

WELCOME TO

Fourth Grade

Click on each teachers name for a quick get to know me

DR. HOPKINS

MRS. MASTERSON

MRS. BLANCHARD



[*4B Homeroom Schedule*](#)



[*4A Homeroom Schedule*](#)



Fourth Grade Expectations

MATH:

- ADD AND SUBTRACT DECIMALS, AND COMPARE DECIMALS AND FRACTIONS
- ADDING AND SUBTRACTING WHOLE NUMBERS UP TO 1 MILLION QUICKLY AND ACCURATELY
- SOLVING MULTI-STEP WORD PROBLEMS, INCLUDING PROBLEMS INVOLVING: MEASUREMENT AND CONVERTING MEASUREMENTS FROM LARGER TO SMALLER UNITS
- MULTIPLYING AND DIVIDING MULTI-DIGIT NUMBERS
- EXTENDING UNDERSTANDING OF FRACTIONS (MULTIPLY, DIVIDE, ADD, SUBTRACT)
- • COMPARING DECIMALS AND FRACTIONS USING THE SYMBOLS $>$ (MORE THAN), $=$ (EQUAL TO), AND $<$ (LESS THAN)

SCIENCE/SOCIAL STUDIES:

- ASK QUESTIONS ABOUT OBJECTS, ORGANISMS, AND EVENTS IN THE ENVIRONMENT (SCIENCE)
- PLAN AND CONDUCT A SIMPLE INVESTIGATION (SCIENCE)
- EMPLOY SIMPLE EQUIPMENT AND TOOLS TO GATHER DATA AND EXTEND THE SENSES (SCIENCE)
- USE DATA TO CONSTRUCT A REASONABLE EXPLANATION (SCIENCE)
- COMMUNICATE INVESTIGATIONS AND EXPLANATIONS (SCIENCE)
- USE CHRONOLOGICAL SEQUENCING OF KEY EVENTS AND SYMBOLS TO UNDERSTAND THE MOVEMENT OF PEOPLE AND THE EXPANSION OF BOUNDARIES IN THE UNITED STATES. (C.S)
- EXPLAIN THE HISTORICAL SIGNIFICANCE OF KEY PEOPLE AND EVENTS IN ORDER TO EXAMINE THE EXPANSION OF THE BOUNDARIES AND DEVELOPMENT OF DEMOCRACY IN THE UNITED STATES. (C.S)
- EXAMINE THE IMPACT OF SCIENTIFIC AND TECHNOLOGICAL ADVANCES ON THE DEVELOPMENT OF THE UNITED STATES. (C.S)
- USE MAP SKILLS TO CONSTRUCT AND INTERPRET GEOGRAPHICAL REPRESENTATIONS OF THE WORLD, AND DESCRIBE HOW NATURAL AND MANMADE PROCESSES CHANGE THE GEOGRAPHY OF REGION IN THE U.S. (C.S)
- COMPARE AND CONTRAST THE PHYSICAL AND HUMAN CHARACTERISTICS OF EACH UNITED STATES REGION. (C.S)
- EXPLAIN THE STRUCTURE AND PURPOSES OF GOVERNMENT AND THE FOUNDATIONS OF THE UNITED STATES' DEMOCRATIC SYSTEM. (C.S)
- EXAMINE THE RIGHTS, RESPONSIBILITIES, AND DUTIES OF A UNITED STATES CITIZEN (C.S)
- DEMONSTRATE KNOWLEDGE OF ECONOMIC CONCEPTS. (C.S)

ELA:

- DETERMINE THE MAIN IDEA OF TEXTS
- SUMMARIZE DIFFERENT TYPES OF TEXTS
- READ AND COMPREHEND LITERATURE AND INFORMATIONAL TEXT AT OR ABOVE 4TH GRADE COMPLEXITY
- READ FLUENTLY TO SUPPORT COMPREHENSION
- ANALYZE, COMPARE, AND CONTRAST CHARACTERS
- INTERPRET FIGURATIVE LANGUAGE AND THE MEANING OF UNKNOWN WORDS AND PHRASES
- ANALYZE POINT OF VIEW
- QUOTE ACCURATELY FROM A TEXT
- USE EVIDENCE TO SUPPORT WRITTEN AND ORAL RESPONSES
- ENGAGE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS
- COMPOSE OPINION, INFORMATIVE, NARRATIVE, AND RESEARCH WRITING RELATED TO A GIVEN PROMPT
- PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT AND ORGANIZATION ARE APPROPRIATE TO THE TASK
- USE THE CONVENTIONS OF LANGUAGE APPROPRIATELY

END OF THE YEAR EXPECTATIONS

Click on the picture to
see in more detail

LEARNING GUIDES

These will be communicated with students and posted on the website at the start of each unit of study. They include what the student will learn in the unit, terminology, and sample test questions.

Click the link below to see an example of a learning guide!

[ELA Module 1 - 1st 9 Weeks](#)
[Math Module 1](#)

ELA Module 1: Learning Guide

1st 9 Weeks: A Great Heart



Module 1 Overview

The heart is a literal muscle that sustains human life; it is also a figurative center of emotion, love, and desire. In Module 1, *A Great Heart*, we will explore, challenge, and explain these various meanings of the word *heart*. At the same time, we'll build knowledge of key topics in history, science, art, and literature by reading biographies, informational texts, fiction stories, and poems. In a culminating module task, students will explain what it means to have a great heart, both literally and figuratively.

Learning Objectives

Knowledge Goals

- Explain why Clara Barton, Helen Keller, and Anne Frank could each be said to have had a great heart, figuratively.
- Explain what makes a human heart great, or healthy, literally.
- Identify people or characteristics who have a figurative great heart because they are generous, courageous, or heroic.

Reading Goals

- Define a figurative great heart by synthesizing textual details from biographies.
- Determine the main idea and details of both shorter and longer sections of texts about the heart.
- Interpret information presented visually in text features and explain how the information contributes to the understanding of the text.
- Make inferences about characters and events based on details in a literary text.
- Explain the structural elements and meaning of poems.

Writing Goals

- Create a focus statement about a famous person and support it with details.
- Integrate paraphrased and quoted evidence from informational and literary texts into informative and analytical responses.
- Write an essay describing both the figurative and literal uses of the term *great heart* citing textual evidence as support.
- Write summaries of narratives and poems.

Speaking and Listening Goals

- In group discussions, focus on peers' contributions to understand, respond to, and build upon their ideas while following agreed upon rules for discussion.

Language Goals

- Identify examples of figurative language in complex texts and explain their purpose.
- Demonstrate how punctuation is used with quotations.
- Identify examples of each rule of capitalization in a given text.
- Use a comma before a coordinating conjunction in a compound sentence.

Name: _____ Week of: _____

PERSONAL RESPONSIBILITY	M	T	W	Th	F	COMMENTS
I listened and followed directions.						
I stayed on task and used my time wisely.						
I stayed in my assigned area and kept it neat.						
I used school property and materials as directed, including Chromebooks.						
ACT RESPECTFULLY	M	T	W	Th	F	COMMENTS
I was kind and respectful to others.						
I used my manners in all areas of school.						
I spoke when it was my turn and did not interrupt others.						
WINNING ATTITUDE	M	T	W	Th	F	COMMENTS
I worked well with others and participated with my partner or group.						
I gave my best effort and did my best work.						
SAFETY FIRST	M	T	W	Th	F	COMMENTS
I followed the rules in line.						
I followed the rules at recess.						
I kept my hands, feet, and objects to myself.						
PARENT/CAREGIVER INITIALS						

- Fun Friday Requirements**
1. I have no more than 3 marks for the week.
 2. My parent/caregiver signed my conduct each day.
 3. I kept my original conduct sheet all week (no replacements).

Students can earn 2 paw points a day for a total of up to 10 paw points a week. No marks for the day earns 2 paw points. After the 4th conduct mark in one week, a minor tracking form will be started. Parents/caregivers will be contacted through e-mail, Class Dojo, or phone call.

WEEKLY TOTAL
___ / 10

HOMESCHOOL AND CONDUCT

Students will have planner this year that is provided by the school. They will write their homework down each day; the homework can also be found on the morning slides in Google Classroom. Students will have a conduct that comes home each day to be signed. We do have FUN FRIDAYS!! The guidelines for Fun Friday are on the bottom of the conduct.



Homework is minimal

GRADES

Grades come from individual topic quizzes, module tests, weekly grammar checks or quizzes, showcase tasks for math, weekly completion of computer lessons, and in-class activities.



GRADES

Grades are on a ten point scale this year.

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59-0 = F



STAYING CONNECTED

Make sure to check on the first day for their orange packet with all the information to connect to dojo and important forms to be filled out. Click on the site illustration for more information! Here is how to stay connected and informed this year!



Class Dojo



Google Classroom