

# #TeamLaug NEWS LETTER



## MARK YOUR CALENDARS

February 1	Report Cards Sent Home
February 13	PTA Meeting & Valentine Box Due
February 14	Valentine's Day Exchange
February 15	Early Release
February 28	Spirit Event at Defy Apex
March 6-13	Book Fair
March 8	Book Fair Sip & Shop
March 22	Family Movie Night
March 28	Family Partnership Night in Raleigh

### Valentine's Day Box

To celebrate Valentine's Day, students will be creating a themed box (see handout sent home). The box needs to be completed at home, therefore I have decided to included it as an Overtime Homework choice for the next two weeks. The box is due February 13.

### Interested in Volunteering?

I am looking for 2-3 parents who are interested in volunteering weekly in my classroom.

When: Tuesday's and Wednesday's from 2:20-2:50 pm

Where: another 4th grade room (tracked out teacher)

What: working with students on math and/or reading work

I am also looking for 1 volunteer who is interested in helping stuff Friday Folders on Friday mornings (time is flexible).

If you are interested, please email me: [plaug@wcpss.net](mailto:plaug@wcpss.net)

## 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.

### Fourth Grade Debate

Towards the end of third quarter, each fourth grade class will be participating in a debate about the American Revolution. Students will be taking on the roles of different people that lived during the war. They will have to research the different perspectives and debate as if they were that person. Parents will be invited to participate as moderators for the debate--stay tuned for more information!

## 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

NC.NF.6 Use decimal notation to represent fractions:

- Express, model and explain the equivalence between fractions with denominators of 10 and 100.
- Use equivalent fractions to add two fractions with denominators of 10 or 100.
- Represent tenths and hundredths with models, making connections between fractions and decimals.

NC.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ . Recognize that comparisons are valid only when the two decimals refer to the same whole.

### Unit 7: Understanding Operations of Fractions & Decimals

NC.4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
- Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.

NC.4.NF.4 Apply and extend previous understandings of multiplication to:

- Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.
- Solve word problems involving multiplication of a fraction by a whole number.

NC.4.NF.6 Use decimal notation to represent fractions:

- Express, model and explain the equivalence between fractions with denominators of 10 and 100.
- Use equivalent fractions to add two fractions with denominators of 10 or 100.
- Represent tenths and hundredths with models, making connections between fractions and decimals.

## 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.

During the course of this unit, students will get to complete many exciting, hands-on experiments! These experiments will be considered "labs" and will be a major part of students' final science grade on their third quarter report card. The labs are listed below

- "Building a Circuit"
- "Energy Superhero"
- "Lights On, Lights Off"
- "Conserving Energy"
- "Magnetic Madness"



### *Third Quarter*

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 science and social studies 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!