

Dear 4th Grade Parents,

Please see below for a summary of our learning, suggested follow-up questions to ask your child and some great pictures!

Sincerely,

ADAT's 4th Grade Team

Annemarie, Ms. Cucco, Morah Hava, Morah Gila, Morah Becca, Mr. Abelson, Daniel, Miss Mimi, Adi, Mrs. Goldstein, Vahan and Hillary

This week's Parsha

On the Shabbat immediately following Sukkot (Shabbat Chol Hamoed), we read from the book of Exodus. Specifically, the immediate moments after the golden calf incident. The question that arises for me is, "why read about what is undoubtedly not the greatest moment in the history of our people on a holiday that is referred to as *Z'man Simchateinu* (time for rejoicing)?" The answer that I came up with is in two parts. First, the sukkah is a temporary dwelling place meaning that if we build it and don't like the way it looks or it is structurally unsound then we get to try again next year. Just like the the sukkah, the moment of weakness that our people exhibited was temporary. Second, we invite *ushpizen* (guests into our Sukkah. The text we read highlights Moses being invited back to receive a second set of ten commandments from God. Our cultural inclination to invite those who might be less fortunate or need a place to eat or rest is what lends itself to creating such a strong community. A community of people who care about each other and look after one another, much like the community we have here at ADAT.

Important Upcoming Dates:

- No School Monday, October 1
- School Optional Tuesday October 2

Week of: 9/26-9/28

Subject	What We Did in Class	Questions You Might Ask Your Child
Language Arts Annemarie	<i>Vocabulary:</i> We started Unit 1! Students have learned, in class, all of the words from Unit 1. They will now be studying at home for their test on Wednesday, October 10th.	Which of the vocabulary words is your favorite, why? Which vocabulary word do you like the least, why?

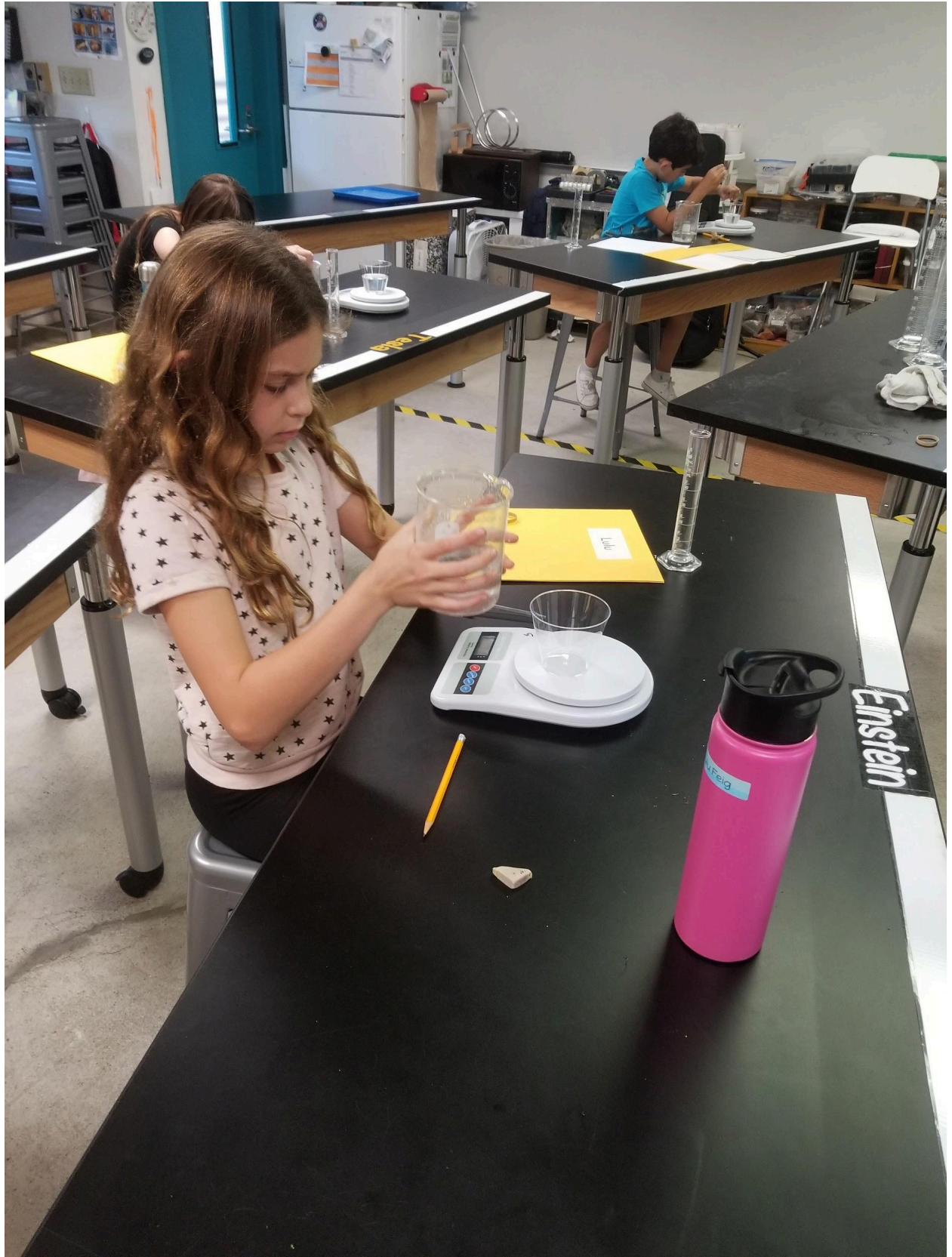
	<p><i>Writing:</i> Students created a character connected to their squiggle drawing and will be writing a story about that character.</p> <p><i>Reading:</i> We are continuing to read <i>Tiger Rising</i> and are continuing our practice of reading intensely.</p>	<p>Who is the character in your squiggle story? Tell me about them.</p> <p>How do you read intensely?</p>
Math	<p><i>Annemarie's Group:</i></p> <ul style="list-style-type: none"> • Understanding factors using rectangular arrays. • Understand the concept of composite and prime numbers. • Relate factors to multiples. • Determine if a 1-digit number is a factor of a given whole number by using division. • Learn rules of divisibility for 2,3,4,5,6,9, and 10. • Find common factors. • Find common multiples. • Find the least common multiple. <p><i>Mrs. Cucco's Group:</i></p> <ul style="list-style-type: none"> • Writing expressions for word problems • Review of Chapter 1 (place value, comparing and ordering numbers, number patterns, rounding numbers,multiples, factors, divisibility rules, order of operations, and understanding equations) • Daily Math 	<p>List the factors of 12.</p> <p>What are the first five multiples of 5?</p> <p>Is 56,640 a multiple of 2, how do you know?</p> <p>Is it a multiple of 3, how do you know?</p> <p>Is it a multiple of 5, how do you know?</p> <p>80 - 36 / 4 x 3 80 - 9 x 3 80 - 27 53 Tiffany has 32 stamps and Leo has 9 stamps. Tiffany gave 18 stamps to her sister. How many more stamps does Tiffany have than Leo? (32 - 18) - 9 14 - 9 5 Tiffany has 5 more stamps. 3 x 4 + 6 = <u> </u> + 6 (12)</p>
Judaic Studies Morah Becca	4th Grade has been hard at work taking part in Holiday celebrations and learning.	Who would you invite into your Sukkah and why?

	<p>We have also completed our needs statements and are ready to start building and finishing our prototypes by next week! On Wednesday we spent time in the sukkah sharing who our Ushpizin are, who we would want to invite into our sukkah. Many students shared that they would like to invite in grandparents and other family members that wish they had gotten to know. I was blown away by their care and thought that they put into their guests. Today, Friday, we discussed Simchat Torah, how we finish and start reading the Torah all on the same day and the significance of the last and first letters of the Torah- when put together spell the Hebrew word for heart, לב. Your child will bring home their beautiful Torahart that they created today. Chag Sameach!</p>	<p>Why do we study Torah over and over again ?</p> <p>What does it mean to put our heart into something ?</p> <p>What are yours (and your child's) favorite Torah story?</p>
<p>Hebrew Morah Hava And Morah Gila</p>	<p>This week in the Hebrew class, the students enjoyed some festive and creative activities related to the month of Tishrey. We prepared decorations for the sukkah and chain of kindness. The students learned new vocabulary words to integrate them in the chain activities. Starting in 3rd grade, we are using google classroom as a resource in Hebrew class, as part of the class time, we worked with the students to get them familiarized with this app. We will spend more time on it until the students will use it independently. And we build our own sukkah from candy.</p> <p><u>Google Class Room Instruction</u></p>	<p>The students should be able to retell a story we read in class by the Israeli author DOV ELBOIM- "Lopa the Antilopa"</p>
<p>Science Mr. Abelson</p>	<p>4th grade looked at the salt solutions they started last week. Now that there solutions are room temperature, we looked at the difference of how much each type of temperature was able to hold. We then continued to add salt to create a saturated solution, and how some of the objects in their oil/water mix may float differently in the solution.</p>	<p>How much salt do you think your water was able to hold?</p>

Art Miss Mimi	Fourth grade continued to work on their Google Doodles. This week, our focus was on reflecting images and seeing if there are any edits to be made.	What resources did you use to create your image?
Technology Daniel	There was no class this week due to the chuggim.	
Music Ronit Goldstein	We played name games and learned the school song, "If Not Now, Tell me When."	Can you sing the school song?
Dance Adi Licht	In fifth grade, we focused on isolations, waving and an intro to breakdancing. Next, our "young choreographers" divided into groups and choreographed a group dance on their own, formations and solos were created by the students and then they performed it for the rest of the class. We ended the class with a cipher (dance circle) where students volunteered to showcase their 'freestyle' dance moves.	<p>What is "choreography"? Who was in your "make up a dance" group? (who were your fellow choreographers?)</p> <p>How did it feel to work in the group and as a team to create your own dance?</p> <p>What is a dance solo?</p> <p>What is a dance "freestyle"?</p>
Guitar Vahan Aslanyan	We began class reviewing last weeks E minor chord. Then, I handed out two papers. One consisted of the first note on the staff and the other is a chord chart with the basic open chords. We went over the components of "written music" which consisted of, the staff, treble clef, quarter note, bar lines, and double bar lines. After that, we learned the first note, (which is an open high E) and where it is located on the staff. Lastly, we learned the E major chord, and how to easily switch from the E major and E minor chord.	<p>What is the value of a quarter note?</p> <p>Can you show me the staff?</p> <p>Can you play the high E 16 times in quarter notes?</p> <p>What does a double bar line mean?</p> <p>Can you play me an E major chord?</p> <p>Can you switch between E major and E minor?</p>

Photos From This Week:











Email Lists

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