes and challenges they had during the course of the unit.

I'm still learning.

- Michelangelo

Cool space tidbit: The Milky Way and other galaxies in our neighborhood are moving in the direction of the Virgo galaxy cluster at more than 200,000 mph.

MATH

⇒ **4th:** Students continue working with fractions. They must be able to:

***identify why one fraction is** equivalent (equal) to another. Students will investigate what happens when a fraction is copied multiple times maintaining the same part to whole, proportional relationship. For example, when $\frac{3}{4}$ is multiplied by 2 (2 copies), the resulting fraction is $\frac{6}{8}$. When it is multiplied by 3 (3 copies) the resulting fraction is $\frac{9}{12}$. When $\frac{3}{4}$ is multiplied by 75 (75 copies) the resulting fraction is $\frac{225}{300}$. $\frac{3}{4}$, $\frac{6}{8}$, $\frac{9}{12}$, and $\frac{225}{300}$ are all equivalent fractions. They have the same part to whole, proportional relationship.

***comparing and justifying** fractions with unlike denominators. This means that the number of equal parts the “whole” (denominator) is partitioned into are different. This comparison can be done by finding the greatest common factor or comparing the fraction to a benchmark fraction such as $\frac{1}{2}$. Students will learn how to do both.

***add and subtract mixed** numbers number and word problems. Mixed numbers are where there is a whole number with a fraction ($3\frac{1}{2}$). The whole number can still be thought of as fractions, for example, the 3 in $3\frac{1}{2}$ is $(\frac{1}{2} + \frac{1}{2}) = 1$ whole, $(\frac{1}{2} + \frac{1}{2}) = 1$ whole, $(\frac{1}{2} + \frac{1}{2}) = 1$ whole, thus 3 wholes and another $\frac{1}{2}$ of a whole for $3\frac{1}{2}$. If the mixed numbers have unlike denominators, students must find the greatest common factor to make the denominators the same before adding or subtracting.

***multiply a whole number with a fraction** Extending your child’s knowledge from decomposing and recomposing fractions, they will multiply fractions by whole numbers. In the above example, while effective to add $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 3\frac{1}{2}$ it is not as efficient as $7 \times \frac{1}{2} = \frac{7}{2}$ (improper fraction), which is then made into a mixed number, $3\frac{1}{2}$. It is important to note that $7 \times \frac{1}{2}$ is understood as *7 groups of $\frac{1}{2}$ or 7...one halves*. If the problem were flipped, it becomes $\frac{1}{2} \times 7$ which is understood as *one half a group of 7*, which involves different understanding. At this point we are concentrating on the number of groups of a fraction.

Vocabulary for this month is: fraction, model, numerator, denominator, equivalent, tenths, hundredths, thousandths, unlike denominator, greatest common factor, least common multiple, mixed numbers, improper fraction, benchmark fractions, greater than $>$, less than $<$, equal to $=$, common numerators and denominators.

⇒ **3rd:** Currently students are working on a mathematical performance task. A performance task is any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. At the end of the task, students are asked to communicate their idea(s) through writing (justifications). Performance tasks such as this one are on the SABC test at the end of the year.

Throughout the months of January and February, students will work on rounding and must be able to **use place value to round a number to the nearest hundred**. Students will understand that rounding is a form of estimation. They will **create and use scaled bar graphs and line plots**. Students must be able to answer multistep questions and determine “how many more” or “how many less” from these. Additionally, students will **create two-step word problems using multiple operations**. They will represent these problems using equations with a letter standing for the unknown quantity.

