

The Fourth Grade Times



Chapter 3: Whole Number Multiplication and Division

The students began Chapter 3: Whole Number Multiplication and Division in math class today. Using place value to multiply and divide multi-digit numbers is the main focus of this chapter.

- ☑ Students will extend their understanding of place value to multiply and divide numbers.
- ☑ Students discover that division is the inverse of multiplication.
- ☑ Students use estimation to check the reasonableness of an answer.

Vocabulary

round— to give an approximate value

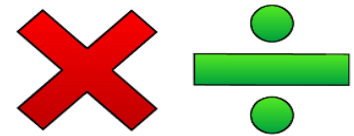
estimate— make a calculated guess

product— the answer to a multiplication problem

regroup— rename

quotient—the answer to a division problem

remainder— the amount left over when a number cannot be divided evenly



MULTIPLICATION
DIVISION



The Reading Counts requirement for October is to reach 15 points. This is due by 10-31.

Please remember that these points are factored into the students' semester reading comprehension grade.

Reading Counts books are readily available in our library at every reading level. Your child is required to choose at least one Reading Counts book at each library circulation period. Should he/she need something new before that, the library is open to the students daily.

Literacy Dates to Remember

Day 1: Wednesday, September 27th - Week 5

Lessons Began

Day 6: Wednesday, October 4th - Week 5

Lessons are assessed.

Day 1: Thursday, October 5th - Students will begin a 6-day cycle working intensely with Text Dependent Analysis. During this cycle, students will read various passages, interpret and analyze text, and begin to formulate written responses to prompts.

During this 6-day cycle, the students will also be working on literacy skills using Story Works and other literacy resources.

There will be no formal assessments on Day 6: Friday, October 13th.





Dear West View Family,

A child at West View Elementary is affected by a medical condition and medication that compromises his immune system and makes him susceptible to common viruses and bacterial infections. Such illnesses may pose an extreme risk to the child and therefore we need your assistance in providing a safe environment in our school. A few basic guidelines include:

- Please keep your child home from school if they experienced nausea, vomiting or a fever greater than 100 degrees ***without the use of fever reducing medications*** the evening before, or show signs of an impending illness.
 - When reporting your child off from school, please inform the staff if there is a communicable disease attributing to your child's illness.
 - Please make sure the nurse has an up to date copy of your child's immunization record and if you choose not to immunize your child, you update your child's immunization record yearly.
- Support good and frequent hand washing and cough and sneeze covering.

Keeping your child home from school and/or after-school activities if any of the above-mentioned symptoms occur will also help reduce the incidence of communicable diseases in the school setting.

Should you have any questions or concerns regarding seasonal or prevalent illnesses, I may be reached at 412-318-1505. I will return your call as promptly as I can.

Thank you for your cooperation.

Sincerely,

Jean Mientus, RN
Certified School Nurse

Review for Chapter 1 Social Studies

As you review for the Chapter 1 test, you will need to review textbook pages 4 – 33.

Any information covered on those pages may be included on the test.

Vocabulary

What is the study of people and places on the earth? **geography**

A valley filled with water and formed from glaciers is a **lake**

The wearing away of the earth is called **erosion**

An area where most land features are the same is known as **region**

What vocabulary word means all the surroundings and conditions that affect living things? **environment**

Maps and Globes

The equator divides the Earth into what two hemispheres? **Northern and southern hemispheres**

One half of the earth is called a **hemisphere**

When using a map, what do map scales tell you? **Distance between two places**

What is the purpose of a compass rose? **cardinal and intermediate directions**

What imaginary line divides the earth into eastern and western hemispheres? **prime meridian**

Geography

What's the difference between a map and a globe? **flat versus spherical / 2D versus 3D**

Use the map to give instructions on how to get from the southern end of the Mississippi River straight across to the Florida coastline on the Atlantic Ocean. **Use compass rose cardinal and intermediate directions to describe this path.**

Erosion comes in three forces. What are they? **water, wind, glaciers**

Why do geographers think people often settled near water, like the Mississippi River? **Water sources were used for drinking, watering crops, fishing, and transportation.**

Why do people study geography? **People study the people and places on the Earth**

Natural Resources

What are the two types of natural resources? **renewable and nonrenewable resources**

Give 2 examples of non-renewable resources. **copper, iron, natural gas, oil, sunlight...**

Name three ways we can help protect our natural resources. **reduce, reuse, recycle, turn off lights, fix dripping faucets, plant trees**

Compare and contrast renewable and nonrenewable resources. **Nonrenewable resources are things that nature cannot replace after they are used. Renewable resources are things that the environment can replace after we use them.**

Other

What formed the Appalachian Mountains? **Tectonic plates pushed together millions of years ago causing rocks within the Earth's crust to break and move.**

Name the three fossil fuels. **coal, natural gas, and oil**

Describe how glaciers cause erosion. **Glaciers push soil and rocks as they move. They flatten some areas and leave piles of Earth in others. This process shapes hills, valleys, and plains.**

Describe how tectonic plates cause mountains to form. **Tectonic plates pushed together millions of years ago causing rocks within the Earth's crust to break and move.**

Give two details that describe how geographers answer the question why is it there. **Geographers look for clues about the forces that created mountains, rivers, and other features. They also search for information that explains why people settled in a specific place.**

Dear Parents,

On **Friday, October 13th** we will be going on our fourth grade field trip to Camp Lutherlyn. This environmental field trip will take place **rain or shine**! Here are some reminders for our excursion.

- All students should be **dressed appropriately**. **Boots** are highly recommended as we will be spending the day outdoors. The instruction will take place in the woods and the marsh.
- A change of clothes is also suggested. (Please understand that if your child does not bring a change of clothing and needs one, we do not have extra.)
- Electronic devices are permitted on the field trip. However, the students are fully responsible for their personal items.
- If a student is packing a lunch, all items should be **disposable**. Students will be carrying their own lunches (packed or purchased) in their backpacks. There will be no refrigeration available.
- No money is permitted on this field trip.
- The bus will **LEAVE promptly at 8:40 a.m.** The bus **will not be held** for tardy students.



We are looking forward to this field trip being an active learning experience for the students. They are all looking forward to the day's events.

Many thanks for your assistance in preparing your child for this adventure.

Mrs. Aftanas, Mrs. Burns, and Mr. Goodworth