

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 and Hillary

### **This week's Parsha**

Vayeira: The Art of Hospitality - Genesis 18:1 - 22:24

This Tuesday marked a very special anniversary in my life. Ten years ago I packed all of my belongings, got on a plane and made *Aliyah* (moved to Israel). I left everything and everyone I knew and, just as Abraham did before me, I went forth from my land and from my birthplace and from my father's house to the land that was shown to my ancestors.

Fast forward 6 months to April of that year, I had just finished my *Ulpan* (Hebrew immersion learning) program and I was trying to figure out what life as an Israeli citizen looked like for me. I knew that I wanted to emulate the *chalutzim* (pioneers) that helped with the creation of the state, but I felt that I did not know enough of the country. I decided to spend a few weeks backpacking on the *Shvil Yisrael* (Israel trail), a hiking trail that extends from the very northern part of Israel all the way to the very southern part.

My time on the trail is what I immediately thought about when I read this week's Parsha. In this week's Parsha *Vayeira* (And he saw) we read about Abraham's interactions with guests:

"And he lifted his eyes and saw, and behold, three men were standing beside him, and he saw and he ran toward them from the entrance of the tent, and he prostrated himself to the ground [bowed down]. And he said, "My lords, if only I have found favor in your eyes, please do not pass on from beside your servant. Please let a little water be taken, and bathe your feet, and recline under the tree. And I will take a morsel of bread, and sustain your hearts; after[wards] you shall pass on, because you have passed by your servant." And they said, "So shall you do, as you have spoken." - Genesis 18: 2-5

The simple act of being hospitable and welcoming the stranger in to rest is one that we find many examples of in our heritage.

Back to my experience on the trail: along the way, the trail winds through various villages and kibbutzim where hikers encounter what are referred to as *Malachei Shvil* (trail angels). These are people who embody the morals and values that we learn from Abraham and Sarah and welcome the weary travellers in to rest, bathe and eat.

As we prepare to bring in Shabbat I invite you to think about moments when we can be more hospitable and welcome in those who need assistance.

Shabbat Shalom,  
Eric

#### Shabbat Questions

1. Why do you think that Abraham wanted to help the travellers so badly?
2. Without letting a stranger into your house, how can we demonstrate the act of hospitality?
3. What was one thing that you did this week that someone could perceive as an act of kindness?

#### Important Upcoming Dates:

- Buddy Playdate on Sunday, October 29th is CANCELED
- Unit 3 Vocabulary Test is Wednesday, November 7th
- Picture Day Oct. 31st
- Shabbaton Nov. 2nd-4th
- Language Arts Night Nov. 8th

Week of: 10/22-10/26

Subject	What We Did in Class	Questions You Might Ask Your Child
<b>Language Arts</b> Annemarie	<p><i>Vocabulary:</i> Students began studying Unit 3 words.</p> <p><i>Writing:</i> Writers have continued to write their "squiggle" story. They are working on how to write an interesting and developed main event using techniques such as action, dialogue, description, and the main character's thoughts and feelings.</p> <p><i>Reading:</i> Readers are growing ideas about character. They are noticing patterns in the character's actions and using these to form ideas about the character. They are noticing new actions of the character that may either fit with or be a change in their behavior from</p>	<p>When looking at the results of your vocabulary unit 2 test, what do you notice that you should do differently on your next test?</p> <p>What is the main event or the problem of your squiggle story?</p> <p>What is Rob, from <u>The Tiger Rising</u>, like? How do you know? What were his actions that told you that about his personality?</p>

	earlier in the book. All of the ideas 4th grade readers from about their character are supported by evidence from the text.	
<b>Social Studies/ Design Thinking</b> Annemarie	Students have come up with a driving question: How do we reduce our use of plastic at Adat so that we can help our planet? They are beginning by doing research to inform themselves about plastic and the problems it creates for our environment.	What specific question are you researching? How will it help to answer the driving question?
<b>Math</b>	<p><i>Annemarie's Group:</i></p> <ul style="list-style-type: none"> <li>• Multiply a 4-digit number by a 1-digit number.</li> <li>• Estimate the product.</li> <li>• Solve multistep word problems involving multiplication, addition, and subtraction.</li> <li>• Review dividing a 3-digit number by a 1-digit number.</li> <li>• Estimate the quotient.</li> <li>• Divide a 4-digit number by a 1-digit number.</li> <li>• Estimate the quotient.</li> <li>• Divide tens and hundreds by 10.</li> <li>• Divide by 10.</li> </ul> <p><i>Mrs. Cucco's Group:</i></p> <ul style="list-style-type: none"> <li>• Chapter 2 Practice Test.</li> <li>• Chapter 2 Assessment</li> <li>• Reviewing the basics of fractions</li> <li>• Reviewing equivalent fractions</li> <li>• Reviewing simplest form of fractions</li> <li>• Reviewing comparing fractions</li> <li>• Daily Math</li> </ul>	$\begin{array}{r} 356 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 1,893 \\ \times 4 \\ \hline \end{array}$ 68 divided by 4 = 2,475 divided by 5 =  $\frac{2}{3} \times \frac{2}{2} = \frac{4}{6}$ $\frac{2}{3} \times \frac{3}{3} = \frac{6}{9}$ $9/12 \div 3/3 = \frac{3}{4}$  Arrange the fractions in increasing order: $7/12, \frac{3}{4}(9/12), \frac{2}{3}(8/12)$ $\underline{\hspace{1cm}}(7/12, \frac{2}{3}, \frac{3}{4})$
<b>Judaic Studies</b> Morah Becca	This week our 4th graders re-enacted the story of Noah's ark with a modern day rendition of the story and play. We also began our text study of the Torah by interpreting what it means to be a righteous man or woman (איש צדיק). We are in the process of creating our own comic strips about modern day Tzadeekim. Many of the	What does it mean to be a Tzadeek (a righteous person)? Who are those you would define as Tzadeekim? Why? How was Noah a Tzadeek (a righteous man)?

	<p>students listed you, their parents, sports players and actors or actresses they admire. It was such a sweet conversation and I look forward to seeing where it continues to go.</p>	
<p><b>Hebrew</b> Morah Hava And Morah Gila</p>	<p>This week we continued with the colors unit. The students read another story by Paul Kor about an elephant that wants to change his color. This story ties in beautifully with the enduring understanding of the unit that one needs to stay true to his won colores. We can see the impact that the stories have on the students in all 4 skills of the language. They feel more comfortable to share, read and write.</p> <p>The video of the story is uploaded to google classroom, please encourage your child to watch it.</p> <p><a href="https://classroom.google.com/u/1/c/ODM5MDY2MDY3OFpa/a/MTk4MjM2ODM3NDla/submissions/by-status/and-sort-name/all">https://classroom.google.com/u/1/c/ODM5MDY2MDY3OFpa/a/MTk4MjM2ODM3NDla/submissions/by-status/and-sort-name/all</a></p>	<p>What do you think is the message of the stories you are learning in Hebrew class?</p>
<p><b>Science</b> Mr. Abelson</p>	<p>4th grade investigated how slime is a type of plastic. Students looked at various recipes for slime and began looking at what was similar and what was different about each recipe. Students learned that plastics and slime are both polymers that are a chain of large molecules. We also discussed how a recipe requires measurements, and variables in experiments are controlled. Students mixed water with glue to see what base we would use in our experiment.</p>	<p>What is a polymer?</p> <p>Why is it important to measure in science or cooking?</p>
<p><b>Art</b> Miss Mimi</p>	<p>This week fourth grade completed their Google Doodles and Henry Moore inspired sculptures. We then began to create mixed media Chanukiyah, they will be used to create cards.</p>	<p>What was your inspiration for your Chanukiyah?</p>
<p><b>Technology</b> Daniel</p>	<p>This week, 4th graders were introduced to word processing. We defined the term and talked about it's importance in the classroom. We talked about the tools we use to word process at school, and began an</p>	<p>What is word processing?</p>

	activity in which the students practiced typing out sentences with special keyboard characters. We went into detail about how to use each one, as well as appropriate formatting, layout, and font usage. Student ended class with Typing Club.	
<b>Music</b> Jeffrey Prince	We took the basic rhythm of "Avram, Avram, listen to me" and brought out the rhythm sticks to see who could keep a faster rhythm while still singing. We also started to learn "This Pretty Planet" by Tom Chapin (A 3-part round)	Can you sing your part in a round (without starting to sing the other parts), even if others are singing loud?
<b>Dance</b> Adi Licht	There was no dance this week	
<b>Guitar</b> Vahan Aslanyan	Today in class we went over three new chords for everyone to learn. The E Major, E Minor, and A Minor chords. We practiced switching between the E Major and the E Minor as well as the E Major and the A Minor chords.	Can you show me the E Major chord? E Minor? A Minor? Can you switch between the E major and E minor? How about between E major and A minor?

### Photos From This Week:

Coming up with an experiment to test different types of slime. This is part of the research regarding 4th grade's understanding of plastic.



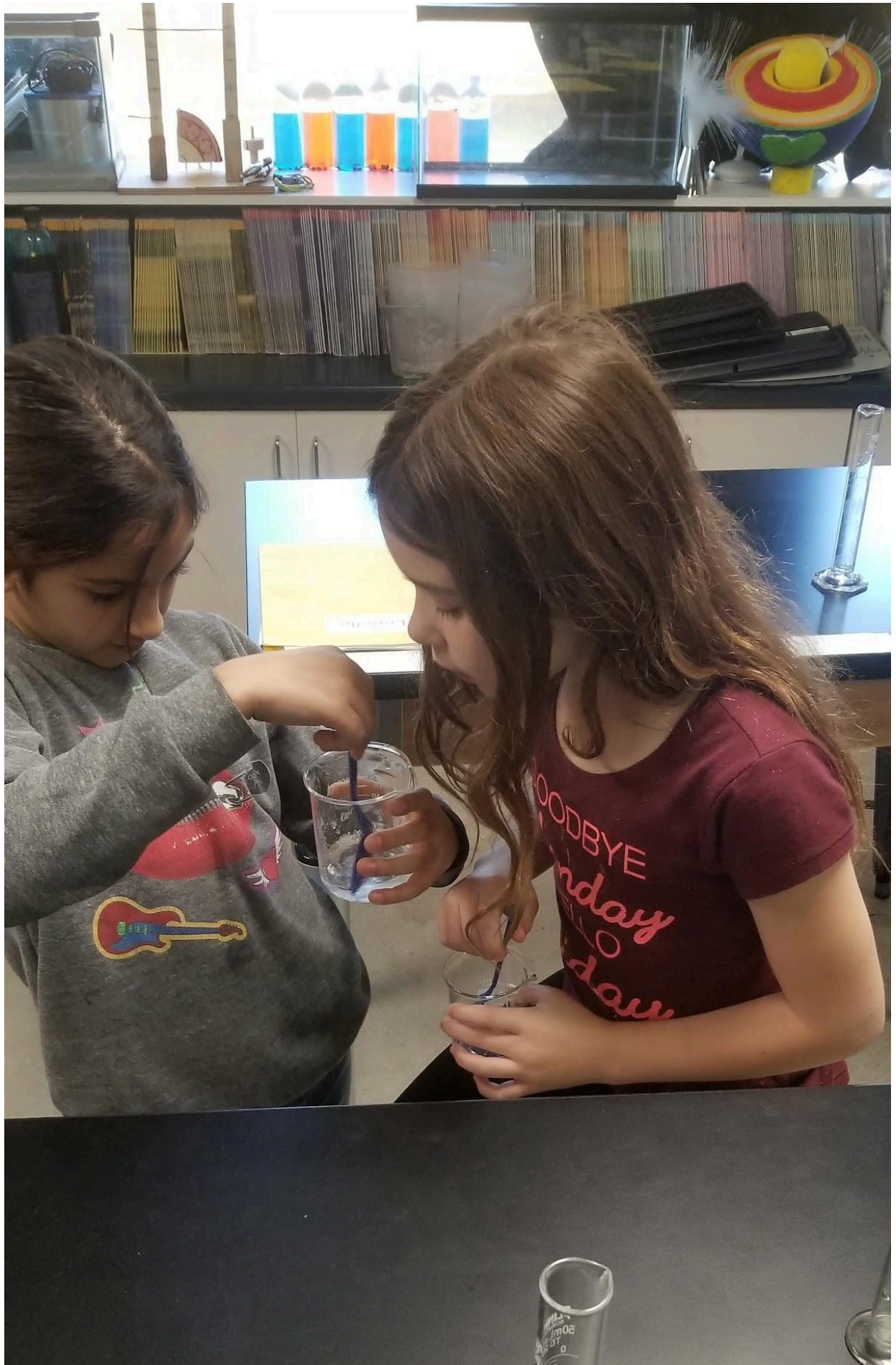












We are researching the effects of plastic on our planet and hope to help Adat reduce its use of plastic so that we can make a difference in our world.



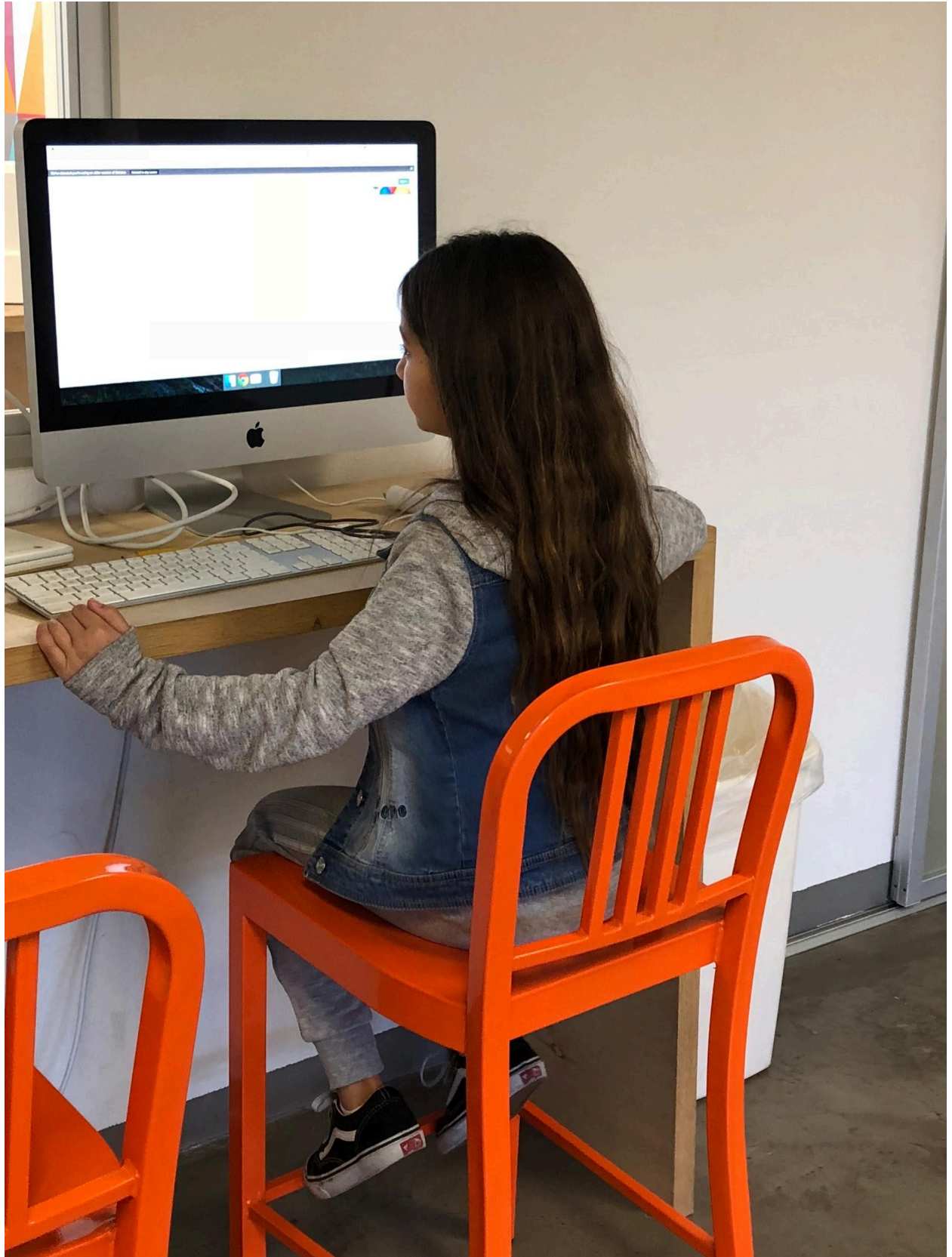
























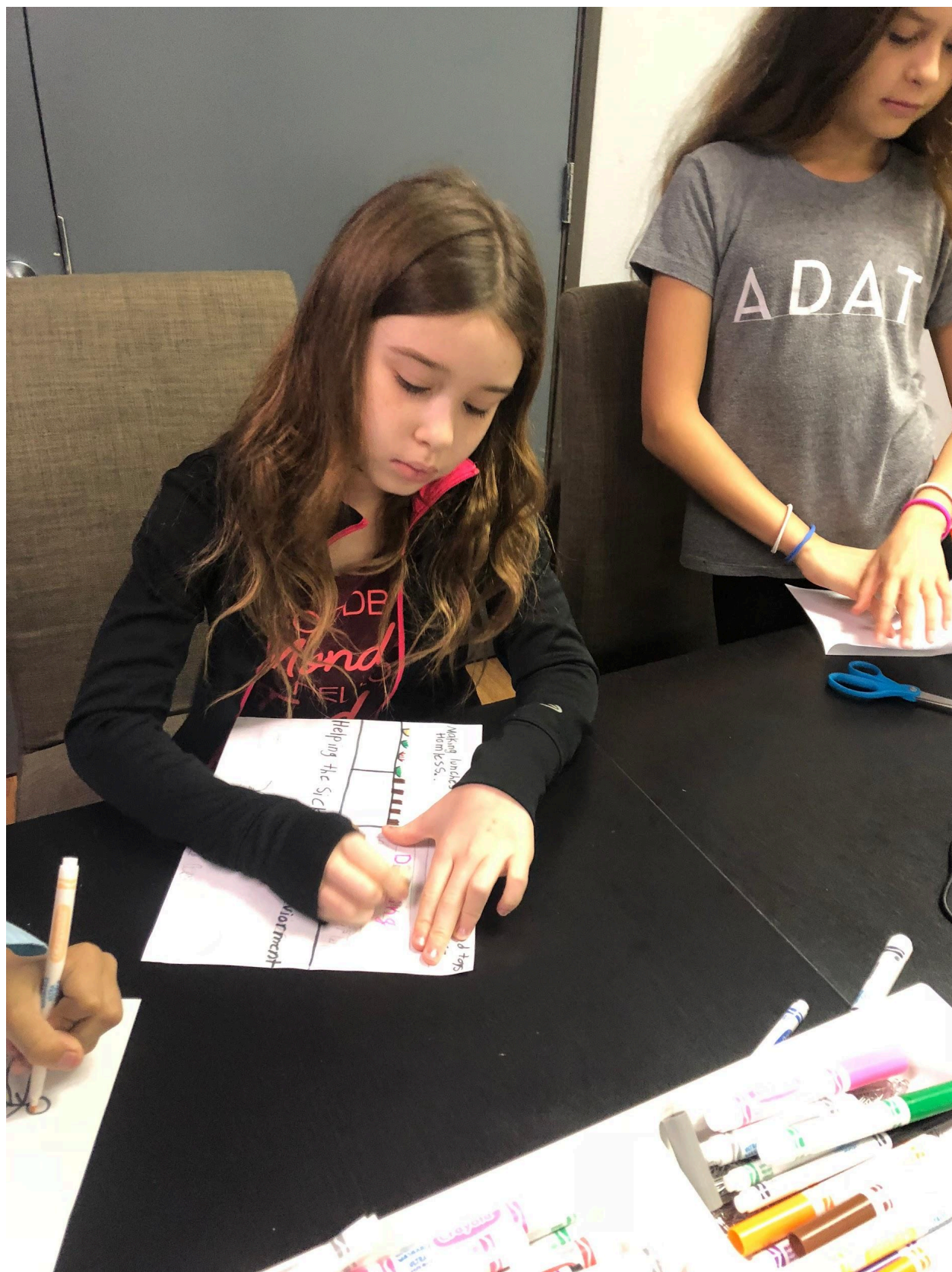




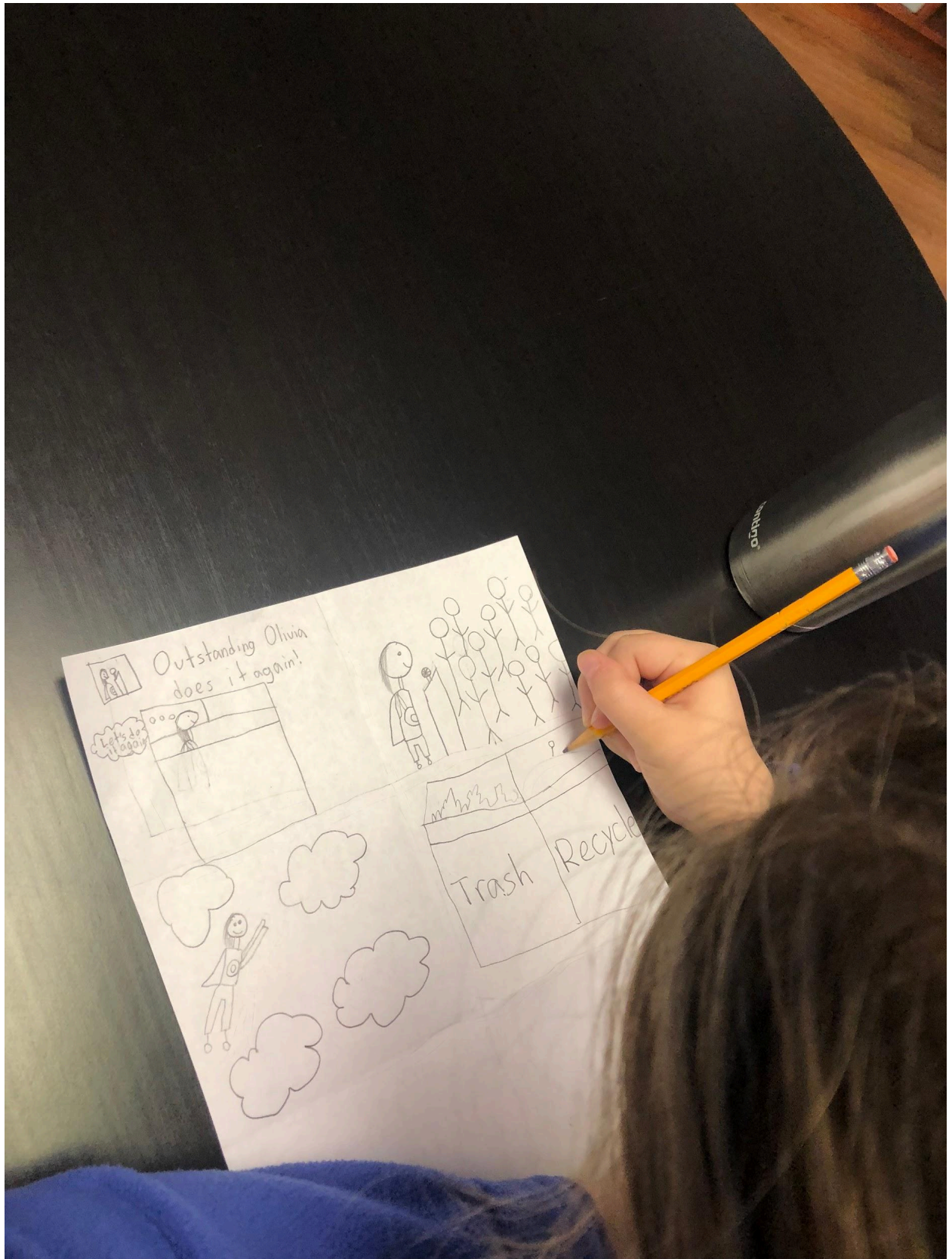




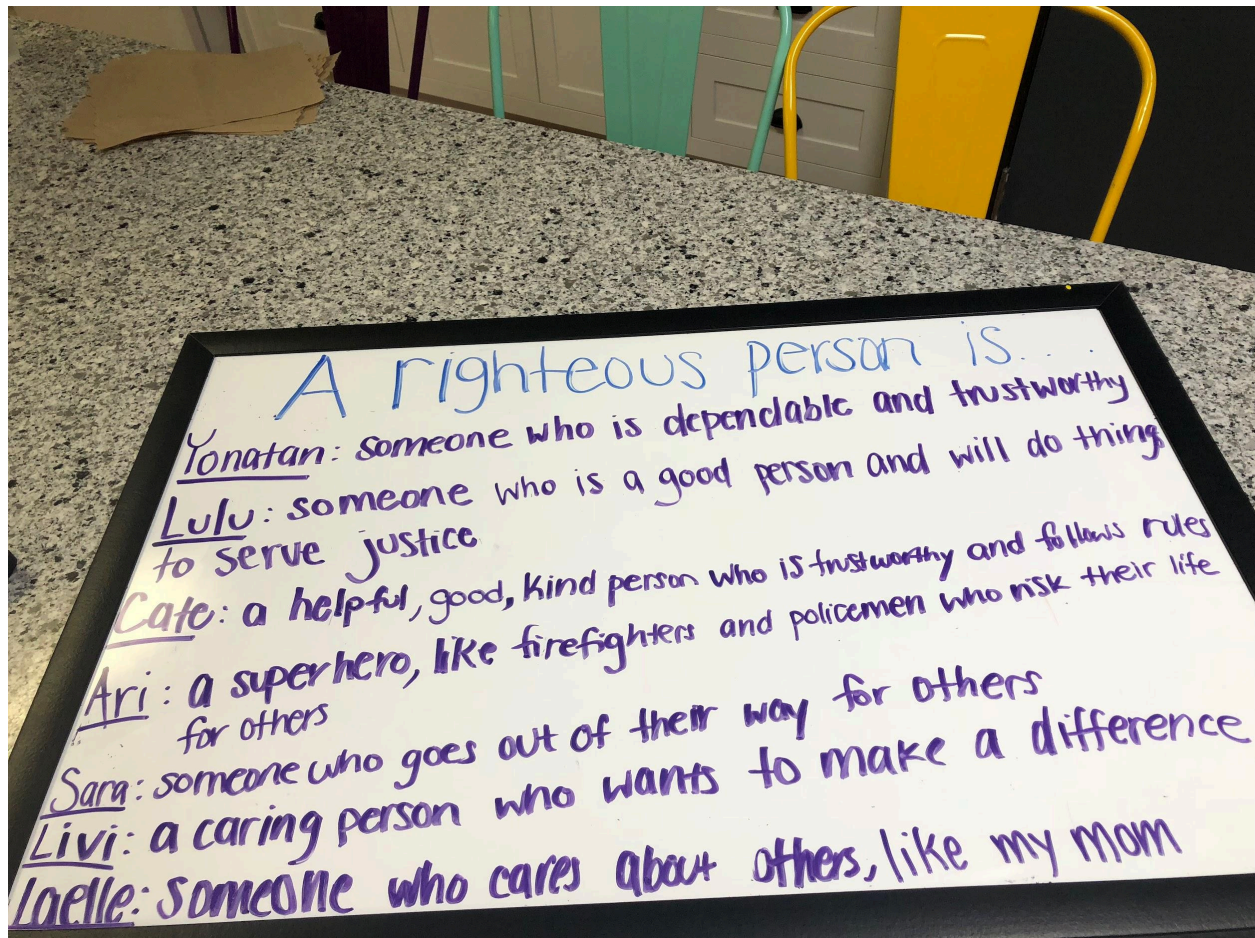












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