

Middle Elementary Newsletter

When you have solved the problem of controlling the attention of the child, you have solved the entire problem of its education. [Maria Montessori](#)



Math

Third graders are learning of properties to multiply and divide numbers with units of 2-5 and 100. They have been learning how to use arrays to conceptualize multiplication, and skip count to solidify their understanding of multiplication. Students are learning how to make and use tape diagrams to represent multiplication and division and analyze the relationship between multiplication and division. We have been working hard on calculating products and quotients of whole numbers involving single digit factors. Students are beginning to explore division in the context of the array model, interpreting arrays by writing division equations. Lastly, through the array, students are working on relating the unknown factor in multiplication to the quotient in division.

In the 4th grade, students are extending their work of whole numbers. They began with large numbers using familiar units (hundreds and thousands) and developed their understanding of millions by building knowledge of the pattern of times ten in the base ten system on the place value chart. They are beginning to recognize that each sequence of three digits is read as hundreds, tens, and ones followed by the naming of corresponding base thousand unit (thousand, million, and billion).

The Essential understandings that each 4th grader must attain are the following:

- The pattern of 10 times in our base ten system (Each place has a value of 10 times greater than the place to its right)
- The value of a digit depends on its place within the number
- Structure within the sequence of every 3 digits (hundred, tens, ones)

Additive compare type problems can be solved by adding or subtracting and can be visually represented using tape diagrams.

Please continue to support your child with their homework and make sure that your child is completing at least 4 lessons weekly on Zearn.



Science/Social Studies

In science and social studies this year, we will alternate units, and as much as possible follow the seasons to make the subjects current and relevant. We are now learning about the branches of government and the rights and responsibilities of citizens. In science we began the year with a focus on life science: animal classification and the unique ways animals are adapted to their habitats. We remain hopeful that there will be opportunities for experimentation, field trips, and other forms of experiential learning to foster students' curiosity and joy of learning in science and social studies.



Currently all 3rd graders are working on Traditional Tales in 3rd grade. We have been exploring myths, fables and realistic fiction. Students are working on skills such as author's purpose, sequencing, cause and effect, theme and character development. 4th graders are discussing non fictional texts such as biographies and autobiographies. 4th graders are focusing on looking at text features, timelines and chronological moments, fact/opinion and author's purpose.

Students write every day during ELA in their journals and are sending me pictures of their hand written stories. We have been working on: Engaging beginnings and using descriptive details and similes in our writing to help tell our stories. Students have been also working on making sure our pieces have closure through a hope, wish or feeling. As a consistent focus, we continue to work on creating complete sentences with subject and predicates, and using capitals and punctuation where appropriate. Ask your child to read one of their journal entries to you and ask them what their purpose was when writing. Was it to persuade,

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