



4TH GRADE NEWS

Bain Elementary School

November 28, 2017

5 Tips for gift giving for your children this holiday season

As written by Lindsay Robin Christianson

If you are looking for ideas on how to make your gift-giving more intentional, start with these five tips on how you can give great gifts to children that will truly last.

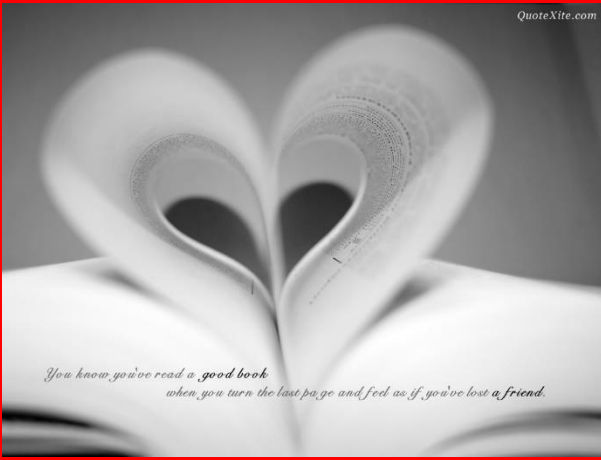
1. Let gifts focus on supporting interest areas. Depending on the interests of your child, this can look different. It could be classes, activities, workshops, or tools such as binoculars, a magnifying glass, knitting needles or a bug box. (Books, journals, science kits and equipment, puzzles, art supplies, and building materials also make great gifts!!)
2. Let gifts be practical. Especially with younger kids, practical gifts can be really fun and exciting! Gardening tools, kid's kitchen tools, new clothes or shoes or a raincoat are all great gifts.
3. Let gifts be experiences. Whether this be a membership, class or gift certificate to try something new (like paint pottery or go to a trampoline park!), most kids love to explore and try new things, and once again, it is an opportunity to offer an experience that may be outside your everyday budget.
4. Let gifts be time. I think it is so powerful for gifts to focus around time. Kids clearly crave focused time with their parents, and it is always an appropriate gift to give. (And how powerful to show them from a young age the power of giving someone your focused attention, love and presence because that fills gaps that no present ever will!) When possible, I highly recommend taking kids out one at a time. This allows you to tailor the time specifically to the child and the space to feel as though attention is truly focused on them without siblings competing for the limelight.
5. Let gifts support the way you want your children to view themselves in the world. I am a proponent of parents being really strongly in connection with the inner dialogue of their children and what it is that you want your child to know about herself in the world. For instance, if you want your child to view herself as self-sufficient, what does that mean for you? Cooking himself a meal? She can hammer a nail and saw wood? He can sew on a button? Give gifts that support them in being these things, whether that be kid-sized kitchen tools, sewing supplies, small wood shop tools (or, if you're brave like me, a real toaster oven they can do their own baking in, with supervision, of course!).

*"It's not
how much
we give
but how
much love
we put into
giving."
-Mother*

In This Issue...

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You know you've read a good book when you turn the last page and feel as if you've lost a friend.

English-Language Arts

During the month of December, the students will be analyzing informational texts by working on strategies such as:

- Main idea with key details
- Summarizing
- Author's Purpose
- Text Structures (chronological, comparison, cause/effect, problem/solution)

Nonfiction Notice and Note Signpost Anchor Charts

Contrasts & Contradictions
 When the author presents something that contrasts with you think or feel, or when the author shows...
STOP and ask:
 "What does this make me wonder about?"
 "What is the difference and why does it matter?"

Word Gaps
 When the writer uses a word or phrase you don't know...
STOP and ask:
 "Do I know this word from another place?"
 "Can I substitute a word for it to see what fits best?"
 "Do I see any clues in the sentence that might help me figure it out?"

Quoted Words
 When the author chooses to quote someone...
STOP and ask:
 "Why was this person quoted, and what did the quote add?"
 "What does this make me wonder about?"

Numbers & Stats
 When the author uses specific numbers or statistical information...
STOP and ask:
 "Why did the author use these numbers?"
 "What does this make me wonder about?"

Exaggerated & Extreme Language
 When the author makes a statement that allows for no exceptions...
STOP and ask:
 "Why did the author use this language?"
 "What does this make me wonder about?"

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Mathematics

- Students will be using place value, what they know about addition, subtraction, multiplication, and division, and the relationship between multiplication and division to divide up to a four-digit number times by a one-digit number. They will also be using all four operations with whole numbers to solve problems.

Strategies and Properties for Dividing by 1 digit numbers

What Do Our Students Need To Know?	What Do Our Students Need To Be Able To Do?
<ul style="list-style-type: none"> • Multiplication and division are related operations. • Division is a missing factor multiplication situation. • Division is partitioning a number of things into equal (same-size) groups or into an equal number of groups. • Division problems can be solved using either multiplication or division • Context must be used to decide how to interpret remainders. • Rounding is used to determine the reasonableness of answers and to compare two or more values. • Numbers can be decomposed using place value for the purpose of dividing. 	<ul style="list-style-type: none"> • Solve division problems using known multiplication combinations • Divide up to 4-digit numbers by 1-digit numbers using place value, properties of operations, and/or the relationship between multiplication and division. • Justify and explain strategies used for division • Solve division problems using a variety of representations • Solve multi-step word problems using a variety of representations • Apply their understanding of patterns to describe and predict multiples and quotients • Determine how to include remainders in the answer to division problems using context.

B One Way

$$\begin{array}{r}
 1 \\
 10 \overline{) 63} \\
 \underline{10} \\
 33 \\
 \underline{30} \\
 3
 \end{array}$$

Estimate: How many 3s are in 63? Try 10.
 Multiply 10×3 and subtract.

Estimate: How many 3s are in 33? Try 10.
 Multiply 10×3 and subtract.

How many 3s are in 3? Use 1.

$\underline{3}$ $ + + $ = 21 rows of seats

3	$\begin{array}{r} 63 \\ -30 \\ \hline 33 \end{array}$	$\begin{array}{r} 33 \\ -30 \\ \hline 3 \end{array}$	$\begin{array}{r} 3 \\ -3 \\ \hline 0 \end{array}$
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Using Operations with Whole Numbers to Solve Problems

What Do Our Students Need To Know?	What Do Our Students Need To Be Able To Do?
<ul style="list-style-type: none"> • Multiplicative comparisons compare two quantities by showing one quantity is a specified number of times larger or smaller than the other • Additive comparisons describe how many smaller or larger one item is than the other. Multiplicative comparisons describe how many times larger one item is than the other. • Multiplication and division are related operations. • Remainders need to be put into context for interpretation. 	<ul style="list-style-type: none"> • Represent comparative situations as equations with unknowns • Justify and explain strategies used to for multiplication • Solve division problems involving a 3-digit or 4-digit number divided by a 1-digit number. • Solve multiplicative comparison problems using multiplication and division. • Solve division problems using a variety of representations. • Solve multi-step word problems using a variety of representations.



Social Studies

The students will continue studying the Native American settlements in North Carolina by learning about the Cherokee Nations.



Science

Students will understand the effects of environmental changes, adaptations, and behaviors that enable animals (including humans) to survive in changing habitats.

Bobcat Behaviors:

December's Character Trait: *Caring*-Show concern for the well-being of others.

Bobcat Behaviors: *Flexible & Adaptable; Open Minded*-I can adapt to change. I am able to work effectively in a variety of environments. I value other peoples' strengths and learn from them; I am willing to consider and listen to new ideas and understand my first assumptions might not be accurate. I am respectful, objective and am able to see things from multiple perspectives

Habit of the Month:

Habit 4- Think Win-Win: *I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.*

Special Area News



Music- Students will continue their skills on the recorder. They now know how to read and play the pitches B, A, G, E and will add low D. By the end of December, they will have their white, yellow, orange and green belts in Recorder Karate!

Please check out our website: <https://sites.google.com/cms.k12.nc.us/bainmusic>



Technology- Computer Science Education Week is December 4-10

Throughout the month of December, students will develop coding skills that will enable them to create games, apps, or computer drawings.

PE- During the winter break it is important to stay active. Some ideas that you might like to try are:

Get together for a family activity

- Bike ride
- After dinner walk
- Go bowling
- Go skating
- Do some yoga
- Soccer in the park
- Dance party
- Shoot hoops

Upcoming December Events

- December 5th- Mid-Quarter Progress Reports Distributed
- December 6th-Early Release Day at 12:15 pm
- December 9th-Girls on the Run 5K
- December 14th- PTA Meeting/Grade 3 Winter Music Program
- December 18th- 5th Grade Chorus Program at Philadelphia Presbyterian 10:50- 11:45
- December 19th- Winter Celebrations 3-5 1:30-2:30
- December 20th-21st- Teacher Workdays
- December 22nd-January 2nd- Winter Break

