**Fourth Grade Newsletter**

**Sept. 2nd-5th**

**Announcements:**

-We hope everyone enjoys/enjoyed the 3 day weekend! Happy Labor Day!

-Conference Night will be held next week on Thursday, Sept. 11th. For this conference night, the team will reach out to you directly if a conference is requested. We have 75 students and will not be able to meet with everyone. Thank you for your understanding.

-Once all IReady testing is complete, diagnostic reports will be printed and sent home.

**Math:**

**The Topic 2 assessment is scheduled for Tuesday, Sept. 9th.** Study guides will be emailed to parents early and distributed to students in class this week. Remember, study guides are not turned in or graded. They are for preparation only. Please use them!

*This week:*

-Lesson 6: Subtract greater numbers

-Lesson 7: Subtract across zeros

-Lesson 8: Problem Solving and Reasoning

-Topic 1/2 Review Classwork Grade/Study guide will be distributed and will be completed in class

\*6x math facts quiz on Friday! Please review the 6x facts.

Use this song for assistance: [Learn your 6x facts!](https://www.bing.com/videos/riverview/relatedvideo?q=Multiplication+Videos+by+6+demaio&&view=riverview&mmscn=mtsc&mid=094CD5FF65E2D86C2AD6094CD5FF65E2D86C2AD6&&aps=14&FORM=VMSOVR)

\*Students earn stickers for rewards in my class! Two guaranteed ways to earn stickers each week = IReady and IXL.

Students who complete a minimum of 45 minutes by Friday of each week will earn a sticker. (Students have plenty of time to earn their minutes while at school, but are welcome to practice at home.)

IXL: I will assign ONE weekly skill to practice. If students reach a 100 smartscore, they will receive a sticker on Friday. IXL will save progress, so while some skills are a quick 100 smartscore, others may take a bit more time. Students can complete a few questions each day and push their score to 100 by Fridays. (Students also have time for this at school, but are welcome to work at home.)

**This week’s IXL skill: Topic E; lesson #4 (optional)**

*\*Mrs. Koch will be out for block 2 and block 3 on Wednesday, Sept. 3rd. Mrs. Robinson (retired math teacher) will be the substitute*.

**Reading/Language Arts:**

Standard: RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text

Reading: Summary writing

Novel Study: Bud Not Buddy

**Science:**

Topic 3 Lesson 3: Changes Within an Ecosystem

Standards

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| **4.ESS2.3:**Provide examples to support the claim that organisms affect the physical characteristics of their regions (e.g., plants’ roots hold soil in place, beaver shelters alter the flow of water, paved surfaces affect runoff, leaves from trees can obstruct waterways. **4.LS2.3:**Develop and use models to determine the effects of introducing a species to, or removing a species from, an ecosystem and how either one can damage the balance of an ecosystem. **4.LS2.4:**Analyze and interpret data about changes in the environment to explain how some organisms may survive and reproduce, some may not survive, others move to new locations, yet others move into the transformed environment.  |

Science Workbook pages 112-117