

Welcome
to the
4th Grade Classroom Kickoff!

Please be sure to sign in and grab a “Free Dress Code” pass for your child for Friday.

Daily Schedule

9:30 - 9:50 -Morning Work

9:50 - 10:20 - MTSS

10:20 - 11:05- Language Arts

11:05 - 11:20 - Content

11:20 - 12:09- Resource

12:10 - 12:25- Content

12:25 - 12:55- Lunch

12:55 - 2:25- Reading

2:25 - 2:55- Recess

2:55 - 4:05- Math

The Power of “Yet”

I have a
GROWTH MINDSET!



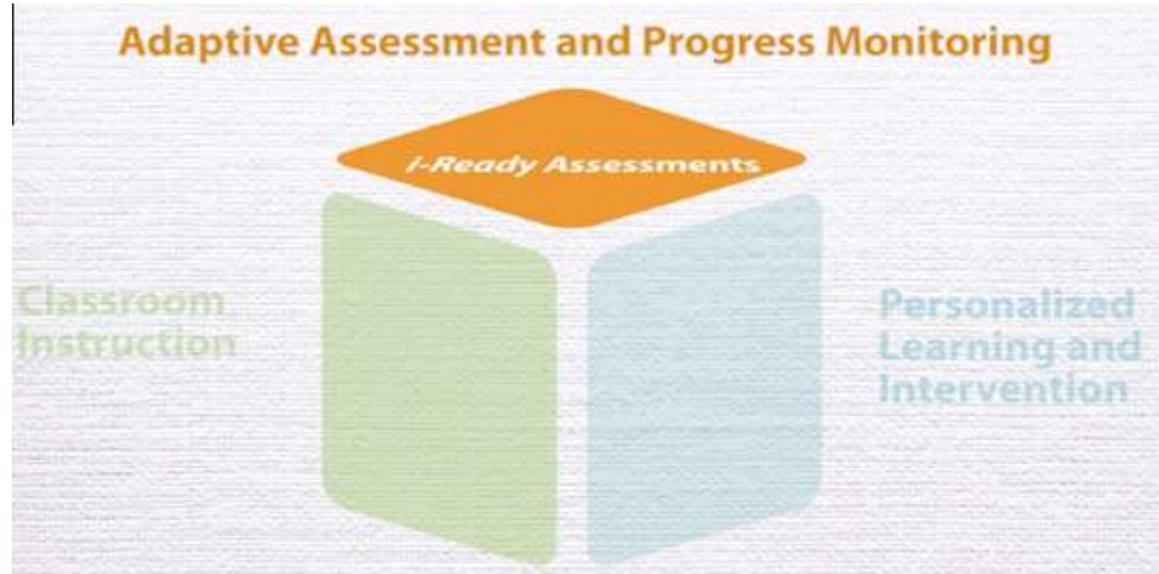
“In the middle of difficulty lies opportunity”

-Albert Einstein

Our goal is teach students that struggling and making mistakes is part of the learning process.

We want to shift our thinking from “I don’t understand this” to “I don’t understand this, YET!”

i-Ready



- ▶ *i-Ready is a three tiered adaptive instructional tool beginning with the Diagnostic Assessment administered 3 times per year. This assessment adjusts to each student based upon their responses, and presents tasks that represent the student’s learning potential.
- ▶ *An individualized lesson path is created based upon the Diagnostic. Students will encounter “productive struggle,” and multiple ways to solve a problem to develop critical thinking. MORE IS NOT BETTER; 45 minutes per week is where research has shown that the most learning gains are made. This allows students to digest and internalize the concepts and learning.
- ▶ *Teachers utilize student reports to adjust instruction, and create small groups that target skills for remediation or, provide more challenging lessons.

Student Profile Overview Report

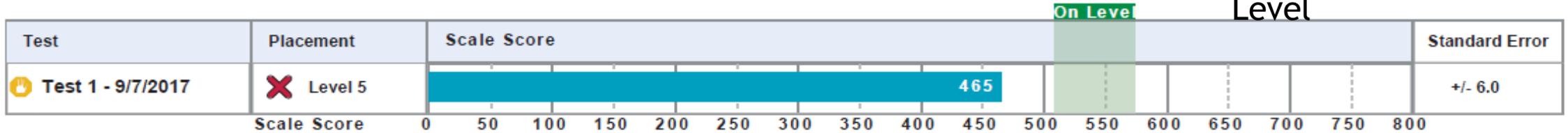
Academic year: Current (2017-2018)
 Select Students by: Class
 Class: Grade 7 Math (Math)

Student: Davis, Sandra
 Define "On Level": Standard View
 Show: Window 1 - 09/04/2017 - 09/08/2017

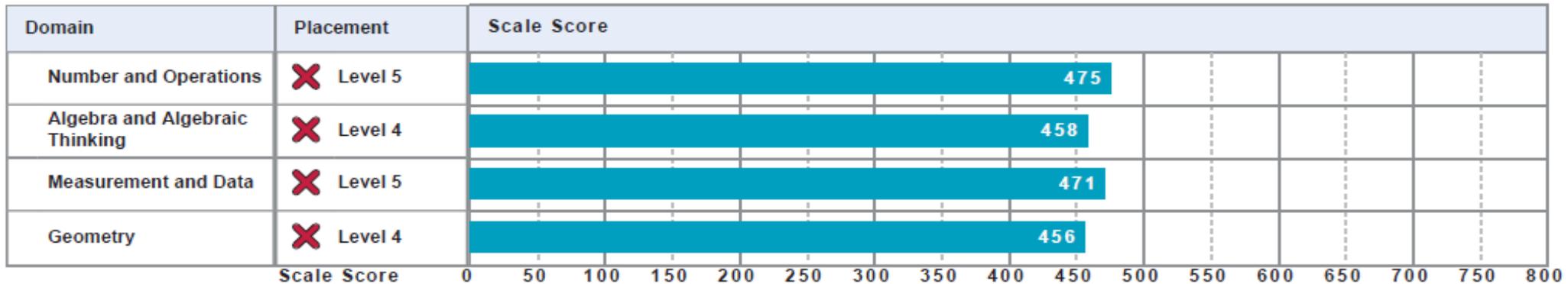
Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help this student improve.

Overall Performance

✓ On or Above Level ◆ < 1 Level Below ✗ > 1 Level Below



Detail for Test 1 - 9/7/17



FSA

- This year, students will take 3 Florida State Assessments
 - Writing (Paper-Based) - Typically in late February, early March
 - Reading (Computer-Based) - Typically in Mid-April
 - Math (Computer-Based) - Typically in Mid-April

- More information on the FSA's can be found on:
 - <http://www.fsassessments.org/>
 - *Students and Parents tab*

Writing

Students will be required to read two or more texts about a subject, integrate both sources of information and produce writing to inform their reader or support their opinion about a topic using specific evidence from the text.

Sample Prompt: Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

This year, students will learn:

- How to interpret a prompt
- How to read multiple texts and gather information appropriate to the task of the prompt
- How to construct a prewriting plan to organize their ideas
- How to write a strong multi-paragraph essay with an introduction, body paragraphs, and a conclusion
- How to cite sources and use specific text evidence (quotes or paraphrased ideas)

Purpose, Focus, Organization	Evidence and Elaboration	Conventions
<ul style="list-style-type: none">• Writing stays on topic• Clear beginning, middle, and end• Main ideas stay focused on body paragraphs• Clear order of ideas• Variety of transitional words and phrases	<ul style="list-style-type: none">• Writing should contain text-based evidence• Sources of information should be cited• Variety of evidence techniques (Direct quotes/paraphrasing)• No plagiarism• Variety of sentence structure• Appropriate use of vocabulary	<ul style="list-style-type: none">• Writing should have proper capitalization, punctuation and sentence formation.• Words from the text should be spelled correctly

How can you help your child to be successful with the Writing Standards?

It's the little things that count!

- Emphasize the importance of proper capitalization and punctuation

Encourage your child to use text evidence sentence stems:

- “According to the text...”
- “On page ____, it stated...”
- “The graphic shows...”
- “The author mentioned...”

Reading

- **Key ideas and details** students read closely to comprehend, analyze, and summarize essential information and concepts, citing textual evidence to support inferences and conclusions.
- **Craft and structure** students interpret connotative and figurative meanings of words/phrases. They analyze how text structures and text features impact the text. They determine the effects of point of view or purpose.
- **Integration of knowledge and ideas** students integrate and evaluate content presented in diverse media formats. They analyze the treatment of similar themes or topics and how the author uses reasons and evidence to support points.
- **Language and editing** students demonstrate command of the conventions of standard english grammar, usage, capitalization, punctuation, and spelling.
- **Text-based writing** students draw relevant evidence from various texts to support a claim or controlling idea. They produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.

How can you help your child to be successful with the Reading Standards?

When looking for books or pieces of text:

- Encourage your child to read more **informational/non-fiction texts** - online newspaper articles, tweentribune.com, etc.
- Provide time and space for your child to read independently.
(at least 20 minutes everyday)
- Talk to your child about what they've read. Ask them to summarize what is happening in their book or to describe a main character.
- Model fluent reading
- Encourage your child to utilize i-Ready, this is the best standards-based practice they have access to.

Science

- ▶ The Nature of Science
 - ▶ What is the Scientific Method?
- ▶ Earth's Place in Space
 - ▶ How does the Earth Move in Space?
 - ▶ What are the Phases of the Moon?
- ▶ Rocks, Minerals, and Resources
 - ▶ What are the Types of Rocks?
 - ▶ What are Minerals?
 - ▶ How can we Identify and Classify a Rock?
 - ▶ How do living things use energy?
- ▶ Matter and Its Properties
 - ▶ What are the Physical Properties of Matter?
 - ▶ How can Matter be Changed?
- ▶ Energy and Its Uses
 - ▶ What are the Forms of Energy?
 - ▶ How do animals adapt to their environment?
- Life Cycles and Growth
 - ▶ How do Plants and Animals Reproduce?

Social Studies

Geography

- ▶ What do I know about places in the world and how to locate them on a map?
- ▶ Landmarks

Early Floridians

- ▶ Native Floridians and Their Treatment
- ▶ Spanish Rule of Florida
- ▶ Florida Becomes a State

Florida in The Civil War

- ▶ Florida's Role in the Civil War

The Growth of Florida

- ▶ Florida's Railroads
- ▶ Tourism and its Role in Florida's Economy

Math

- **Place Value to 100,000,000**
Rounding and Comparing
Add and Subtract large Numbers
- **Multiplication of Large Numbers**
- **Long Division**
- **Word Problems**
- **Fractions**
Add\Subtract\Multiply Fractions
Comparing and Ordering Fractions
Rename Mixed Numbers and Improper Fractions
Relate Fractions to Decimals and Money
- **Geometry**
Measure/Draw/Identify 5 types of Angles

How can you help your child to be successful with the Math Standards?

- Connect math to the real world.
- Practice multiplication facts
- Use everyday objects to allow your child to explore the concept of fractions. For example, have your describe two fractions that are equal using a measuring cup (filling a $\frac{1}{4}$ measuring cup two times is the same as filling one $\frac{1}{2}$ measuring cup).

Supporting Your Child in Math

The math our students learn can be much different than how we learned it. Rather than simply being asked to compute problems, students are often assessed on their understanding of mathematical skills through the use of word problems.

C. - Circle the numbers

U. - Underline the question

B. - Box key words

E. - Eliminate extra information

S. - Solve the problem

Supporting Your Child in Math

There are 23 students ~~in Ms. Perry's fourth grade class.~~
If each student has earned 38 Rocket Fuel this year,
how many Rocket Fuel has Ms. Perry distributed?

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- U. - Underline the question
- B. - Box key words
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Supporting Your Child in Math

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If **each** student has earned **38** Rocket Fuel this year,
how many Rocket Fuel has Ms. Perry distributed?

Using an area model

1. Write your numbers in expanded form.

$$20 + 3$$

$$30 + 8$$

2. Set up your area model

3. Multiply across rows

4. Add the partial products to find the final product

x	20	+	3
30	600		90
+			
8	160		24

$$600 + 160 + 90 + 24 = 874$$

Supporting Your Child in Math

Using the question cards at your table, practice using C.U.B.E.S. and the area model strategy with your child.

Using an area model

- C.** - Circle the numbers
- U.** - Underline the question
- B.** - Box key words
- E.** - Eliminate extra information
- S.** - Solve the problem

1. Write your numbers in expanded form.

$$20 + 3$$

$$30 + 8$$

2. Set up your area model
3. Multiply across rows
4. Add the partial products to find the final product

Thank You!

Questions? - Please grab a post-it note and add any questions to the “Parking Lot” on your way out. We will compile questions and send an email to you with answers.

Thank you for attending our 4th Grade Classroom Kickoff! With your continued support, your child will experience a successful fourth grade school year!