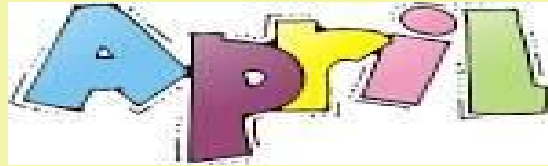## Important Dates!

- Week of April 9th- End of year MAP testing begins
- April 18th Early Release Day at 12:15 pm
- April 19th- 3rd Quarter Report Cards Distributed
- April 20th-Father/Daughter Dance at 6:00
- April 23rd- 3rd Quarter Awards Ceremonies
- April 24th MOCK Reading
- April 26th- MOCK Math
- April 26th- Terrific Kids 8:15 am
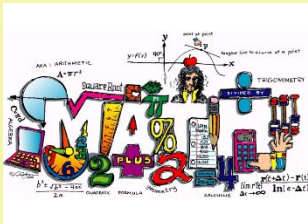
April

Curriculum News

English-Language Arts:

When we return from Spring Break, we will begin reading tall tales, fables, legends, and Greek mythology. Students have been learning about what makes each of these genres unique and practice comprehension reading strategies and skills across all them. After being immersed in reading different myths, the students will begin to develop and write their own myth.

We will then revisit and dig deeper within informational texts while researching history. We will also focus on how an author uses reasons and evidence to support particular points in a text.

Math:

Students will continue to understand and compare decimals. We will then begin finding equivalence in units of measure and generate/analyze patterns.

Topic 12: Understand and Compare Decimals

What Do Our Students Need To Know?	What Do Our Students Need To Be Able To Do?
• A tenth is one of ten equal parts.	• Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100.
• A hundredth is one of one hundred equal parts.	• Combine two fractions with denominators of 10 and 100 using an equivalent fraction for the tenth or hundredth, if possible.
• Ten hundredths are equivalent to one tenth.	• Model how two fractions with denominators of 10 and 100 can be equivalent using decimal grids
• We can change tenths to hundredths by multiplying the numerator and denominator by ten.	• Write fractions that are tenths or hundredths using decimal notation.
• The place values after ones are tenths and hundredths. Numbers get smaller as you move right. Hundredths are smaller than tenths	• Compare two decimals to hundredths place
• 1/10 = 0.1; 2/10 = 0.2; 3/10 = 0.3, etc	• Explain that two decimals can only be compared if they refer to the same whole.
• 1/100 = 0.01; 2/100 = 0.02; 10/100= 0.10; 23/100 = 0.23, etc	• Justify why one decimal is greater than another using a visual model.
• Comparing decimals is like comparing whole numbers.	• Record comparison of decimals using <, >, or =
• Look at the greatest place value (which is the leftmost place value for whole numbers and decimals). Compare the digit in the leftmost place	
• Decimals grids can be used to compare the size of one decimal to another decimal.	

Topic 13: Measurement- Finding Equivalence in Units of Measure

What Do Our Students Need To Know?	What Do Our Students Need To Be Able To Do?
Units of distance: 1 foot = 12 inches 1 yard = 3 feet 1 mile = 5,280 feet 1 kilometer = 1,000 meters 1 meter = 100 centimeters = 1,000 millimeters **Units of mass:** 1 pound = 16 ounces 1 kilogram = 1,000 grams 1 gram = 1,000 milligrams **Units of capacity:** 1 gallon = 4 quarts = 8 pints = 16 cups 1 cup = 8 fluid ounces 1 liter = 1,000 milliliters **Units of time:** 1 hour = 60 minutes 1 minute = 60 seconds **Money:** $1.00 = 4 quarters or 10 dimes 1 quarter = 5 nickels or 25 pennies 1 dime = 2 nickels 1 nickel = 5 pennies • Perimeter is the distance (length) around a polygon. • Area is the space inside of a shape . • Area is measured by covering the shape in square units.	• Convert the length of an object from a larger unit to a smaller unit. • Convert the mass of an object from a larger unit to a smaller unit. • Convert the capacity of an object from a larger unit to a smaller unit • Convert time from a larger unit to a smaller unit • Solve word problems involving conversions in distance, mass, capacity, time and money • Find the length of a missing side using perimeter and area concepts. • Find the perimeter and area of rectangular and rectilinear shapes in real world contexts. **Step 3**

Topic 14: Algebra: Generate and Analyze Patterns

What Do Our Students Need To Know?	What Do Our Students Need To Be Able To Do?
• Patterns involving numbers or symbols either repeat or grow. • Patterns and rules are related. • A pattern is a sequence that repeats the same process over and over. • A rule dictates the sequence that repeats the same process over and over to form a pattern. • A t-chart is a tool that can be used to see number patterns.	• Generate a number pattern that follows a given rule. • Generate a shape pattern that follows a given rule. • Identify and justify features of patterns. • Extend a number pattern and solve a problem using a rule. • Solve pattern problems by using a chart or visual representation.

Social Studies: North Carolina's Economy

Students will explore the following concepts:

- Understand basic concepts of a market economy: price, supply, demand, scarcity, productivity, and entrepreneurship.
- Understand how scarcity and choice in a market economy impacts business decisions.
- Analyze the historical and contemporary role that major NC industries have played in the state, nation, and world.
- Explain the impact of entrepreneurship on the economy in NC.

Global: Preparing for the Multicultural Festival

- Students will be researching different aspects of their class country and preparing presentations for the festival taking place in May.

Health and Science: Nutrition

Our health unit continues for this month and complements our science nutrition unit. Concepts are listed below:

- Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.
- Plan meals using MyPlate.
- Carry out measures to prevent foodborne illness, including hand washing and appropriate food storage and preparation.
- Use the Food Facts Label to plan meals and avoid food allergies.
- Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.
- Compare unhealthy and healthy eating patterns, including eating in moderation.
- Explain the effects of eating healthy and unhealthy breakfasts and lunches.
- Understand the benefits of nutrition and fitness to disease prevention.
- Explain how nutrition and fitness affect cardiovascular health.
- Summarize the association between caloric intake and expenditure to prevent obesity.

Field Trip Reminders

- For our field trip coming soon on May 3rd, students need to arrive to school on time; no later than 8:00 a.m. Buses will be leaving promptly at 8:30 a.m.
- Students need to bring: lunch, snack, 'sling' sack (optional) to carry items in.
- NO electronics including cell phones will be allowed for students on the trip.
- Plan to pick your child up at 4:00 p.m.

EOG Preparation

During 4th quarter we will spend much of our time spiraling back through the 4th grade curriculum to review and remediate concepts. Students will continue using their EOG workbooks to practice applying these concepts to EOG questions. Please help us to build your child's understanding AND confidence by supporting them in the following ways:

➢ Remind them that they are "seasoned veterans" from third grade and they got through EOG testing just fine last year .
➢ Encourage them to complete their homework practice problems independently. Then, have an adult look over them when they think they have made their best attempt.
➢ Keep "testing-talk" positive and encouraging. They will be well prepared by the end of May!
➢ Encourage them to ask questions and seek help and additional support if they need it.

Bobcat Behaviors:

Bobcat Behavior: Academic Risk Takers- I am driven, determined and willingly accept new and difficult challenges. I am resourceful and view my **mistakes and failures as opportunities to learn and grow.**
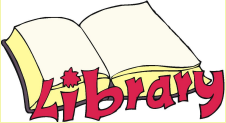
Habit of the Month:

Habit 6- Synergize: Together is Better

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can along. I am humble.

Special Area News

Technology- Students have created Google Slide presentations throughout the year and will now have an opportunity to collaborate with peers on a new shared presentation on a given country.

Media- Fourth grade Bobcats just finished their Triple I Time research projects about North Carolina - they worked very hard! After Spring Break, they will join other students from around the state to vote in the North Carolina Children's Book Awards. To prepare, students have read and discussed the three nominated picture books as a group, and have been reading the seven nominated chapter books on their own. Also during April, we will learn about taking care of our environment for Earth Day and celebrate Poetry Month.

Art- *Summer Art Classes*: Mrs. Vizzini is offering two weeks of art classes this summer. The dates are June 25th-29th and July 9th-13th. Email Mrs. Vizzini for more information and to reserve your spot.

Would you like to know what's going on in the art room?
Check out the Bain School Art Gallery at www.bainartgallery.weebly.com where you can see examples of student artwork, explore school art exhibits, and learn about art events in our community.

P.E.- Fitness Testing Time: 3rd-5th grade students will be taking fitness tests, which will include, push ups, curl ups, shoulder stretch, pacer test. These students will compare their data to the fitness test data that they took last October.

After fitness testing all students will be working on soccer skills and striking skills using a long handled piece of equipment (baseball, softball, T-ball).

Music- Fourth graders will put their recorders to rest and get back to playing a variety of pitched and unpitched instruments. They will be involved in a collaborative poetry and music project this month, writing their own verses and setting it to music that they create!