



Lincoln Times

4th Grade Edition - March 2012

Here's What's Happening in 4th Grade!!!!

Social Studies

Happy March! Hopefully you are ready for spring. We are ready at Lincoln!

In social studies we will be beginning the bringing history home unit over the Great Depression. It is the time period from the 1930s to the 1940s. We will be working on this unit in March and the first week of April before Spring Break. This unit will be "untraditional" in the sense that we will be examining video, pictures, and documents and drawing our own conclusions about that time period in history. We will be looking at the stock market crash, how lifestyles changed, hoboes, letters to the presidents, Hoovervilles, the Dust Bowl, penny auctions, migrant workers, and the New Deal. We will also play a game at the end of the unit in which the students will have to synthesize all we've learned in the unit. We will have an outline to help us learn all the important vocabulary words and concepts of this time period. We will culminate the unit by watching "Kit Kittredge." We will again take a narrative test where students write a "story" based on some of the important terms we will learn about. The first part of the test will be the words: Roaring 20's, The Great Depression, Hoovervilles, hoboes, unemployment, and Black Thursday. On the following day we will finish the test with the words: Dust Bowl, Penny Auction, migrant workers, and New Deal. Please have discussions about what your son/daughter is learning in social studies!

It is also very important that your child is here at school because classes cannot be made up. That way he or she can participate in all activities, watch video clips, and be a part of the discussions.

4th grade teachers

Science

Your child will finish the electricity unit on March 10th with a test over the lab activities and packet. After the test, his/her science notebook will be handed in for a lab grade. Please go through the notebook and help your child update all pages with numbers and dates. The table of contents should also be completed as well. After the test, as a group activity, your child will participate in a house designing and wiring activity. His/her group will receive a box to design a four room house, wire the house so each room has a light that can be turned on by a switch, all be wired to one power source. After the wiring, then the group may decorate their house if time.

The next unit of study will over animals. This will include animal populations, food chains and webs, and how plants and animals adapt to their surroundings. This unit is taught in the traditional format of reading and completing paper/pencil assignments. The unit will last approximately six weeks. There will be a test over each section of the unit or packet.

Language Arts and Reading

We will be starting the month of March by working on the strategy of determining purpose and importance. We will learn that having a purpose for reading can help us understand what we read. While reading, we decide if information in a text is important or not to our purpose of reading. We will be learning about the prefixes re- and pre- during Theme 10. The writing organizer is problem and solution. The students will be writing problem and solution paragraphs.

We will start Theme 11 the middle of the month. The reading strategy for Theme 11 is identifying facts and opinions. Identifying facts and opinions can help us understand what we read. When we identify facts and opinions, we decide if a statement can be proven true.

One way that you can practice identifying fact and opinions at home would be to look through a magazine with your child and look at the advertisements. Read each ad together and point out which statements are facts and which are opinions. We will also be learning about idioms in Theme 11. Idioms are expressions that have a meaning not what the words mean, example, it's raining cats and dogs or getting up on the wrong side of the bed.

In writing, we will be writing persuasive essays. The students will pick something that they feel strongly about and try to persuade others to agree. Maybe they think that students should be allowed to chew gum at Lincoln, or maybe they think that 4th grade need one more recess every day. It will be interesting to see what the kids come up with!

Spelling

Words for test on Friday, March 2: I've, face, should've, you've, from, they'll, haven't, or, that'll, you'd, one's, what's, shouldn't, I, could've, mustn't, there'd, who'd

Words for test on Friday, March 9: qt, Jan., feel, Mrs., ft, Ave., at, gal, NY, Wed., be, Mr., Dr., idea, Bldg., Blvd., Corp., Hwy.

Words for test on Friday, March 16: anyone, yourself, fallen, mine, those, its, fine, me, something, myself, guess, nobody, someone, have, everybody, ourselves, several, whom

Words for test on Friday, March 23: fault, wrong, fix, expand, watered, finest, gone, salad, Memorial Day, form, great, moist, ripe, nurses, obeyed, shoed, shooed, width

Math

The fourth graders will continue working on division during the month of March and begin an exploration of data analysis. They will learn what division means and make progress in their division skills while learning long division. It will be important for your child to work hard and not get behind on their homework as one skill builds upon the next skill. Some sample problems that you could work on at home during the month of March are: 48 divided by 4; 59 divided by 3; 78 divided by 3; and 108 divided by 5.

Students will also cover material about graphs and charts. Have your child read and analysis data found in charts and graphs from newspapers or magazines. Please encourage your child to practice math outside the classroom. Research shows that students who are provided with supplemental activities at home perform better on their homework and assessments.

Hoping for a great spring!

Music - Mrs. J. Hill

Lincoln 4th graders are working on a unit where students are not only reading words, but looking at how the notes move. If the notes are high on the staff, students should make a higher sound with their voice, and if the notes are low, a low sound. Fourth graders will soon be preparing for a concert at the High School on April 17, so mark your calendars!

Art - Mrs. Humphreys

We will be making clay pots soon. The students will learn what clay is and what it can be used for and they will see how clay pots were created in primitive cultures. The students will learn important clay vocabulary and apply basic clay techniques to make a pot.

HOMEWORK HELP THANKS YOU!

A huge THANK YOU to those of you that have donated snacks, gum, candy, and puzzle books for homework help. They are much appreciated!

Camp Invention Returns to Lincoln Elementary School!

CALLING ALL INVENTORS! The Camp Invention® program will let your child's imagination soar on June 4-8 from 9:00 am to 3:30 pm.

Here are just a few of fun things kids will be doing at Camp Invention this summer:

Participants will get to use real tools to take apart a mechanical device and work as a team to create a new invention, then use the power of magnetism to design and build a city. They will also travel on a time machine and invent and play new outdoor games!

Camp Invention will be presented by local teachers for girls and boys entering grades 1-6. Camp directors: Nancy Clawson and Julie Timmins.

This national STEM enrichment program is offered by Grant Wood Area Education Agency, Van Allen Science Teaching Center, and Washington Community Schools in collaboration with the non-profit Invent Now and the United States Patent and Trademark Office.

Register by March 29th to save \$25! For more information, call **800-968-4332** or go to **www.campinvention.org**.

ELP- Mrs. Sieren

Good News! ELP placement for 4th graders is finally complete. I have to apologize for the process being EXTREMELY slow this year due to the fact that we (the district) did not received the new Iowa Assessment scores back from the testing company until the middle of February. Keep in mind that I needed to wait for the test results to come back because the state requires that many, multiple measures be used for placement into the program. The placement process involves a rubric in which Cognitive Abilities Test scores, 3rd grade ITBS scores, and this year's Iowa Assessment scores are used. This shows a pattern of high ability on a variety of tests, therefore,

one score or test can not get you in ELP, and/or one score does not eliminate you. The kids that are placed in 4th grade will never have to go through the process again, so this is another reason that careful consideration is given and I needed to have another measure of the child's ability to use.

If your child was not placed in ELP this year, please know that each year after Iowa Assessment scores are received, I review all of the scores and add students to the program that have continued to score high or that teacher's feel would benefit from the extra challenge program. If you have questions or concerns and/or would like to see your child's scores, please give me a call at Lincoln school and I would be happy to show those to you.

System 44- Mrs. Shields

Students continue to work at their own pace and progress through the program. Current topics include blends, digraphs, vowel teams, and sight words.. Upcoming series include working with syllables, and word parts. Spelling is individualized according to student need. Each student has a copy of the System 44 sight words. It is important for students to recognize these words quickly while reading as well as know how to write them quickly.

Notes from the Office

Attendance/Absence Line

A new attendance line has been set up for absences in the district. Parents can now call 653-1101 and will get a greeting. They can then press a number to select which school they would like to leave a message for, and then will be able to leave a message about an absence. This will be helpful if you need to call Lincoln about an absence before anyone is in the office at 7:30. You may still call the main office to report an absence, but this is a second option for those parents that are heading off to work early. Thanks for your help in letting the Lincoln office know when your student will not be in attendance.

Dates to Remember:

March 1 - All School Band Concert - High School at 7:00

March 5 - Winter Family Fun Night - Lincoln Elementary from 5:30 - 7:00, come and go as you please.

March 7 - 1:10 Dismissal

March 13 - Contraption Challenge Convention - Lincoln Gym at 6:30

March 15 - All School Vocal Program - High School at 7:00

March 21 - NO SCHOOL - Workday

Notes from the Counselor

This month you will receive in the mail your child's Iowa Assessment results. Your student's scores on the *Iowa Assessments* can be used to: Understand how your student performs in key areas such as reading, writing, math, science and social studies; help identify your student's relative strengths and limitations in these key areas; monitor your student's performance over time; compare your student's performance to other students in the nation; and provide information about your student's proficiency level as defined by the state of Iowa.

Your student's scores are presented in various ways including:

1. National Standard Score (NSS) is a score that describes performance on an achievement continuum from Kindergarten through 12th grade. The NSS allows you to monitor your student's growth and compare performance from year to year. The NSS is also used in

Iowa to determine your student's level of proficiency in reading, mathematics and science. An explanation of the levels of proficiency can be found at: <http://itp.education.uiowa.edu/ia/documents/Proficient.pdf>

2. National Percentile Rank (NPR) is a score that describes the relative comparison of your student's performance to other students in the nation who are in the same grade and were tested at the same time of year. An NPR of 80 means that your student's performance was better than 80% of the students who took the test.

You are encouraged to discuss the score results on the *Iowa Assessments* with your student and her/his teachers. We recommend focusing on those scores which seem most different from prior years' scores, and the scores which seem most different when compared to classroom performance. Together, you can use this information to decide how best to continue your student's education.

Lisa Otters
Guidance Counselor

Notes from the Principal

If you are dropping your child off in the morning or picking them up at night, we would request that you park on Monroe St. (the street north of Lincoln) or 6th Ave. South (the street east of Lincoln). This leaves 4th Avenue in front of the school open for buses and reduces traffic.

Raising a Reader- From the NAESP Raising a Reader

Reading is the most important skill your children will ever learn. It's the tool your child needs the most at school, and it is essential for nearly every job and career.

Learning to read takes time and it takes you. Reading isn't something children can just pick up, like learning to talk. It's complicated. Children need you to encourage them to work at it, and to keep trying if they get frustrated.

Your children also need to see how exciting reading can be. They will learn this every time you share a wonderful story with them, or open a book about fascinating people, places or things. It's up to you to show them that reading is far more than just a subject taught in school — it's the doorway to a lifetime of learning, creating, discovering, and succeeding.

Although your children will learn the nuts and bolts of reading at school, they still need the special one-on-one attention only **you** can provide.

Beyond books, are there other ways to boost my child's reading abilities?

There certainly are! Here are just a few:

- Go places, do things. The more experiences children have, the easier it is for them to read because of all the new ideas and vocabulary they are exposed to.
- Get your children involved in everyday reading — directions, grocery lists, recipes, labels, instruction manuals, and even the billboards and signs along the road.
- Read the newspaper and clip out articles or comic strips he'd enjoy.
- Limit television. If he's interested in a certain kind of TV show, look for some children's books or magazines that are the same style-action, comedy or sports- oriented, for

example.

- Play games together that require reading and word skills, such as Monopoly, The Game of Life or Scrabble.
- Books on tape are fun, too. Pause the tape and talk about the story, the characters, or what might happen next.
- Encourage your child to be a writer. Keep paper and pencils available and show how proud you are of the stories he writes.

What should I do when my child makes a mistake when she's reading?

First, remember that all readers make mistakes. If he/she still understands the meaning of what they are reading to you don't need to be concerned. But if he/she is missing the meaning of the sentence or the story, they need your help. Wait a few seconds before jumping in — give them time to correct it on their own. If he/she doesn't notice the mistake, have them re-read the sentence out loud. Ask them to listen to hear whether every word fits.

If they're having trouble with a specific word, suggest that he/she look at it to see if it is similar to a word he/she does know. You might also want to see if he/she can figure it out by its context — by looking at the rest of the sentence, and seeing what word would make sense. If they're still puzzled, don't make them struggle. Tell them what it is. It's important to keep them from acquiring the habit of skipping over words he/she doesn't know.

Reading is the single most important skill children need to succeed in school. That's why it's helpful to make reading part of your children's home life every day. The more children read — and are read to — the better readers they'll become.

David Hoffman, Principal

District Equity Statement

It is the policy of the Washington Community School District not to discriminate on the basis of race, color, gender, creed, marital status, national origin, religion, disability, or sexual orientation in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact Dr. Jorgensen or Mrs. Thode at 319-653-6543.