

Ms. Scott

Grade 4 - Track 2  
Room 507

Ms. SCOTT

# Mark Your Calendars

April 5	Quarter 3 Report Cards sent home
April 7	Spring Carnival 2-5pm
April 17	Field Trip to Blue Jay Point
April 18	Full Body and Class Group Portraits
April 19	No School (holiday)
April 29	Quarter 4 Interim Reports sent home

## Monthly Newsletter

April  
2019

## Classroom Updates

### Newsletters

- The monthly newsletter will be shared via email and in your child's Monday Folder. You may also access a digital copy by going to our classroom website and clicking on the "Newsletters" tab.

### Quarter 3 Report Cards

- Third Quarter report cards will be sent home on April 5. After reviewing your child's report card, please sign and return the report card envelope. A parent-teacher conference sign-up link was emailed last month. If you've not signed up for a conference and would like to do so, please click on the "Conferences" tab on my classroom website.

### Blue Jay Point Field Trip Information

- Please see the attached sheet for important information regarding our upcoming field trip to Blue Jay Point.

### Chaperones Needed!

- We are still in need of additional chaperones for the Blue Jay Point Field Trip! As a chaperone, you will meet us at Blue Jay Point County Park at 10:00am and supervise a group of 5 students by helping them participate in a range of exciting, hands-on activities. We will be having a picnic lunch at 12:15pm before boarding the bus and returning to school. Please email me at [jscott3@wcpss.net](mailto:jscott3@wcpss.net) if you are able to join us! Thank you in advance for your support.

### Contact Info:

Email:

[jscott3@wcpss.net](mailto:jscott3@wcpss.net)

Classroom Website:

[msjscottsclass.weebly.com](http://msjscottsclass.weebly.com)

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# Blue Jay Point Field Trip

## Information

### Monthly Newsletter

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#### Contact Info:

Email:  
[jscott3@wcpss.net](mailto:jscott3@wcpss.net)

Classroom Website:  
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#### •Permission Slips and Payment

•The Blue Jay Point field trip was included on the permission slip that was sent home at the beginning of the year. There will be a copy of the permission slip attached to this newsletter if I do not currently have a signed permission slip on file for your child. Entrance into Blue Jay Point is free and transportation payments were collected at the beginning of the year, so no additional payments are required for this trip.

#### •Appropriate Attire

- A majority of this field trip will take place outside. Please be sure that your child wears weather-appropriate clothing with closed-toe shoes.
- Sunscreen and insect repellent must be applied at home.

#### •Lunch

- We will be eating lunch at the picnic tables outside.
- If your child is bringing a lunch from home, please label the bag with your child's name and provide disposable packaging and utensils.
- Students who ordered a bag lunch from the cafeteria do not need to bring anything from home. Please ask your child if he/she chose to order lunch from the cafeteria.

#### •Itinerary

- 9:45am - Depart Adams
- 10:15am - Piedmont Ecology Group Program
- 11:15am - Discovery Programs (Reptile Relatives and Oh, Deer!)
- 12:15pm: Lunch
- 12:50pm: Head count and bus pick-up
- 1:30pm: Arrive at Adams

#### •Chaperones

•5 chaperones will be accompanying us on this trip.

Module 4: Responding to Inequality: Ratifying the 19th Amendment

Module 4: Overview

This module uses literature and informational texts 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.

Unit 1: Building Background Knowledge: Reading about and Analyzing Events in The Hope Chest

In Unit 1, students are introduced to the topic, “Responding to Inequality: Ratifying the 19th Amendment,” and begin reading *The Hope Chest* by Karen Schwabach. Students read chapters of this text in triads to practice reading fluency and greater independence. They analyze characters’ reactions to events in which human rights are compromised or violated because of race or gender, compare artwork inspired by the book, and answer questions about vocabulary.

Mid-Unit Assessment: For the mid-unit assessment, students read a new chapter of *The Hope Chest* and compare art inspired by the chapter to details in the text. They also read aloud a new excerpt for fluency.

In the second half of the unit, students continue to read chapters of *The Hope Chest*. They are introduced to idioms, adages, and proverbs through the text, and they closely read and then compare and contrast firsthand and secondhand informational accounts of events connected to those described in *The Hope Chest*.

End of Unit Assessment: For the end of unit assessment, students read a firsthand account of an event in order to compare and contrast it with the secondhand account read in the previous lesson.

Guiding Questions and Big Ideas:

What can we learn from the process of ratifying the 19th Amendment?

- In 1920, the U.S. Constitution was amended to give women the right to vote; however, this did not allow African American women to vote.
- When people take action against inequality, they can cause social change.

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**Unit 8: Geometric Concepts: Our next unit of study is Geometric Concepts.**

**Learning Standards**

NC.4.G.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.

NC.4.G.2 Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.

NC.4.G.3 Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.

NC.4.MD.6 Develop an understanding of angles and angle measurement.

- Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees.
- Measure and sketch angles in whole-number degrees using a protractor.
- Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

**Knowledge (Students Will Know...)**

1. The attributes to identify quadrilaterals such as parallelogram, square, trapezoid, rectangle, rhombus. (NC.4.G.2)
2. The attributes to identify triangles such as scalene, equilateral, isosceles, right, acute, obtuse. (NC.4.G.2)
3. The attributes to identify angles such as right, acute, obtuse. (NC.4.G.2)
4. Shapes can be rotated in different orientations, but still maintain the same properties. (NC.4.G.2)
5. An angle is measured with reference to the degrees of a circle. (NC.4.MD.6)
6. Angles are composed of smaller angles. (NC.4.MD.6)
7. Right angle can be used as a benchmark when determining the angle measure. (NC.4.MD.)

**Math Language and Vocabulary:**

Point	Angle	Quadrilateral
Line	Right angle	Isosceles triangle
Line segment	acute angle	Equilateral triangle
Ray	Obtuse angle	Scalene triangle
Parallel	Straight angle	Symmetry
Perpendicular	Protractor	Degree

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**Science: Ecosystems**

4.L.1 - Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

4.L.1.1 - Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

4.L.1.2 - Explain how animals meet their needs by using behaviors in response to information received from the environment.

4.L.1.3 - Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).

4.L.1.4 - Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

**Social Studies: Geography and Environmental Literacy**

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4.G.1 Understand how human, environmental, and technological factors affect the growth and development of North Carolina

4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape).

4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.

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4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.

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4.G.1.4 Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina's citizens, past and present.

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**Mathematics**

- Practice sheets assigned Monday-Thursday. These assignments are due the following day because we review them in class. Please check your child's work for neatness and completion.

- Continued memorization of multiplication facts (through 12 x 12) if your child has not yet mastered these.

- Test Corrections: When assigned, students have 1 week to complete test corrections. Please be sure to review your child's test and sign on the line if indicated.

- Math homework is always a review of what was taught in class and should not take more than 15-20 minutes to complete. If your child is experiencing significant frustration, please feel free to discontinue the assignment and initial the top of the page to let me know that you made that judgement call. I do not want homework to be a source of stress!

**Reading**

- 20 minutes of reading per night (Monday-Thursday)
- Please encourage your child to read from a variety of genres
- Reading with/to a family member is welcome!

If your child is unable to complete homework due to unexpected circumstance, please email me or send a note and the assignment will be excused.

# Monthly Specials: April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
	Music	Art	PE	Tech	Music	
7	8	9	10	11	12	13
	Art	PE	Library	Music	Art	
14	15	16	17	18	19	20
	PE	Tech	Music	Art	No school	
21	22	23	24	25	26	27
	PE	Library	Tech	Music	Art	
28	29	30				
	PE	Library				