

Back To School Night

Brent Elementary School 4th Grade Team



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Responsive Classroom

- **First Six Weeks**
 - Building Community
 - Creating Rules
 - Setting Expectations
- **Logical & Natural Consequences**
 - Allow students to learn from their own mistakes
 - Encourage making reparations
 - Related, respectful, and relevant consequences
- **How = What**
 - "How Children Learn is as Important as *What* They Learn"
 - Empower students to make choices and take charge of their own learning whenever possible



Morning Meeting

- **Greeting:** Share your name and your 4th grader's name
- **Share:** Joan, Victoria, and Sarah
- **Activity:** How many years has your family been at Brent?
- **Message:** What to expect from 4th grade?

We begin every day with a multi-disciplinary review and Morning Meeting. Therefore, it is very important that children arrive on time!



Writing Workshop

Process Oriented Writing

• *"During the writing workshop, students are invited to live, work and learn as writers. They learn to observe their lives and the world around them while collecting, drafting, revising, editing, and publishing well-crafted narrative and expository texts."* - TCWRP

Evidence Based Writing

- Written in response to a prompt or question.
- Draws information from a source to support ideas and involves citing specific evidence *and* using reasoning
- Used in the content areas (Science & Social Studies), during Reader's Workshop, and in students' at-home journals.

On-Demand Writing

- Gives students an opportunity to quickly demonstrate strategies and techniques they have learned
- Helps teachers assess growth and plan for upcoming instruction
- Helps develop (and gauge) stamina



Reading Workshop

Principles of Reading Instruction

- Children are the "bosses" of their own reading lives.
 - We teach them to be accountable for their choices about what to read, when to read, and for how long.
- Children can only grow as readers by having repeated experiences of reading success.
 - We want them to consume a lot of literature at their "just right" level.
 - Vertical alignment of skills builds off previously acquired skills
- Children strengthen their skills as readers by analyzing and discussing the work of skilled authors and using mentor texts.
 - We use "anchor texts" to model the skills we want them to use in their own reading.
- Talking about our reading (and writing) is an essential part of the learning process.
 - Working with Partners, Book Clubs, and Research Teams encourages students to analyze, evaluate, and infer meaning from the texts they read.



Math Instruction

Investigations Math

- Emphasizes reasoning about mathematical ideas
- Constructing viable defenses for their answers and critiquing the reasoning of others
- Content and fluency is grounded in meaning - not rote memorization

Eureka Math

- A comprehensive math curriculum created to meet the needs of Common Core shifts
- Vertically aligned to build on skills developed in previous grades
- Incorporates structured fluency practice with modules grounded in conceptual work with place value.

We will "close out" our experience with Investigations and transition fully to Eureka in the Spring.



Social Studies

Topics

- The First Americans (pre 1500)
- The "Age of Exploration" (1500-1700)
- Settling the Colonies (1700s)
- Causes of the Revolution (late 1700s)
- The Revolutionary War (1763-1783)
- Growing a New Nation (1770s and 1780s)

Instruction and Assessment

- **Resources:** Primary Sources, Textbook, Online resources, Supplementary documents, Field Experiences
- Chapter Tests
- Writing Connections



Special Classes

Our Special schedule will rotate quarterly. Every quarter students will have these 45-minute Specials:

Music (Mr. Krohn)

Art (Ms. Gibson)

Spanish (Ms. Marchese)

Science (Mr. Mangiaracina)

P.E. (Coach Mitchell)

Library / Typing (Ms. Bettina)



Field Experiences

In the past, fourth graders have visited the:

- **National Museum of the American Indian**
as an extension to our study of Native Americans
- **Newseum**
as a component of our Journalism Writing Unit
- **Claude Moore Colonial Farm**
as an extension of our study of Colonial America
- **Mount Vernon**
as an introduction to our American Revolution Study
- **Bladensburg Waterfront Park**
as the culmination of our work with Anacostia River

*We have a maximum 1:6
chaperone to student ratio
for our trips!*



Homework

Homework is assigned nightly 4 nights per week:

Monday	Tuesday	Wednesday	Thursday
Read 30 minutes (Complete Log)	Read 30 minutes (Complete Log)	Read 30 minutes (Complete Log)	Read 30 minutes (Complete Log)
Math Worksheet	Math Worksheet	Math Worksheet	Math Worksheet
ELA Worksheet (Grammar, Writing, or Vocabulary)	Reading Response (in Reading Journal)	ELA Worksheet (Grammar, Writing, or Vocabulary)	Reading Response (in Reading Journal)
Study (as needed)	Study (as needed)	Study (as needed)	Study (as needed)

** In addition to nightly homework, students may also need to study additional material (such as multiplication facts, vocabulary or spelling words, or Social Studies information) leading up to quizzes or tests.*



Questions?

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