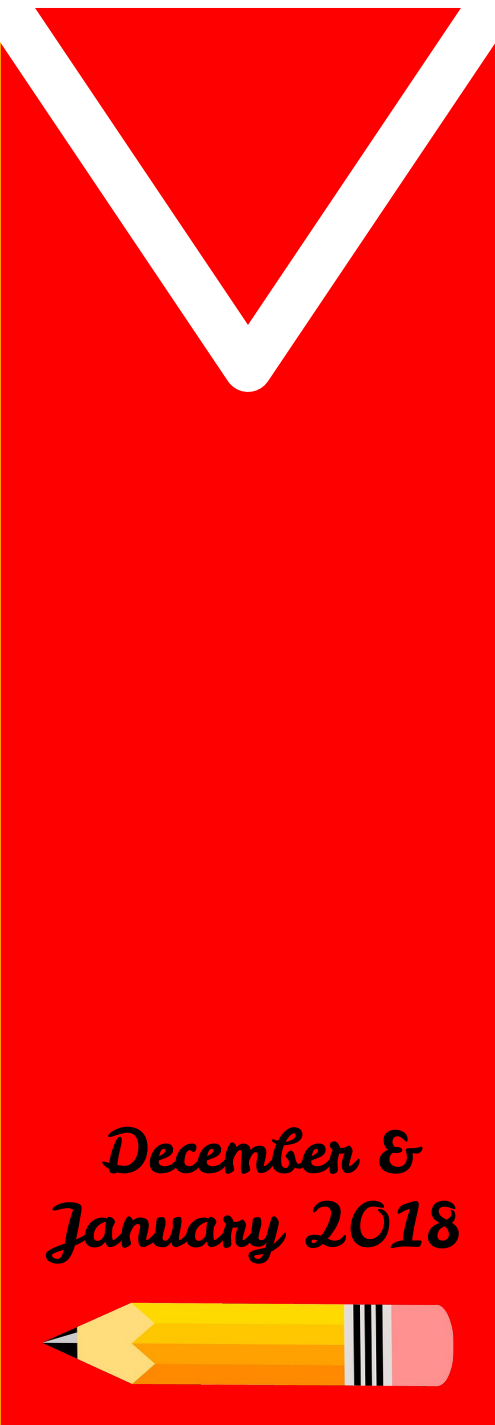


#TeamLaug

NEWS LETTER



MARK YOUR CALENDARS



December 6	Salem Singers & Salem Players Holiday Concert
December 14	"Mystery Book" due (see information below)
December 21	Winter-Themed STEM Celebration & Early Release
December 21 --January 28	Track-Out!
January 31	Salem S.T.E.M. Night 5:30-7:00 pm

Mystery Match Book Exchange!

Tis' the season of giving, and what better gift for a fourth grader to receive than a new book! Students will be participating in an activity called, "Mystery Match." This activity centers around the age-old phrase, *"Don't judge a book by its cover."*

Please send a wrapped book to school with your child **no later** than **Friday, December 14th**. The "Mystery Match" will take place on **Friday, December 21st**. I would like for every student to participate and take home a new book to read over the holiday break/track out! If you would like to send in more than one book for students who are unable to participate, I would greatly appreciate it! I will be sending a more detailed letter home with specific instructions. Please continue to check your child's Friday folder. If you have any questions, please feel free to email me! Happy Holidays!

Winter-Themed STEM Celebration

On December 21st we will have a winter-themed STEM celebration! Students will rotate through four stations with a partner of their choice:

- 1.) Fraser Fir Tower
- 2.) Santa Ski Lift
- 3.) Snowball Catapult

Please be on the lookout for an email from our INCREDIBLE room parents! I have asked them to create a Sign-Up Genius with a list of materials needed for this event.



Wrapping Up Second Quarter

Students are finishing up their informative essay that describes their animal's defense mechanisms. Next week they will be starting their narratives. They will write a narrative in which their animal is featured as the main character facing a dangerous predator, thus having to use a defense mechanism. The choose-your-own-adventure format lets students envision and write two different variations of the plot, with each variation featuring the use of a different defense mechanism. Students will be typing their final draft and creating a booklet to showcase their research paper and narrative.

What's Coming Next (Third Quarter)

Module 3 is all about the American Revolution! Here is a brief overview of the three units within the third module, as well as a brief overview of the final performance task.

Unit 1: In this unit, students explore colonial perspectives on the Revolutionary War. They begin by hearing a read aloud of *Colonial Voices: Hear Them Speak*, which outlines the outbreak of the Boston Tea Party from multiple perspectives. Students then read and analyze short informational texts pertaining to some of the perspectives they heard in *Colonial Voices: Hear Them Speak* to build background knowledge about the American Revolution and the reasons colonists became either Patriots who fought for independence or Loyalists who fought to remain a part of Great Britain.

For the **mid-unit assessment**, students research using a new informational text in order to write an informative paragraph about who Patriots were and what they believed. In the second half of the unit, students zoom in to read about different groups within the Loyalists and Patriots. They read about African American slaves and Native Americans, about their contributions to the American Revolution, and about the way they were treated after the revolution. As students read these informational texts, they determine the main idea and analyze the overall structure before summarizing the texts. For the **end of unit assessment**, students read a new informational text, determine the main idea and structure, and write a summary of the text.

Unit 2: In this unit, students continue to explore colonial perspectives on the Revolutionary War with a focus on a family divided by their perspectives. Over the course of the unit, they read and act out a play called *Divided Loyalties* by Gare Thompson. After reading each scene, students analyze the thoughts, feelings, and actions of characters with a focus on the differing Loyalist and Patriot views within the family in order to write a descriptive paragraph describing the character in detail. At strategic points, students read excerpts of the Declaration of Independence and discuss what the characters in *Divided Loyalties* would think of the excerpt in a text-based discussion.

For the **mid-unit assessment**, students read a new scene from *Divided Loyalties* to analyze and write a descriptive paragraph about a character, and they also read a new excerpt of the Declaration of Independence to prepare for a text-based discussion about a character's view of the excerpt. In the second half of the unit, students continue to read scenes and analyze characters in *Divided Loyalties*; however, instead of writing descriptive paragraphs, they now write short first person point of view narratives. For the **end of unit assessment**, students read the final scene of *Divided Loyalties* and analyze a character to write a new first person narrative.

Unit 3: In this unit, students apply what they have learned about the American Revolution and colonial perspectives on the war to create broadsides persuading someone to be a Patriot or a Loyalist. This prepares students for the performance task, a text-based discussion in which they discuss whether they would have supported the war if they had lived during colonial times. In the first half of the unit, students read and analyze opinion writing to understand characteristics of the format and how authors support their opinions with reasons and evidence.

For the **mid-unit assessment**, students read a new broadside from the Quaker perspective and analyze the author's opinion, reasons, and evidence. In the second half of the unit, students use the Quaker broadside read for the mid-unit assessment as a model, analyzing the structure and using the Painted Essay format to write and revise their own broadside persuading someone to be a Patriot. Students write and revise a new broadside from the Loyalist perspective for the **end of unit assessment**. Students then select a broadside to publish and prepare for and participate in a text-based discussion.

Performance Task: In this performance task, students discuss their opinion of the American Revolution. Students consider both the Loyalist and Patriot sides and decide which they would have supported if they lived in colonial times. They consider their reasons and gather evidence from their research across the module. They then participate in collaborative discussions stating their opinion, giving reasons and evidence to support their point

Wrapping Up Second Quarter

At the end of second quarter students will start the fraction unit. While working on NC.4.NF.1 students always use area and length fraction models to explain how fractions are equivalent to each other. Area models include circles and rectangles while length models typically focus on number lines. Students should not do any work on this standard without the use of a model. Students only work with the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 in this Standard.

Then students will learn to compare fractions using five different strategies. In NC.4.NF.2 students compare two fractions with the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. They are expected to reason about their size and justify their comparison using area and length models, including circles, rectangles, and number lines. Students are also expected to use the benchmark fractions 0, $\frac{1}{2}$ and 1 whole to compare fractions. **It's important to note that this standard does not address the use of an algorithm such as cross multiplication, for comparing fractions.** A student's justification that relies solely on explaining the steps of an algorithm would not demonstrate mastery of this standard.

Heading Into Third Quarter

There are three major units in third quarter. The majority of the quarter will be focused on fraction operations: (adding and subtracting fractions and multiplying a fraction by a whole number).

Unit 6: Making Connections to Decimal Notation

Unit 7: Understanding Operations of Fractions & Decimals

Unit 8: Applying Geometric Concepts

Science

Our unit of science in third quarter is titled: Energy Conservation and Change. The unit focuses on three main standards:

- 4.P.3 Recognize that energy takes various forms that may be grouped based on their interaction with matter.
- 4.P.3.1 Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.
- 4.P.3.2 Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.

Social Studies

We will cover two units of social studies in third quarter. Students will learn about North Carolina history and how early government here in our state was formed.

History Unit Standards:

- 4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction.
- 4.H.1.2 Explain how and why North Carolina was established.
- 4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of N.C.
- 4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction.

Government Unit Standards:

- 4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution.
- 4.C&G.1.2 Compare the roles and responsibilities of state elected leaders.
- 4.C&G.1.3 the influence of the colonial history of North Carolina on the governing documents of our state.
- 4.C&G.1.4 Compare North Carolina's government with local governments.
- 4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.
- 4.C&G.2.2 rights and responsibilities of citizens according to North Carolina Constitution.
- 4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

Both of these units will directly correlate with our third quarter EL unit on the American Revolution. The anchor text that students will be reading will help them develop background knowledge about what events led to the American Revolution and how this event helped to shape early government in North Carolina. It is going to be a jam-packed quarter full of exciting new things to learn!