4th Grade News

What’s Happening 10/15-10/26
10/17: Family Night (No Homework)
10/18: Boosterthon Fun Run
*Wear an OKE Shirt*
10/19: Early Dismissal
(Parent Conferences)
10/19: International Night (5:00-7:00PM)
10/22-10/26: Red Ribbon Week!

Reminders/Other Notes
*October is National Principal’s Month*
Did you know that ALL 4th grade students and their guests can attend national parks for free?
Use the link below to find more information!
https://www.everykidinapark.gov/

A Peek At What We Are Learning

Reading
Launching Nonfiction Reading; Context Clues, Paraphrasing, Text Features, Text Structure
Reading Homework Due 10/18

Writing
Launching Expository Writing with Opinion Essays
Grammar: Comparative & Superlative Adjectives; Compound Subject & Predicate; Homophones; Grammar HW due 10/25

Math
Multiplication-
Partial Products, Array Models, Area Models, Standard Algorithm

Science
Electrical Circuits; Insulators & Conductors
Force & Motion

How to Help at Home
• Review your child’s planner for homework assignments.
• Encourage your child to spend time reading every night.
• Practice all fast facts: addition, subtraction, multiplication, and division.
• Visit our OKE 4th Grade website for helpful links & resources!
Helpful Ways to Review Math

13 \times 17 =
\begin{array}{c}
10 \\
\hline
10 \\
\hline
\end{array}
\begin{array}{c}
70 \\
\hline
30 \\
\hline
21 \\
\hline
\end{array}
\begin{array}{c}
10 \\
\hline
10 \times 10 = 100 \\
\hline
10 \times 7 = 70 \\
\hline
3 \times 10 = 30 \\
\hline
3 \times 7 = 21 \\
\hline
\end{array}
\begin{array}{c}
(10 \times 10) + (10 \times 7) + (3 \times 10) + (3 \times 7) = \\
100 + 70 + 30 + 21 = 221 \\
\end{array}
\begin{array}{c}
13 \times 17 \\
\hline
10 + 3 \\
\hline
10 \times 10 + (10 + 7) = \\
100 + 7 = 221 \\
\end{array}
\begin{array}{c}
13 \times 17 = 13 \times (10 + 7) \\
\hline
\end{array}
\begin{array}{c}
\text{Partial Products} \\
\hline
14 \times 9 \\
\hline
10 \times 9 = 90 \\
\hline
10 \times 4 = 40 \\
\hline
10 \times 9 = 90 \\
\hline
40 + 30 + 40 = 100 \\
\hline
12 \times 34 = 408 \\
\hline
12 \times 34 = 408 \\
\hline
10 \times 300 = 3000 \\
\hline
10 \times 40 = 400 \\
\hline
12 \times 8 = 96 \\
\hline
12 \times 68 = 816 \\
\hline
\end{array}
\begin{array}{c}
\text{Distributive Property of Multiplication} \\
\hline
\text{A multiplication fact can be broken apart with the sum of two other multiplication facts.} \\
\end{array}
\begin{array}{c}
5 \times 12 = \boxed{} \\
\hline
\end{array}
\begin{array}{c}
(5 \times 10) + (5 \times 2) \\
\hline
5 \times 10 = 50 \\
\hline
5 \times 2 = 10 \\
\hline
\end{array}
\begin{array}{c}
4 \times 15 = \boxed{} \\
\hline
\end{array}
\begin{array}{c}
4 \times 10 = 40 \\
\hline
\end{array}
\begin{array}{c}
40 + 20 = 60 \\
\hline
\end{array}
\begin{array}{c}
4 \times 5 = 20 \\
\hline
\end{array}
Helpful Ways to Review Science

Mixtures from 4th Grade Eureka! 😊

Oobleck:
2 cups cornstarch
1 cup/250ml/8oz water
Knead ingredients together

Glurch:
2 cups/500ML white glue
1.5 cups/375ml/12oz water - mix together
2 tsp Borax
1 cup/250ml/8oz hot water
Pour Borax mixture over glue.
Let sit for 1 minute and then gently stir.

Force & Motion

Force is the energy it takes to do work. When you push or pull an object it takes energy to get that object to move. Motion is the change in position an object experiences because of a force applied.

<table>
<thead>
<tr>
<th>Push</th>
<th>Pull</th>
</tr>
</thead>
<tbody>
<tr>
<td>A force to move something away from you.</td>
<td>A force to move something closer to you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gravity</th>
<th>Friction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A force that brings object toward the earth. When an apple falls off the tree, gravity is the reason it hits the ground.</td>
<td>A force that slows or stops motion when two objects rub together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Magnetism</th>
<th>Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A force that attracts or repels objects. Opposite poles attract and like poles repel. Magnets can stick to iron, nickel and cobalt?</td>
<td>The ability for an object to gain speed in a short amount of time. As the ball rolls down the hill it will continue to gain speed.</td>
</tr>
</tbody>
</table>
Helpful Ways to Review Writing

Launching Expository Writing with Opinion Essays

How To Write An Opinion Essay

Step 1: Brainstorm
Jot a list of ideas:
1. 
2. 
3. 
4. 

Step 2: Pick ONE for your topic

Step 3: Write YOUR opinion
* Tip: Write your opinion in different ways
Being a __________ is __________.
__________ is __________.
__________ are __________.

Step 4: Plan your REASONS
1. 
2. 
3. 

Step 5: DRAFT (1 page per part)

Step 6: REVISE (page by page)
* Use your Revising Checklist

Step 7: EDIT (page by page)
* Use your Editing Checklist

Step 8: PUBLISH

Grammar Anchor Charts

COMPARING ADJECTIVES:
Adjectives can be compared by adding -er or -est to the end of the adjective. They can also be compared by using more or most. Usually adjectives with one syllable use -er or -est. Words with two or more syllables usually use more or most. There are some exceptions.

Use the positive to talk about one thing. Use -er or more to compare two things. Use -est or most to compare more than two things. See the examples in the table below.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>larger</td>
<td>largest</td>
</tr>
<tr>
<td>small</td>
<td>smaller</td>
<td>smallest</td>
</tr>
<tr>
<td>mean</td>
<td>meaner</td>
<td>meanest</td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>exciting</td>
<td>more exciting</td>
<td>most exciting</td>
</tr>
<tr>
<td>helpful</td>
<td>more helpful</td>
<td>most helpful</td>
</tr>
</tbody>
</table>

Compound

<table>
<thead>
<tr>
<th>Compound Subject</th>
<th>Compound Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A subject with more than one noun.</td>
<td>A predicate with more than one verb.</td>
</tr>
<tr>
<td>Example: “The sun and moon were visible.”</td>
<td>Example: “The moon sparked and glowed in the sky.”</td>
</tr>
</tbody>
</table>
Helpful Ways to Review Reading

Paraphrasing a Text

The Strategy: 3R’s + Check

1. Read the text carefully.
2. Paraphrase the key details by...
   - Replacing words with synonyms.
   - Rearranging the order of words.
3. Check the original text to your paraphrase.

Using Context Clues to find meaning in unfamiliar words

**Definition**
Mr. Fry is an affable principal. He is pleasantly easy to approach and always friendly.

**Synonym**
Mr. Fry is quite affable. In fact, he reminds me of Ms. Baker. Do you remember how kind she was?

**Antonym**
I miss Mr. Fry. Our new principal is cranky and unappealing.

**Example**
Mr. Fry was so affable.

**Inference**
You don’t need to worry about talking to Mr. Fry. He is an affable principal.

Text Structures

### Text Structure Signal Questions & Signal Words

<table>
<thead>
<tr>
<th>Cause and Effect</th>
<th>Compare and Contrast</th>
<th>Sequence</th>
<th>Problem and Solution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)</td>
<td>Shows how two or more things are alike or different.</td>
<td>Shows items or events in order or tells the steps to follow to do something or make something.</td>
<td>Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.</td>
<td>A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.</td>
</tr>
</tbody>
</table>

**Signal Questions**

- What happened?
- Why did it happen?
- What caused it to happen?
- What things are being compared?
- In what ways are they alike?
- In what ways are they different?
- What items, events, or steps are listed?
- Do they always happen in this order?
- Do they always happen in this order?
- What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?
- What specific topic, person, idea, or thing is being described?
- How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it?

**Signal Words**

- So
- Because
- Since
- Therefore
- If, then
- This led to
- Reason why
- As a result
- May be due to
- Effect of
- Consequence
- For this reason
- Same as
- Similar
- Alike
- As well as
- Not only...but also
- Both
- Instead of
- Either...or
- On the other hand
- Different from
- As opposed to
- First
- Second
- Next
- Then
- Before
- After
- Finally
- Following
- Not long after
- New
- Soon
- Question is...
- Dilemma is...
- The puzzle is...
- To solve this...
- One answer is...
- Reason for the problem is...
- For instance
- Such as...
- To begin with
- An example
- To illustrate
- Characteristics

*Look for this topic word (or a synonym or pronoun) to be repeated.*