

#TeamLaug NEWS LETTER



MARK YOUR CALENDARS



April 26	Spring Festival
May 2	Night of the Arts! Grades k-2: 1:15-2pm Grades 3-5: 2:15-3pm
May 3	Report Cards Sent Home
May 17	Field Day
May 24	Classroom Shark Tank
May 30	Shark Tank Finale Event

Notice & Note

TIMSS Field Test

Three fourth grade classes are participating in the 2019 Trends in International Mathematics and Science Study (TIMSS). The Trends in International Mathematics and Science Study (**TIMSS**) provides reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students in other countries.

Spring Festival

Get excited for our school's annual Spring Festival! This year's theme is "Go for the Gold" and the festival will be Friday, April 26 from 5:30-8 pm. Our class and Miss Rubin's class are paired up to make our NCSU- Themed basket "Leader of the Pack". You can go to the following Sign-Up Genius page (<https://www.signupgenius.com/go/4090a44a4ab2a1-ncsu>) to sign up for an item to add to the basket.

Tracking out Hunger

From April 1- June 4, the PTA is holding a food drive for Track Out Hunger. Please consider sending in **Pop Tarts** with your child so that our Salem students do not have to go hungry.

What Can You Do At Home?

As the EOG tests approach, you might be thinking about how to prepare your students. We will be completing different types of EOG practice in school as well as place more review activities as part of Overtime Homework. We strongly encourage students to choose certain activities from Overtime, especially if they know they are not as strong with a certain skill or area. Also, for math specifically, please remember that any POD weeks are a great review of skills and are also already written in a multiple choice format. If you need any answer keys to help your students with the POD questions, I'm happy to share those with you.

E L A	<p><i>EL Education</i></p> <p>Students are introduced to the topic, “Responding to Inequality: Ratifying the 19th Amendment”. This module uses literature and informational text to introduce students to gender and racial inequality issues in the United States in the first half of the 20th century, and to recognize how the process of ratifying the 19th Amendment can teach us about how people were responding to gender and racial inequality at that time. Students read <i>The Hope Chest</i> by Karen Schwabach and also informational firsthand and secondhand accounts of real-life responses to inequality. They identify themes in each chapter and summarize events that show evidence of a theme. At the end of the module, students connect their learning about the process of ratifying the 19th Amendment to their own lives as they focus on how students can make a difference and contribute to a better world. They research how students around the world have made a difference, before taking action as a class on an issue in their community. They then write PSAs encouraging other students to make a difference, and a faux press release sharing with the local media what the class did to take action and the impact of their work.</p>
M A T H	<p><i>Geometry</i></p> <p>We will continue learning about geometry. We will learn more than 30 geometric vocabulary words during the unit, so it is important that students try to memorize as many words as they can. Students also have a “Survival Guide” in their notebooks with all the main words that we will learn. Referencing this guide will be helpful as they continue to learn during the unit. Some of the main geometry skills students will learn are: parallel and perpendicular lines, obtuse, right, and acute angles (including identifying and drawing them), the different types of triangles, and how to identify lines and angles in figures/shapes.</p> <p>We will also learn about patterns, including analyzing number patterns with a given rule. Finally, we will have a unit on time and measurement before starting EOG practice.</p>
S S	<p><i>Shark Tank!</i></p> <p>Fourth grade’s main project for quarter four is Shark Tank, an economy project. Students will learn about entrepreneurship and create their own product to market. They will have to think about the demand for their product, what resources and money they will need to make the product, how to advertise their product, and more. Students will present their products and business plans to their classmates, who will then vote on the top 3 “entrepreneurs” in the class. Those students will then move to the Shark Tank finals, where they will “pitch” their product and business plan to a panel of real-life entrepreneurs in the Raleigh/Apex area. Students will do most of the work for this project at school, but will need to make their actual products at home.</p>
S C I E N C E	<p><i>Magnetism & Electricity</i></p> <p>In quarter 4, students will be learning about magnetism and electricity. Students will be completing a series of experiments that will test their understanding of the following standards:</p> <ul style="list-style-type: none"> • 4.P.1 Explain how various forces affect the motion of an object. • 4.P.1.1 Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them. • 4.P.1.2 Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.