

Dear 4th Grade Parents,

Please see below for a summary of our learning, suggested follow-up questions to ask your child, questions for your Shabbat table, 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, Vahan, Jeffrey and Hillary

### **Important Upcoming Dates:**

- Thursday, February 14 – IGD
- Friday, February 15 – No School
- Monday, February 18 – Presidents' Day – No School
- Wednesday, February 27 – PA Meeting at 8:15 am & 7:30 pm

### **This week's Parsha (Terumah Exodus 25:1 - 27:19)**

**This week's Parsha entitled *Terumah* (offerings) provides a detailed guide on how to build the *Mishkan* (the dwelling for God). Moses is given instruction on how to build it, disassemble it and rebuild it so that it could serve as a portable dwelling place. This instruction is troubling as the natural question is "can God be contained"? If God is everywhere how can we build something which contains God? The answer I believe, is in the first line of the Parsha...**

**וידבר יהוה אלימשה לאמר  
דבר אלבני ישראל ויקחו לי תרומה מאת כל-איש אשר ידבנו לבו תקחו  
את-תרומתי**

**And God spoke to Moses saying, speak to the children of Israel, and have them take for Me an offering; from every person whose heart inspires him to generosity, you shall take My offering - Exodus 25:1-2**

**The Parsha continues on to describe the things that God is requesting for the Mishkan, gold, silver, copper, beautiful yarns and jewels. God is not asking of Moses to make all of the Israelites bring expensive offerings. It's not even a house that God wants. Instead, God requests that "all whose heart inspires him" bring offerings. The request that God is making is that the Israelite people have the intention of making something beautiful and worthy of God. God doesn't need the *Mishkan*, God needs the people to want to build the Mishkan.**

**After the list of things required to make the *Mishkan* God says the following to Moses..." וַעֲשׂוּ לִי מִקְדָּשׁ וְשִׁכַנְתִּי בְּתוֹכְכֶם, And they shall make Me a sanctuary and I**

will dwell in their midst” (Exodus 25:8). This week’s Parsha is less about directing the people in building the *Mishkan* and more about directing them on how to find God wherever they are. When people are able to invest themselves in something that does not directly affect their well being, when they are able to come together as community for the greater good, when people are able to let God in then God will “dwell in their midst”.

Shabbat Shalom,  
Eric

Questions for your Shabbat table:

1. The text describes the place where Moses meets God. Where do you meet God?
2. The Israelite people were asked to bring offerings of value, how do you think they felt about giving these things?
3. The instructions given on building the *Mishkan* were very precise, why do you think it had to be built to such precise specifications?

Week of: 2/4-2/8

Subject	What We Did in Class	Questions You Might Ask Your Child
<p><b>Language Arts</b> Annemarie</p>	<p><i>Vocabulary:</i> Unit 8 words CMW's: about, almost, because, coming, different</p> <p><i>Writing:</i> Fourth grade writers are working on avoiding run-on sentences in their writing and using correct punctuation at all times. Students have also reviewed using abbreviations and titles of books, newspapers, and magazines in their writing. We have also practiced the use of commas and how to correctly use quotations in their writing.</p>	<p>Why is the word <i>different</i> tricky to spell?</p>

	<p><i>Reading:</i> We are continuing to work on techniques to help us read nonfiction affectively. This week we noted how the organization of nonfiction material can help you with your comprehension.</p>	<p>What do you notice about the organization of many nonfiction reading materials?</p>
<p><b>Social Studies</b> Annemarie</p>	<p>Students have learned about the first explorers to California. They learned the three major routes to California, as well as the major reasons explorers came to California.</p> <p>In design thinking students are exploring ways to help reduce the use of plastic here on the Adat campus.</p>	<p>What ideas did you come up with for reducing the use of plastic here on our campus?</p>
<p><b>Math</b></p>	<p><i>Annemarie's Group:</i></p> <ul style="list-style-type: none"> <li>• Unit 5 Review</li> <li>• Unit 5 Test</li> </ul> <p><i>Mrs. Cucco's Group:</i></p> <ul style="list-style-type: none"> <li>• Dividing decimals with tenths or hundredths as the quotient</li> <li>• Dividing 2-place decimals by a 1-digit number</li> <li>• Dividing 2-place decimals by a 1-digit whole number where decimal places have to be added to the whole number</li> <li>• Rounding decimal quotients</li> <li>• Solving word problems involving division of decimals</li> <li>• Daily Math</li> </ul>	<p>What part of the test was easiest for you? Why do you think that was? What part of the test was the most difficult?</p> <p> <math>2.4/6 = \underline{\hspace{1cm}}</math>(0.8)  <math>0.84/3 = \underline{\hspace{1cm}}</math>(0.28)  <math>\\$6.90/6 = \underline{\hspace{1cm}}</math>(\$1.15)  <math>48.6/5 = \underline{\hspace{1cm}}</math>(9.72) </p> <p>Give the answer to the following problem to 1 decimal place.  <math>32.94/6 = \underline{\hspace{2cm}}</math>  (4.62 ---- 4.6) </p> <p>A ribbon 6.75 yd long is cut into 5 equal pieces. How many yards long is each piece?  _____ (1.35 yd long)</p>
<p><b>Judaic Studies</b> Morah Becca</p>	<p>4th graders have begun their design project with the empathy stage yesterday. We talked about what the experience on the ark might have been like for Noah and his family and the animals. Popular words were crowded, smelly, noisy and uncomfortable. I asked about times</p>	<p>What do you think it was like for Noah and his family and the animals on the ark?</p>

	<p>they felt these things and how it felt to be relieved of those circumstances.</p> <p>Soon we will begin the designing part of the project in the ZDL.</p>	
<p><b>Hebrew</b> Morah Hava And Morah Gila</p>	<p>This week we learned how to describe someone in Hebrew. For this unit, we are using self. As part of this unit, the students are learning how to draw a self-portrait with the art teacher. We are using all the skills of the language: reading articles from Israeli youth magazines, writing a letter to a friend in Boston, listening to youtube videos and talking in class to each other.</p>	<p>How did you describe yourself in the letter?</p>
<p><b>Science</b> Mr. Abelson</p>	<p>Fourth grade continued looking at demonstrations and experiments that relate to "Hunting the Elements." Students received samples of carbon and calcium as part of how elements interact with biology.</p>	<p>What samples did you receive this week?</p>
<p><b>Art</b> Miss Mimi</p>	<p>This week fourth grade made simple self-portraits, landscape, cityscape, or spacescape using objects in ZDL4 in stop motion. Then students began to brainstorm ideas for their group stop motion narratives.</p>	<p>What did you create using stop motion?</p>
<p><b>Technology</b> Daniel</p>	<p>In fourth grade tech class, we focused on improving typing speed and accuracy through a series of new typing games. Students warmed up with Typing Club before moving on to focus again on the home row and using muscle memory to type. Students were then allowed to work on typing activities of their choosing from the previous two weeks.</p>	<p>How do you know if your hands are in the right position on the home row without looking?</p>
<p><b>Music</b></p>	<p>Students continued to work hard on their songs for IGD. We also practiced both the beginning and the ending medleys.</p>	<p>What is your favorite song to sing?</p>
<p><b>Dance</b> Adi Licht</p>	<p>Students are shining on stage in their last week of IGD rehearsals.</p>	<p>Please use the IGD mix and encourage the students to practice their dance daily at home.</p>

<p><b>Yoga</b> Hillary Oberstein</p>	<p>We read the book <a href="#">Courage</a> by Bernard Waber while also practicing some challenging and brave yoga moves.</p>	<p>Ask your child about his/her experience getting into Double Dog (two downward facing dogs stacked on top of each other) and what they learned from having done this.</p>
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**Photos From This Week:**

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