

4th Grade -Take a Look

March

Mrs. Monjaras 4-102, Mrs. DeRosa 4-103 and Mrs. Morton/Mrs. Gibbs 4-316

READING

Opinion Unit

- ✿ Students will read a variety of nonfiction texts, specifically articles on the topics they will be choosing to use for their opinion writing piece.
- ✿ They will be identifying the author's position on a topic, determining their own opinions, and understanding a different perspective other than their own on specific topics.
- ✿ During close reading of texts, students will be able to explain how an author uses reasons and evidence to support particular points in a text.
- ✿ They will answer various level questions (literal, interpretive and evaluative) by citing specific text details and examples in a text.
- ✿ In addition, students will determine the meaning of unfamiliar words by using sentence level context and determine the meaning of figurative language.
- ✿ Students should still be reading nonfiction texts/books at home to reinforce the skills they have learned in class.

WRITING

Opinion Unit

- ✿ Students will be given four topics to choose from to write their Opinion Feature Article.
- ✿ These topics are: Animals in Captivity, Screen Time, and the Use of Water Bottles.
- ✿ Students need to write a thesis statement that clearly introduces their topic and states their opinion based on their chosen topic.
- ✿ They will need to provide additional research, other than the articles they read in class, in order to support their opinion which are supported by facts, details and other information (i.e. charts, graphs and pictures).
- ✿ Students will apply their knowledge of text structure to organize their writing.
- ✿ They will summarize and paraphrase information, and use content specific vocabulary throughout their writing piece.
- ✿ Students will conclude their writing by including statements related to their opinions.

MATH

- ✿ Students should continue to practice their multiplication and division facts at home especially if they are not fluent with their facts.
- ✿ Fact fluency is crucial to their understanding of our mathematical concepts.
- ✿ We will begin Chapter 9 and work our way through chapters 10, 11, 12, and 13.
- ✿ There will be an assessment when we complete chapter 13.
- ✿ In these chapters, students will be able to understand measuring and drawing angles, drawing parallel and perpendicular lines, identifying the properties of polygons, finding the area and perimeter of squares and rectangles, which also includes composite figures, and symmetry.

SOCIAL STUDIES

- ✿ We will be working on our Third Unit of Study, "Colonial and Revolutionary Periods".
- ✿ 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

In our first chapter, students are introduced to the idea that animals have sensory structures that help them survive. Then, they consider how animals gather information about their environment and how this information helps animals find prey or escape predators. Students will engage in hands-on activities, in which students explore their own senses, and read a book about investigating animal senses. Through these activities students will discover that animals need light for vision and that this light provides information about the environment.