

4th Grade -Take a Look

January

Ms. DeRosa/ Mrs. Morton 4-103 and Mrs. Monjaras 4-316

READING

- ❖ Students will continue to work in the Nonfiction Unit in Reader's Workshop.
- ❖ Students will continue to be immersed in the genre by reading a variety of nonfiction text, including books and articles.
- ❖ During close reading of texts, students will be able to explain how an author uses various text structures to organize the text.
- ❖ In addition, students will analyze the text they read in order to identify the main idea of a text and see the author uses details to support the main idea.
- ❖ Students will be able to recognize cause and effect relationships and distinguish between firsthand and secondhand accounts.
- ❖ Students should read non-fiction texts/books at home to reinforce the skills they have learned in class.

MATH

- ❖ Students should continue to practice their multiplication and division facts at home.
- ❖ Fact fluency is crucial to their understanding of this chapter.
- ❖ We will be working on dividing four-digit numbers by one-digit with or without remainders.
- ❖ We will use different methods and strategies that may include diagrams and models to divide numbers.
- ❖ We will solve multi-step word problems using all four operations.
- ❖ When solving multi-step word problems, we will use equations to represent the unknown quantity.
- ❖ We will begin Chapter 6, Fractions and Mixed Numbers. Students will be able to understand fractions as part of a whole and explain why a fraction is equivalent to a fraction by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.

WRITING

- ❖ Students will work in the Nonfiction Unit in Writer's Workshop.
- ❖ Students will be writing an Informational Report based on our Social Studies curriculum.
- ❖ Students will apply their knowledge of text structures to organize their writing.
- ❖ They will summarize and paraphrase information and use content specific vocabulary throughout their writing piece.
- ❖ Students need to start researching information at home for their writing pieces.
- ❖ Students could get reading materials by visiting the library for specific books, using the internet to research their topic, and sharing their research with each other in their writing groups.
- ❖ In class, students will learn how to take notes and use the research they bring to develop their writing.
- ❖ Students are expected to apply feedback the teachers and peers provide during Writing Workshop to revise their writing.
- ❖ Please be aware that students should come to class prepared to write! This means that all reading for their report of information should be done at home in order to maximize our time together in class writing these reports.

SOCIAL STUDIES

- ❖ We will be completing our unit on Native Americans: First Inhabitants of New York State.
- ❖ We will then begin our third unit, Colonial and Revolutionary Periods.
- ❖ In this unit, students will understand how European exploration led to the colonization of the region that became New York State.
- ❖ They will see how in the early 1600s, Colonial New York was home to people from many different countries.
- ❖ They will understand and be able to explain how growing conflicts between England and the 13 Colonies were over issues of political and economic rights, which led to the American Revolution.
- ❖ Students will explain how New York played an important role during the American Revolution.

SCIENCE

- ❖ We will be completing our Energy Conversions Unit. Through hands on investigations students will understand how current electricity works.
- ❖ Students will applying all concepts learned throughout the unit to creating an argument about possible solutions to the Ergstown blackout.
- ❖ We will then begin our second unit, Animals and Plants in the Environment.
- ❖ In this Unit, students are introduced to the idea that plants and animals play an important role in their environments. Students will see how living things adapt to their environment and then be able to see how living things interact and depend on one another for survival.
- ❖ Students will engage in activities in which they identify the characteristics of living and non-living things.
- ❖ They will classify living or non-living things as producers, predators, prey or decomposers. Through their understanding of how living things interact and depend on each other, students will write a report of information where they will develop an argument which explains how humans influence and affect ecosystems.