

# **Welcome to Back to School Night!**

## **Grade 4**

### **S.Y. 2022-2023**



## **September 13, 2022**

### **We are so glad you are here!**

**Did you complete our parent information survey?**



**<https://tinyurl.com/gr4parents>**

# Agenda

- ❑ Introductions
- ❑ Administrative
- ❑ Schedule
- ❑ 4th Grade Specific
- ❑ Curriculum Overview
- ❑ Grading
- ❑ Homework
- ❑ Communication
- ❑ Q & A

**Questions:**

**Keep all questions to the end of the presentation.**

# Grade 4 Team Staff

- Steve Crivelli- Team Leader
- Lauren Watts
- Kim Weschler
- Nathan Haskins (G/T resource teacher)
- Mary Mitchell (Paraeducator)
- Molly Brandt (Special Education Teacher)
- Werrdah Khan (Special Education Paraeducator)

**Questions:**

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# WFES School Information

## ❖ Hours

- Student Hours - 9:15am to 3:45pm
- Student Entry Time - 9:05 am to 9:15am

### Questions:

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## ❖ Early Dismissals

- Changes for dismissal – a note **MUST** come to the Front Office
  - **DO NOT email Teachers or Front Office**
  - **Dismissal Changes during the school day - Call the Front Office by 3:15pm. Please do not make dismissal changes after 3:15pm unless it is an EMERGENCY**
- Early dismissals – pick up by 3:15pm

## ❖ Late Arrivals

- Students are marked Tardy after 9:15am - students should be in their classrooms before 9:15am to get ready for the day.
- Students **MUST** be walked into the Front Office by an adult if they are late

# Technology Devices - Different this year

Current HCPSS device deployment implementation plan:

- Pre-K: All students will receive an HCPSS-issued device to keep at home
- **K-5: Students will share devices that will be kept at school.**
  - **Students will not have devices assigned to them**
- 6-12: All students have or will receive an HCPSS-issued device to bring back-and-forth from home to school each day.

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# Student Expectations

**Questions:**  
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## HCPSS Student Code of Conduct

### WFES 3 Rs

	<b>Respectful</b>	<b>Responsible</b>	<b>Ready to Learn</b>
<b>Hallway</b>	<ul style="list-style-type: none"><li>- Silent</li><li>- Hands to self</li></ul>	<ul style="list-style-type: none"><li>- Walk</li><li>- Stay on second square</li></ul>	<ul style="list-style-type: none"><li>- Listen for directions</li></ul>
<b>Lunch</b>	<ul style="list-style-type: none"><li>- Talk nicely</li><li>- Use inside voice</li><li>- Hands to self</li></ul>	<ul style="list-style-type: none"><li>- Clean up your area</li><li>- Raise your hand for help</li></ul>	<ul style="list-style-type: none"><li>- Stay in seat</li></ul>
<b>Recess</b>	<ul style="list-style-type: none"><li>- Hands to self</li><li>- Use and share equipment</li></ul>	<ul style="list-style-type: none"><li>- Dress for the weather</li><li>- Walk</li><li>- Play safely</li></ul>	<ul style="list-style-type: none"><li>- Line up quickly</li><li>- Listen for directions</li></ul>
<b>Bathroom</b>	<ul style="list-style-type: none"><li>- Use quiet voices</li><li>- Keep it clean</li></ul>	<ul style="list-style-type: none"><li>- Wash and dry hands</li><li>- Be efficient</li><li>- Use supplies appropriately</li></ul>	<ul style="list-style-type: none"><li>- Ask permission at appropriate times</li></ul>
<b>Classroom</b>	<ul style="list-style-type: none"><li>- Raise your hand</li><li>- Listens when others are speaking</li></ul>	<ul style="list-style-type: none"><li>- Use materials appropriately</li><li>- Help keep the classroom clean</li></ul>	<ul style="list-style-type: none"><li>- Follow Give Me 5</li><li>- Follow directions</li><li>- Always give your best effort</li></ul>
<b>Bus</b>	<ul style="list-style-type: none"><li>- Use an indoor Voice</li><li>- Use encouraging, polite, kind words</li><li>- Treat property with care</li></ul>	<ul style="list-style-type: none"><li>- Remain seated</li><li>- Follow Directions the first time given</li><li>- Keep hands and feet to self</li></ul>	<ul style="list-style-type: none"><li>- Arrive to bus on time</li><li>- Carry materials on/off bus</li><li>- Enter/exit bus in an orderly fashion</li></ul>

# Student Expectations

## ❖ P.B.I.S.

- Tiger Tickets
- Golden Ticket
- Celebrations

## ❖ Assistance to meet expectations

- Multiple reminders and supports when appropriate
- Modeling and discussing appropriate behaviors
- **Tiger Report** - written notification of not meeting expectations & student reflection (*a copy is sent home*)
- **Administrative Involvement**

### Questions:

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# Daily Schedule

9:10-9:20 Arrival

9:20- 10:20 Related Arts

10:20- 10:35 Social Emotional Learning

10:35- 12:30 ELA (Writing, whole & small group  
Reading)

12:30- 1:30 Recess/ Lunch

1:30- 2:25 Content

2:25- 3:35 Math

3:35- 3:40 Pack up and dismissal

**Questions:**

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# Snack

Please help your child to choose a snack that is both healthy and easy to eat in the classroom. We ask that you **do not** send any snacks that require spoons, or are messy to eat, since they will be continuing with their assignments.

**Please do not send** for the safety of all our students:

- peanuts, nuts, peanut butter
- food containing nuts/peanut butter

Examples of **acceptable snacks** are:

- Pretzels
- Goldfish
- String cheese
- Grapes
- Raisins
- Carrots
- Apple

**Questions:**

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# What Should I Bring Everyday

## Daily Student Items:

- Personally labeled school materials in a pouch such as pencils, scissors, glue, crayons, etc.

## Optional Items:

- Personally labeled water bottle
- Face mask
- Personal hand sanitizer, tissues, and wipes
- 2-3 labeled favorite personal books for independent reading
- Change of clothes/light jacket

### Questions:

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# Band / Orchestra / Chorus



- ❖ Band+Strings twice a week pullouts
- ❖ Mr. Marini (band)
- ❖ Mr. Diener (strings)
- ❖ Materials Needed:
  - Music and/or music book
  - Folder
  - Instrument and supplies--refer to materials list
- ❖ Mrs. McCoy (chorus)
  - Content time on **red** related arts days

## Questions:

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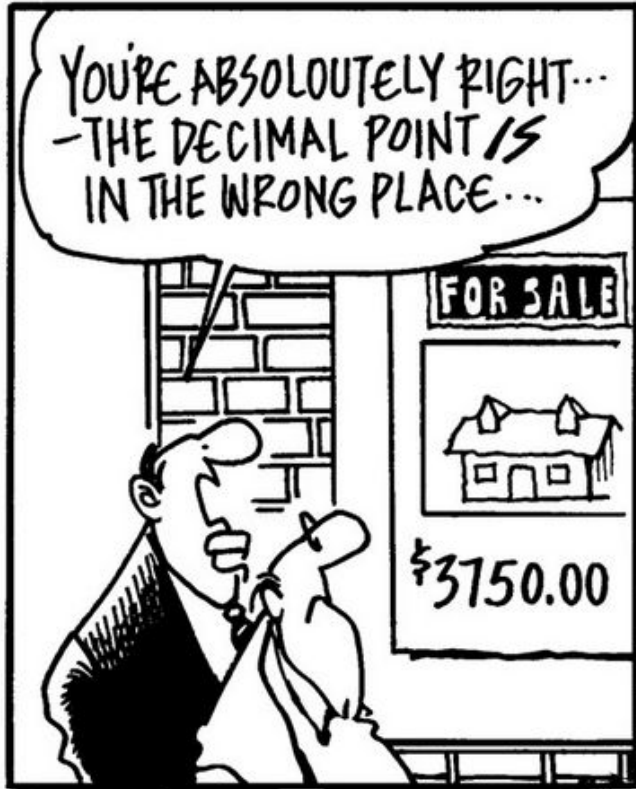
# Grade 4 Mathematics

- ❖ Number Talks/Number Routines
- ❖ Problem-Solving/Rigorous Tasks - promote productive struggle
- ❖ Whole numbers
- ❖ Multiplication and Division
- ❖ Fractions
- ❖ Decimals
- ❖ Measurement and Data (Area & Perimeter)
- ❖ Geometry Patterns
- ❖ Unit Conversions



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# Grade 5 Mathematics

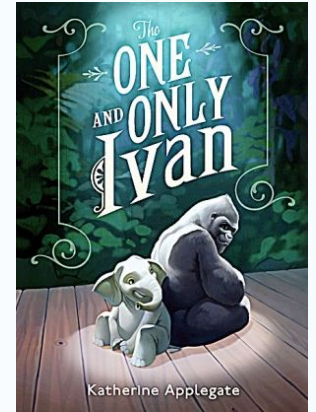


- ❖ Number Talks/Number Routines
- ❖ Problem Solving/Rigorous Tasks - promote productive struggle
- ❖ Multiplication and Division
- ❖ Fractions, including division with fractions
- ❖ Decimals
- ❖ Place values & number representation
- ❖ Geometry, Measurement - unit conversion & volume
- ❖ Numerical expressions and patterns
- ❖ Coordinate plotting

## Questions:

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# Reading



## Units of study:

- Working Together
- *The One and Only Ivan*
- Historical Events
- Traditional Literature from Different Cultures

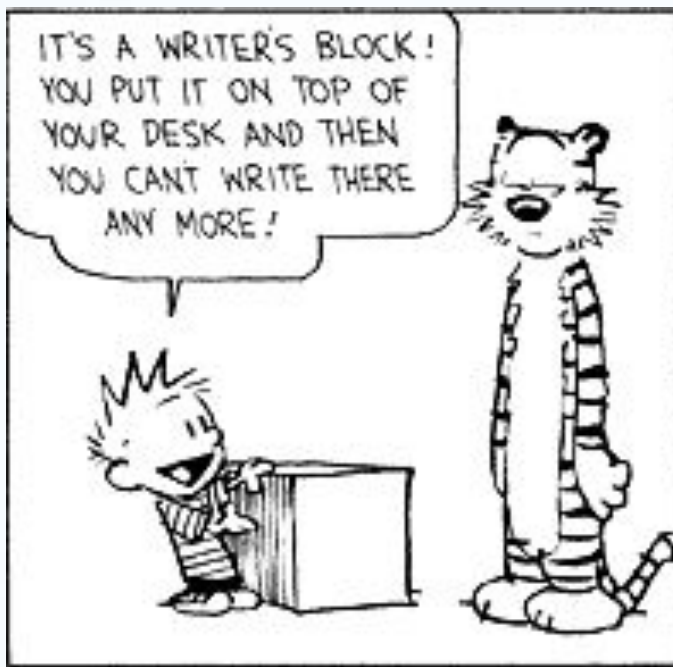
## Focus areas:

- Main idea and details
- Theme
- Making inferences
- Analyzing characters
- Comprehension
- Compare and contrast texts
- Respond to reading in different ways

## Questions:

**Keep all questions to the end of the presentation.**





# Writing

## Focus areas:

- The Writing Process
- Sensory and descriptive details
- Organizing ideas
- Including evidence from the text in written responses
- Using correct punctuation/capitalization
- Using resources for spelling
- Developing writing stamina

## Units of study:

- Writing About Reading
- Personal Narrative
- Fiction
- Expository Nonfiction
- Opinion Writing
- Poetry

## Questions:

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# Social Studies



## Quarter 1

Worlds Collide  
1450-1650

(Updated this year)

- Native culture
- Native interaction with their environment
- Exploration
- Interactions with natives & early european explorers
- Results of interactions

## Quarter 2

Resistance, Colonization, and European Expansion in North America (1500 – 1650)

(Updated this year)

- Early settlements
- Colonial regions
- Triangle Trade
- Effects of colonization
- Slavery

## Quarter 3

American Revolution (1750 – 1789)

(New this year)

- Events leading to the revolution
- Colonial responses to British acts
- Declaration of Independence
- Revolutionary war
- Articles of Confederation

## Quarter 4 - Financial Literacy

(Updated this year)

- Financial services
- Insurance
- Checking and savings accounts
- Decision making
- Debit and credit cards
- Careers

## Questions:

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# Science

*Scientific process, engineering practices, observation, collaboration, reporting.*

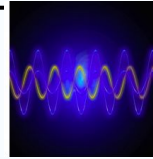
## Energy

- ❖ Types
- ❖ Connection of energy to speed, heat, light, electrical
- ❖ Transfer of energy
- ❖ Natural energy sources
- ❖ Using and converting



## Waves

- ❖ Patterns of
- ❖ Attributes
- ❖ Energy & waves
- ❖ Different waves & their uses
- ❖ Using for a purpose



## Earth' System:

### *Shaping Earth*

- ❖ Weathering, erosion, deposition
- ❖ Fossils & layering
- ❖ Topographic map information
- ❖ Understanding patterns in maps
- ❖ Earth & human interaction



## Structure & Function

- ❖ Animal & plant structures
- ❖ How structures function
- ❖ How structures help survival
- ❖ Impacts of humans



## Questions:

**Keep all questions to the end of the presentation.**

# Health

Questions:

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## Skill Based Health

- ❖ Practical knowledge
- ❖ Determining appropriate sources of information
- ❖ Learning to get information from sources
- ❖ Engage in simulations

## Topics

### ❖ Diseases

- Causes, Transmissions, and Risk Factors
- Body Defenses
- Personal Habits

Disease Prevention



### ❖ Nutrition

- Nutrients
- Types of food & smart choices
- Healthy actions

Nutrition & Fitness



### ❖ Mental Health

- Bullying/Conflict Resolution
- Effective communication and collaboration



# Social and Emotional Learning (SEL)

***How we teach matters as much as what we teach.***

- ❖ Fostering caring relationships and building inclusive and safe environments.
- ❖ Honoring and building on students' intrinsic motivation leads to engagement and achievement.
- ❖ The social and academic curricula are interdependent and integrated.

**The Caring Community Approach.**

- ❖ Building caring relationships with and among students
- ❖ Directly teaching social skills
- ❖ Creating calm, orderly learning environments through the use of effective classroom management practices
- ❖ Helping students acquire self-discipline through a caring and effective approach to discipline

**Questions:**

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# Grading

- ❖ Based on completed assignments, discussions, and observational data.
- ❖ Check Canvas for student progress.
- ❖ Students will bring home graded work.
- ❖ Encourage students to review grade work to determine areas of improvement.
- ❖ Encourage students to ask when unclear what needs to be improved.

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
E	≤ 59%

## Questions:

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# Report Card

- ❖ Academic Areas - ABCD
- ❖ Learning Behaviors - 123 in all subjects
- ❖ Academic Areas
  - Math (Problem solving & Understanding of content)
  - ELA ( Reading comprehension & Writing (*language mechanics and spelling are components of writing standards*))
  - Social Studies
  - Science
  - Health\*
  - Related Arts\*
  - Band, strings, chorus (*if student participates*)

## Questions:

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# Homework

- ❖ Homework is part of learning behaviors NOT quarterly grade.
- ❖ Students will be assigned a specific number of minutes for a certain number of days each week. This will be based on the month.
  - We may ask students to reflect on their reading.
  - We may asks students to focus on a particular genre.
- ❖ Math homework will be given out for math.
  - Intended as practice and review.
  - Will not likely be each night
- ❖ Check county community pages for resources to extend what students are learning in class.

☰ Grade 4 Course Navigation

GRADE 4

FAMILY AND COMMUNITY RESOURCES

OVERVIEW

**Questions:**

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# Communication

- ❖ The preferred method to contact teachers is through the Canvas Inbox.
- ❖ You may also send us an email at:
  - [Steven\\_Crivelli@hcpss.org](mailto:Steven_Crivelli@hcpss.org)
  - [Lauren\\_watts@hcpss.org](mailto:Lauren_watts@hcpss.org)
  - [kim\\_weschler@hcpss.org](mailto:kim_weschler@hcpss.org)

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# Questions?

