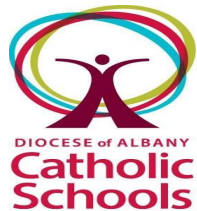


4th Grade

Back to School Night

Mrs. Farrigan



Classroom Policies and Procedures

Arrival - Please arrive between 7:45 and 8:05. Students should be unpacked and ready for their day at 8:10.

Snack and Water Bottles - We will have snack time in the morning. Our lunch is late so please remember to send in a snack so students do not get hungry. Students need to have a water bottle for school each day. Please make sure it is labeled.

Birthday Treats/Class Parties - If you choose to send in a birthday treat or food for a class party the items need to be nut free. Invitations for birthday parties may not be passed out at school unless the entire class will be invited.

Chromebooks - Each student will have their own Chromebook for classroom use. If they misuse their device it will be taken away from them and the family will be notified. Some assignments and tests will be administered through Google Classroom. These grades can be viewed by logging into your child's email.

Username and Passwords - The necessary information for students to log in to various platforms can be found on the back of their home folders. Please keep the information sheet in the folder so it is always easily accessible.

Missed Work - If a student is absent from the classroom, a folder may be sent home containing the work that they missed. Please make an effort to review the work with your child and have them complete and return it to school.

Recess/Outdoor Time - As the weather changes please be sure to send your child to school with appropriate outdoor wear. We will be going outside as often as possible. Students are not permitted to change their shoes before recess with the exception of snow boots in the winter.

Personal Devices - Students may not have personal devices during the school day. If for some reason they need to bring them to school they should keep them in their bags in the lockers or they can give them to me to keep safe for the day.

Communication

Email

The primary form of communication will be through email. Please email me with any questions or concerns you may have. I will respond to your email within a 24 hour period.

Weekly Email/Newsletter

At the end of each week I will send an email with any need to know information. The email will contain Four in Fourth which will list 4 items that students learned or participated in that week. Please take the time to read it so that you know what your child has been learning.

Student Agenda

Students will use their agendas to write their homework assignments daily.

Homework

An orange homework folder will go home at the beginning of the week. There will be a packet of assignments to complete. The folder and the completed assignments should be turned in at the beginning of the following week.

You will be informed of upcoming quizzes and tests and study guides will be sent home so students can prepare.

Classroom Rules and Discipline

Class Rules

Our class mission is to be respectful in all that we do. If students are not being respectful of others for any reason they will be spoken to. They will always have the opportunity to turn their behavior around.

1, 2, 3, Magic

1 - This is a cue to the student that their behavior is undesirable. They should reflect and make a change.

2 - An additional warning that the behavior needs to change or there will be consequences.

3 - The behavior did not change after 2 warnings so the student will have behavioral consequences.

Consequences: loss of privileges, loss of choice seating, loss of morning bin time, note home to parents/guardians

*Loss of recess will only be used if a student is acting in a way that could hurt themselves or others and needs to take a breather.

Guided Math and Reading Groups

To begin the math and reading blocks the teacher will start with a whole group lesson. There is a mini-lesson in between each group rotation. Following the whole group lessons, students have the opportunity for guided practice with the teacher as well as individual practice. This is a great way for students to learn new skills with support while also learning to be more independent learners. Guided groups help to offer individualized instruction so students can learn at their own pace with the tools and strategies that work best for them.

Guided Reading

1. Read to Self
2. Work on Writing
3. Word Work
4. Read with Someone
5. iReady

Guided Math

1. Fact Fluency Practice Drills
2. Independent Work
3. iReady
4. Hands-on Games and Activities

To build reading skills, your 4th grader will:

- Use specific examples from the text to explain characters' motivations, main events, central themes, or ideas about a text.
- Use the context of a text to determine the meaning of a word.
- Understand and explain the differences between narrative prose, drama, and poetry.
- Identify and refer to the different parts of poems and plays, such as verses, settings, and characters.
- Interpret and connect information from illustrations, graphs, charts, or other sources related to the text.
- Identify, compare, and contrast different perspectives from which texts are written (for example, first and third person).
- Compare and contrast the way different texts address the same issue, theme, or topic.
- Make connections between people, events, or important ideas in a text.
- Use previous knowledge to read unfamiliar multi-syllable words.
- Read grade-level texts with accurate comprehension, pacing, and expression.

To build writing skills, your 4th grader will:

- Write opinion pieces that express a point of view; have an introduction, a conclusion, reasons, and facts to support the opinion; and group together related ideas.
- Write informative/explanatory pieces that present information on a topic, use facts and details, and group together related topics; provide introductions and conclusions in these pieces.
- Write narrative pieces that use specific details, descriptions, and dialogue to convey a real event; includes an introduction and conclusion in each piece.
- Plan, revise, and edit their writing.
- Use technology to publish, research, and communicate with others under the proper guidance of an adult or teacher.
- Type with a beginner's accuracy and ability (for example, types one page of text within one sitting).
- Complete research projects by taking notes, organizing them, and presenting them; list the texts and resources used.
- Write for both long (over weeks) and shorter (one sitting or a couple of days) periods of time.

To build math skills, your 4th grader will:

- Use addition, subtraction, multiplication, and division to solve word problems, including word problems that require multiple steps and computations.
- Add and subtract multi-digit numbers.
- Multiply a number that has up to 4 digits by a 1-digit number, (for example, 2345×6) and multiplies two 2-digit numbers by each other, (for example, 13×16).
- Solve division equations with remainders.
- Solve word problems that measure distance, time, size, money, area, and perimeter.
- Predict answers to word problems and equations based on knowledgeable estimation.
- Understand the concepts of and learn the multiples and factors for numbers 1-100.
- Follow a pattern or set of guidelines to determine a number. For example: Start with 5. Add 3 five times and subtract 1. What number are you left with?
- Compare and explain why one fraction is bigger or smaller than another using visuals and/or common denominators.
- Begin to add and subtract fractions, including within word problems.
- Begin to write and compare fractions as decimals.
- Read and write multi-digit numbers using bases of ten and expanded forms. For example: $4,538 = 4$ thousands, 5 hundreds, 3 tens, and 8 ones.
- Compare multi-digit number using $<$ and $>$.
- Round multi-digit numbers to any place.
- Create and uses graphs to represent data and answer questions (specifically, creates line plots).
- Begin to learn about, measure, and decipher the angles of a shape.
- Explain their thinking and how they solve math equations and word problems both verbally and through writing.

To build science skills, your 4th grader will:

- Explore how energy can be transferred by/from moving objects, sound, light, heat, or electric currents.
- Understand that when moving objects collide the object's motion changes.
- Recognize the different types of energy and explain where and how we find this energy.
- Identify properties of waves and how we use this information to design high tech devices, and transmit digitized information.
- Learn the history of how Earth materials and systems have shaped our land over time.
- Explore natural hazards and what that humans can reduce their impacts.
- Observe plants and animals to gather evidence that living organisms are living systems.
- Construct an argument that plants and animals have external and internal structures that function to support survival, growth, behavior, and reproduction.

To build social studies skills, your 4th grader will:

- Understand that New York has a diverse geography and that various maps can be used to represent and examine the geography of NY State.
- Examine how how NYS can be represented using a political map that shows cities, capitals, and boundaries.
- Investigate Native American groups and focus on how they inhabited the region that become NYS.
- Explain how Native Americans interacted with the environment and developed unique cultures.
- Investigate how geographic factors often influenced locations of early settlements and people made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
- Compare and contrast how Native American groups developed specific patterns of organization and governance to manage their societies and how each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.
- Investigate how European exploration led to the colonization of the region that became NYS and how important colonial NY was during the Revolutionary Period.
- Examine the many conflicts between England and the 13 colonies over issues of political and economic rights.
- Investigate the different levels of government within the US and NYS.
- Explore post-revolution times.
- Investigate factors in the division of the US that resulted in the Civil War.
- Explore womens' rights and the role NYS played in the Civil War.
- Investigate the role NYS played in the growth of the US.

Assessment Tools

At All Saints we have a standards-based reporting system, which ultimately gives us more information regarding a student's strengths and weaknesses. The following components will all be considered to determine each student's mastery of a standard: unit tests, classwork, oral and written responses, experiments, projects, teacher observations, writing samples, checklists of skills, journals, classroom participation, and informal assessments.

Grading Policy

Fourth grade is a year of tremendous growth as students learn many skills across the content areas through lessons designed around the Next Generation Learning Standards. Report cards reflect students' learning across several disciplines. Since test scores alone are not an accurate measure of progress, students will be evaluated and assessed continually so that instruction is targeted to their needs in whole group, small group, and individual lessons. Ultimately, what this means is that students will have multiple opportunities to learn the curriculum and receive additional instruction as necessary to master the material. Since all children learn differently, the varying assessment tools will also allow children multiple opportunities to present information in a way they learn best.

Quarter grades will be determined by the following assignments:

ELA

Writing assignments, vocabulary quizzes, reading comprehension tests and quizzes, grammar tests/quizzes, reading responses, classwork, and participation.

Math

Chapter tests, quizzes, classwork, math writing responses and participation.

Science

Chapter tests, quizzes, classwork, projects, and participation.

Social Studies

Chapter tests, quizzes, classwork, projects, and participation.

Standards

Each subject area will receive a percentage grade (out of 100) and is further broken down into the specific standards relating to the subject. Standards codes include E, P, D, and N/A as outlined below to further communicate strengths and weaknesses or as a measure of effort, conduct, and personal growth.

E – Exemplary – After a skill has been taught, the student is able to perform the skill or activity independently and consistently. The student has mastered the objective and applies the skill across subject areas with little or no assistance or intervention, reaching a level of independence with the skill, often going above and beyond.

P – Proficiency - After a skill has been taught, the student may need occasional assistance when applying the skill or completing the activity. The student is not yet consistently independent when applying the skill, but is showing improvement and working toward mastery.

D – Developing – The student is in the process of learning and applying the skills that have been taught. He/She is making steady growth toward understanding the concept. The student is approaching proficiency, but still needs support to achieve understanding.

N - Needs Improvement

NA – Not Assessed at this time

Morning Meeting

- Greeting
- Classroom Rules
- Calendar and Daily Announcements
- Prayers and Intentions
- Spread the News
- Question/Activity

What reading skills will your 3rd grader learn this year?

Reading Literature

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

What reading skills will your 3rd grader learn this year?

Foundational Skills and Language

- Know and apply grade-level phonics and word analysis skills in decoding words (prefixes/suffixes, multi-syllable words, irregularly spelled words).
- Read with sufficient accuracy and fluency to support comprehension (read for understanding, appropriate rate and expression).
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., *childhood*).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Produce simple, compound, and complex sentences.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

What reading skills will your 3rd grader learn this year?

Informational Text

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- Use information gained from illustrations and the words in a text to demonstrate understanding.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

What writing skills will your 3rd grader learn this year?

- Demonstrate command of the conventions of standard English grammar and usage when writing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words.
- Use spelling patterns and generalizations.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Conduct short research projects that build knowledge about a topic.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

What math skills will your 3rd grader learn this year?

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Develop understanding of fractions as numbers.
- Solve problems involving measurement and estimation.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter.
- Reason with shapes and their attributes.

What will your 3rd grader learn in science this year?

- Understand the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.
- Understand that some animals form groups that help members survive.
- Define how fossils can help us learn about life long ago.
- Discuss how in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Define and discuss environmental changes and how this may change plants and animals in that environment.
- Understand that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

What will your 3rd grader learn in social studies this year?

- Geographic regions have unifying characteristics and can be studied using a variety of tools.
- The location of world communities can be described using geographic tools and vocabulary.
- Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.
- Each community or culture has a unique history, including heroic figures, traditions, and holidays.
- Communities share cultural similarities and differences across the world.
- Communities from around the world interact with other people and communities and exchange cultural ideas and practices.
- Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.
- The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.
- Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
- Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

Uniforms

Physical Education Uniform

- Shorts, sweatpants, or warm-up pants
- Short or long sleeved gray t-shirt
- Crewneck or hoodie sweatshirt
- All items should have the ASCA logo except for the warm-up pants
- Sneakers only

Dress Uniform Boys

- Gray shorts or pants
- Polo shirt w/ logo
- Black shoes must be worn with pants
- White sneakers or black shoes can be worn with shorts

Girls

- Gray skirt and polo shirt w/ cardigan sweater
- Gray skort and polo shirt w/ cardigan sweater
- White sneakers may be worn with the skort only
- Jumper with peter pan blouse w/ cardigan sweater OR plaid skirt and polo shirt
- Gray, maroon, or white knee socks/tights with black shoes