

#TeamLaug NEWS LETTER



MARK YOUR CALENDARS

October 22 & 23	Red Ribbon Week Celebrations
October 26	Picture Retakes & Report Cards Sent home
November 6	Two-Hour Delay (school starts at 11:15 am)
November 14	Nutrition Guest Speaker from N.C.S.U.
November 20	Early Release
November 21-23	No School-Thanksgiving Break
November 30	Interims go home

Fall Conferences

It's time for fall conferences! This will be a great opportunity for us to sit down and discuss your child's progress so far this school year. We will celebrate their strengths and delve deeper into areas of concern. I also like to hear feedback from parents, so this is a great time to discuss any suggestions or concerns you may have.

I will be sending out a Sign-Up Genius with time 15 minute time slots that you can sign up for. I tried to schedule both morning and afternoon conference times to accommodate different schedules. If you do not see a time slot that will work for you, please email me and we can figure out a new date and time.

I look forward to meeting with each of you!

NC CHECK-IN MATH ASSESSMENT

NC Check - In
The NC Check - Ins are administered throughout the school year to provide teachers and parents with immediate feedback for guiding subsequent instruction. Participation in the NC Check - Ins is voluntary and open to all schools for the 2018 - 2019 school year. Our class will take the math NC Check - In on **November 28th at 9:15 am.**

The Basics

- The test is aligned with the fourth grade Common Core Standards.
- The test is 20 multiple choice questions.
- Students will have 90 minutes to complete the test.
- The test is online and students will take the test in the computer lab.
- There is a possibility that some of the test questions may include standards that have not been taught yet in first quarter.
- Students' scores will not be factored into their report card grades.

For more information, please click the [link](#).

ELA

Module Two, Quarter Two

Module 2 for EL Education is all about animal defense mechanisms! The performance task at the end of the module gives students a chance to blend their research of animal defense mechanisms with narrative writing. In this task, students use their research about a specific animal as the basis for a choose-your-own-adventure story. The narrative opens with a short informational piece describing the student's animal and its defense mechanisms. Then students 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. The first variation will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. The second variation will serve as the End of Unit 3 "on-demand" assessment. After this assessment, students will compile and publish work from the module, including the informative writing on an expert group animal from Unit 2 as an introduction and the choose-your-own-adventure narrative with two choices of ending.

MATH

A Jam Packed Quarter

Quarter two is a busy one for math instruction! Below is a breakdown of the math concepts that students will be learning about during second quarter:

Subtraction (NC.4.NBT.4)

In fourth grade students learn the standard algorithm for subtraction or larger whole numbers (up to the hundred thousands place). We will focus a lot on subtraction across zeros (ungrouping). Students will also be asked to solve word problems in which they have to determine if the problem requires addition or subtraction.

Division (NC.4.NBT.6)

Students will learn two different models for long division: Area Model and Expanded Notation. I have videos on my classroom website on how these two models work--please check out the videos if you have time! Students are responsible for dividing 2-digit and 3-digit dividends by a 1-digit divisor. Students are also expected to interpret remainders in four different ways. We will focus a lot on key vocabulary in word problems that give students "clues" as to how they should interpret the remainder. Division is always a tricky concept, especially if students do not have their multiplication facts memorized....so keep working on those facts!

Fractions (NC.4.NF.1)

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.

Fractions (NC.4.NF.2)

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.

SCIENCE

180 Days of Science

Wake County has updated our science curriculum and we are now expected to teach 180 days of science. The fourth grade team has worked hard to make sure that we accommodate all of the new science standards, while still providing sufficient social studies instruction. To ensure that all standards are covered, I will be integrating a majority of the social studies standards during the reading block. I will also be integrating a lot of science content into the EL Module for quarter two. I'm excited for this new challenge and I think that many of the reading standards align perfectly with the social studies and science standards.

Animal Adaptations

For science in second quarter, student learning will be centered around the follow key questions:

1. How do animals adapt to different habitats and ecosystems?
2. Why is it essential for animals to adapt?
3. What is the difference between a structural and a behavioral adaptation?
4. What is an invasive species and how they affect an ecosystem/population of species?