



4TH GRADE NEWS

Bain Elementary School

November 1, 2017

Tips for a Great Second Quarter!

- Be sure that you have purchased an EOG workbook for your child
- Please assist your child in choosing “just right” non-fiction titles at home and at the public library. We recommend looking up book levels on the “Scholastic Book Wizard” website or using the “Literacy Leveler” app for iPhone. These do not have ALL guided reading levels but will assist you in finding books appropriate for your child’s reading level.
- Be sure that your child knows their multiplication facts well. Almost every concept we cover for the remainder of the year requires automaticity of facts.
- Encourage your child to develop good study habits by looking over notes taken during class

*“Gratitude
doesn’t change
the scenery. It
merely washes
clean the glass
you look through
so you can clearly
see the colors.”*

-R. E. Goodrich



In This Issue...

- Tips for a great 2nd quarter
- Academic Round-Up!
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TOP 10 NON-FICTION BOOKS FOR KIDS BY GOODREADS.COM

1. *George's Secret Key to the Universe* by Lucy Hawking
2. *The Diary of a Young Girl* by Anne Frank
3. *If You Lived Here: Houses of the World* by Giles Laroche
4. *Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade* by Melissa Sweet
5. *Castle* by David Macaulay
6. *The Notorious Benedict Arnold: A True Story of Adventure, Heroism & Treachery* by Steve Sheinkin
7. *Pyramid* by David Macaulay
8. *Snowflake Bentley* by Jacqueline Briggs Martin
9. *The Way Things Work* by David Macaulay
10. *The Scrambled States of America* by Laurie Keller

Right: The top 10 children's non-fiction books found at goodreads.com

English-Language Arts

During the month of November, students will study informational texts. They will learn the habits of good non-fiction readers and practice these habits on a daily basis during reader's workshop. Students will learn that one must "read broadly" across a topic using varied resources to become truly knowledgeable on that topic. Non-fiction strategies taught throughout this unit are:

- previewing text
- making connections to text
- collecting information in chunks or "blocks" while reading to build a mental "block tower" on that topic (or collection of facts, ideas and information)
- reading in a serious and intellectual manner
- accessing prior knowledge about a topic before reading
- attending to text features and understanding what can be learned from each feature
- synthesizing information across various resources
- identifying main ideas and the details that support them
- reading with a curious mindset and asking questions while reading
- attending to whether or not your questions are being answered
- using apposition, substitution, context clues, word structure (syllables & affixes) when clarifying domain specific vocabulary
- "stopping and jotting" on sticky notes to react to the text

Mathematics

- Students will continue learning strategies for breaking apart numbers by place value in order to transform expressions into equivalent representations that foster more efficient methods for multiplying and dividing numbers. The standard algorithms are rooted in these strategies.

Strategies and Properties for Multiplying by 2 digit numbers

| What Do Our Students Need To Know? | What Do Our Students Need To Be Able To Do? |
|--|---|
| Rounding can be used to find a number close to the actual number that is easier to multiply. | Model multiplication situations using rectangular arrays |
| We can use what we know about multiplying a one digit number to multiply 2 two-digit numbers. For example, $4 \times 30 = 120$, so 40×30 ($10 \times 4 \times 30$) is ten times greater, which is 1,200. | Use place value to break a rectangular array into parts to find the product represented by the array. (Distributive Property) |
| An array can be used to represent a two-digit x two-digit problem. | Justify and explain strategies used to for multiplication. |
| An array used to represent a multiplication problem can be decomposed by place value to find the product. (Distributive Property) | Multiply multiples of 10. |
| The product of a rectangular array is the area. | Solve multiplication story problems using a variety of representations. |
| | Compare visual representations of multiplication situations. |
| | Justify the effect on the product when a factor is doubled or halved. |

Strategies and Properties for Dividing by 1 digit numbers

| What Do Our Students Need To Know? | What Do Our Students Need To Be Able To Do? |
|---|---|
| <ul style="list-style-type: none"> Multiplication and division are related operations. Division is a missing factor multiplication situation. Division is partitioning a number of things into equal (same-size) groups or into an equal number of groups. Division problems can be solved using either multiplication or division Context must be used to decide how to interpret remainders. Rounding is used to determine the reasonableness of answers and to compare two or more values. Numbers can be decomposed using place value for the purpose of dividing. | <ul style="list-style-type: none"> Solve division problems using known multiplication combinations Divide up to 4-digit numbers by 1-digit numbers using place value, properties of operations, and/or the relationship between multiplication and division. Justify and explain strategies used for division Solve division problems using a variety of representations Solve multi-step word problems using a variety of representations Apply their understanding of patterns to describe and predict multiples and quotients Determine how to include remainders in the answer to division problems using context. |

| Partial Products | Area Model |
|--|---|
| $\begin{array}{r} 324 \\ \times 6 \\ \hline 24 \\ 120 \\ \hline 1,800 \\ 1,944 \end{array}$ | $\begin{array}{r} 300 + 20 + 4 \\ 6 \times 4 \\ 6 \times 20 \\ 6 \times 300 \end{array}$ |
| $\begin{array}{r} 300 + 20 + 4 \\ \times 6 \\ \hline 1,800 + 120 + 24 \\ \hline 1,944 \end{array}$ | $\begin{array}{r} 300 \quad 20 \quad 4 \\ \times 6 \\ \hline 1,800 \quad 120 \quad 24 \\ \hline 1,800 + 120 + 24 = 1,944 \end{array}$ |

B One Way

$$\begin{array}{r} 1 \\ 10 \\ \hline 10 \end{array} \left. \vphantom{\begin{array}{r} 1 \\ 10 \\ \hline 10 \end{array}} \right\} 21$$

3)63 Estimate: How many 3s are in 63? Try 10.

$$\begin{array}{r} -30 \\ \hline 33 \end{array}$$

Multiply 10×3 and subtract.

33 Estimate: How many 3s are in 33? Try 10.

$$\begin{array}{r} -30 \\ \hline 3 \end{array}$$

Multiply 10×3 and subtract.

3 How many 3s are in 3? Use 1.

$$\begin{array}{r} -3 \\ \hline 0 \end{array}$$

3)63 10 + 10 + 1 = 21 rows of seats

| | | |
|-----|-----|----|
| 63 | 33 | 3 |
| -30 | -30 | -3 |
| 33 | 3 | 0 |



Social Studies

Settlement and Colonies

Prehistoric North Carolinians

Exploration and Settlement

Settling the Coastal Plain, Piedmont, and Mountains

EC News

With parent teacher conferences happening, the importance of parent involvement and home practice is evident. If a child spends 49 hours per week with us, they spend 119 hours per week out of school. Typically, the majority of this time is spent at home and out of school activities.

Think about it in terms of a jar full of candy corn ('tis the season). Fill a jar with 168 candy corn pieces, one for each hour in a week. If you remove 49 candy corn pieces, then there are still 119 pieces of candy corn left. You can even remove 56 more candy corn pieces for 8 hours worth of sleep per night; and, there are still 63 pieces of candy corn left! Not to mention all the candy corn that gets added to the pile in the weeks during the summer months and student vacation days!

Managing some time in your typically busy schedules is critical for student success. What happens at school heavily relies on what happens at home. Try to devote time to activities that can safely be completed in the car, if there is no other time. Practice saying math facts and word problems, asking questions about the day, naming items in a category, explaining the steps and materials needed to complete an activity (brushing teeth, making a sandwich, setting the table, etc.), describing all the attributes of an item, reviewing vocabulary words, completing exercises in a workbook, getting on electronic devices for educational games, and expanding the number of words your child says in each sentence. Get the whole family involved by having older siblings motivate younger ones, or vice versa.

A great article for parents titled Helping Your Child Do Well in School from the National Education Association is located at the following link: <http://www.nea.org/home/59842.htm>

Bobcat Behaviors:

November's Character Trait: Honesty: *Be truthful in word and action*

November's Bobcat Behavior: Collaborators-*I effectively work with others to reach our goals-combining our talents, expertise, and smarts. I actively listen to others' ideas and contribute my own, which allows me to function as part of a team.*

Habit of the Month:

Habit 3- Put First Things First: *I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.*

Special Area News



Music - In music class, it's recorder time! Great anticipation was met when the students got their recorders in October. We've been working on reading various rhythm patterns using the quarter note and rest, eighth notes, sixteenth notes, half notes and whole notes. Now, we're working on playing clear tones on the recorder using good articulation and fingering. We hope to see all of our fourth graders earn their Recorder Karate white belts playing "Hot Cross Buns" with great tone and rhythmic accuracy, their yellow belts for piece #7, "Clair de la lune" and their orange belts, "Starlight" before Thanksgiving break.

Please check out our website: <https://sites.google.com/cms.k12.nc.us/bainmusic>



Art -



Square 1 Art is coming soon!

Your student has completed a wonderful piece of art for our annual Square 1 Art Fundraiser. Look for your child's Preview Packet to come home in their Communication Folder at the beginning of November.

You will have an opportunity to order amazing products printed with your child's original artwork.

Square 1 Art is the perfect Christmas gift and many items can be personalized!

Online and paper Square 1 Art orders are due by November 17th!

For more information about Square 1 Art, check out their website- <https://www.square1art.com/>

PE - Beginning the first of November all of Ms. Wilt's classes will be participating in sensory-motor lessons. Brain research shows that movement and physical activity increase academic performance. Students will be involved in activities involving all of the senses to enhance whole brain learning.

After the sensory lessons, 3rd-5th grade will begin a fitness unit where students will learn about the F.I.T.T. principle and the different components of physical fitness.

The students will finish up the month of November by celebrating Thanksgiving by taking part in some creative Thanksgiving games.



Media - This year all Bain students will participate in the North Carolina Children's Book Award voting along with students from all over our state. We will read the books over the next few months, and then vote in March. Grades K-3 will vote in picture book category, and grades 4 and 5 will vote in the junior book category. Below you will find the nominated books in each category - these books would make excellent holiday gifts for your child.

Upcoming November Events

- November 2nd- Fall Celebration (3rd-5th grades) 1:30-2:30
- November 2nd- Terrific Kid Ceremony
- November 9th- 1st Quarter Report Cards Distributed K-5
- November 10th- Holiday
- November 14th-Make-Up Individual Pictures
- November 15th- 1st Quarter Awards Ceremonies 3-5
- November 21st-Bain Spelling Bee
- November 22nd-24th- Thanksgiving Holiday
- November 30th-Terrific Kids 8:15 am



Save the Date

4th grade Old Salem Field Trip



Thursday, May 3rd

Stay tuned for more information...