



# Parent Newsletter

Fourth Grade

September 2019

**Welcome to The P.S. 7 Academy!**

Each month, you will receive a Parent Newsletter. This is one way for us to communicate what is happening in the classrooms and throughout the school. Typically, this newsletter will include The Common Core State Standards we are addressing during the month and an update on school events. We also use this newsletter to communicate your child's specific goals for the unit.

## **Instructional Focus**

A collaborative and coordinated school-wide initiative is for all teachers to use continued strategic assessments in instruction to ensure that all students can monitor their own understanding and clearly articulate the characteristics of high quality work.

All students will:

- Be engaged in all learning lessons and activities that will consist of multiple entry points for various types of learners
- Understand the priority standards for each unit of study and why they are important for college and career readiness
- Create goals and monitor their learning through the use of rubrics, checklists, and learning standards
- Participate in rigorous learning activities that will assess their knowledge and understanding of the content or skills taught
- Lead peer conversations in partnerships, small groups, or in a whole class setting
- Provide rubric specific feedback to themselves and their peers
- Receive rubric specific feedback about their work from their peers and teachers

## **Assessment, Goal Setting, and The Common Core State Standards**

During the beginning of each unit, students will take a pre-assessment. Teachers will examine the pre-assessment and grade it by using a specific standards-based rubric. This feedback will be shared with each student. Students will then use this feedback in order to create goals and plans for reaching their goals. Throughout the unit, students will work with their peers and teachers in order to reach their goals. They will monitor their progress by using rubrics, checklists, and learning progressions. Students will use these tools in order to provide rubric specific feedback to their peers. Throughout the unit, students will receive feedback from their teachers and peers. At the end of a unit, students will take a post-assessment. This assessment will also be graded and standards-based feedback will be provided to each student. Each student will have goal setting sheets where they record their goals and specific plans for reaching their goals. Students will communicate their goals to you on the back of this newsletter each month.

## Writing Workshop

### Unit One: The Arc of the Story: Writing Realistic Fiction

During the month of September, fourth graders will write realistic fiction. In particular, students will develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students will:

- Orient the reader by establishing a situation and introducing a narrator and/or characters
- Organize an event sequence that unfolds naturally
- Use dialogue and description to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words and phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events.

## Reading Workshop

### Unit One: Interpreting Characters, The Heart of the Story

During this month, students will learn the structures, routines, and habits of a richly literate reading workshop. They will be taught to read intensely to grow significant, text-based ideas about their characters. By the end of the unit, students will begin to develop interpretations. They will connect ideas to form interpretations that are supported across a whole text. They will be taught to find meaning in recurring images, objects, and details, adding depth to their interpretations. The following standards will be addressed:

#### RL 4.1

- Draw details and examples from the text
- Draw inferences from the text
- Quote accurately from a text to explain what the text says explicitly

#### RL 4.2

- Determine the theme of a text
- Use key details to support the theme
- Summarize key supporting details and ideas of a text

#### RL 4.3

- Describe characters using specific setting or event details from a text

#### RL 4.4 Interpret words or phrases as they are used in a text

#### RL 4.6

- Compare and contrast the point of view

#### RL 4.7

- Make connections between a story, drama, visual, or oral presentation of a text

## **Math, Chapter One:**

### **Place Value, Addition, and Subtraction to One Million**

During this unit, the following Common Core State Standards will be addressed:

- CC4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- CC.4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form
- CC4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place
- CC.4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm

## **Social Studies, Unit One:**

### **Native Americans, First Inhabitants of New York**

By the end of this unit, students will be able to answer the following essential question, "How did Native Americans influence the development of New York?" Throughout the unit, students will learn:

- The location of New York State in relation to other states
- Geographic features of New York State and New York City
- Important bodies of water, landforms, mountains, etc.
- Location of the Iroquois, and Algonquian territories of New York
- Role of climate, environment, animals, and natural resources in the location and development of Native American cultures in New York State.

## **Science, Unit One:**

### **Energy Conversions**

This year, students receive science instruction from their 4th grade science teacher, Ms. Kivelson. To kickstart this year in science, Ms. Kivelson will be teaching students about the scientific processes through collaborative STEM activities that encourage experimentation and teamwork .

During this Energy Conversions unit, students will learn about:

- The different forms of energy
- The importance energy efficiency and energy efficient devices
- Energy convertors and how they are designed to convert energy from sources to electrical energy that goes into the electrical system

Students will engage in hands on activities and digital simulations to help them understand these key concepts and solve real-world problems.

## **Physical Education, Art, and Performing Arts**

Each class will also receive instruction in Physical Education- from Mr. Anagnostopoulos (Mr. A), Art- from Ms. Izzo, and The Performing Arts-from Mr. Woodworth

## **Academy Clubs**

We are proud to offer Academy Clubs! Clubs will meet every Friday (during first period). This month, students will receive a Club Selection Form and we will begin clubs later this month.

## **Upcoming Events**

**September 17th: Meet the Teacher- 4:00PM-7:00PM**

**September 26th: Family Thursday- 8:00AM—9:30AM**

**September 27th: Spirit Day- Inside Out Day!**

**September 30- October 1: Rosh Hashanah- school is closed**

**October 9: Yom Kippur- school is closed**

**October 14: Columbus Day- school is closed**

## Goals

**My Writing Goals** for the unit are:

- ◇ Orient the reader by establishing a situation and introducing a narrator and/or characters
  - ◇ Organize an event sequence that unfolds naturally
  - ◇ Use dialogue and description to develop experiences and events
  - ◇ Use a variety of transitional words and phrases
  - ◇ Use concrete words and phrases and sensory details to convey experiences and events
  - ◇ Provide a conclusion
  - ◇ Other:
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**My Reading Goals** for the unit are:

- ◇ Draw details and examples from the text
  - ◇ Draw inferences from the text
  - ◇ Quote accurately from a text to explain what the text says explicitly
  - ◇ Determine the theme of a text
  - ◇ Use key details to support the theme
  - ◇ Summarize key supporting details and ideas of a text
  - ◇ Describe characters using specific setting or event details from a text
  - ◇ Interpret words or phrases as they are used in a text
  - ◇ Compare and contrast the point of view
  - ◇ Make connections between a story, drama, visual, or oral presentation of a text
  - ◇ Other:
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**My Math goals** for the unit are:

- ◇ Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- ◇ Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form
- ◇ Use place value understanding to round multi-digit whole numbers to any place
- ◇ Fluently add and subtract multi-digit whole numbers using the standard algorithm







