



GRADE 4



CURRICULUM PRESENTATION

2020-2021

4-301 Ms. Gao & Ms. Stone

4-306 Ms. Drapala

4-202 Mrs. Lutrario

WELCOME!

Hello families and welcome to 4th grade! We know this start to the year is certainly different than others we have experienced, but we are dedicated to making sure that students will have a fulfilling, exciting school year despite its new challenges. We will work together as a team to navigate through these unprecedented times. Please know that all the 4th grade teachers are here to support students and families.

COHORT OVERVIEW

This year, there will be three cohorts of students throughout the grade. Mondays are fully remote for all students.

Cohort A (Hybrid): Attends school in person on Tuesdays and Wednesdays, remote on Thursdays and Fridays.

Cohort B (Hybrid): Attends school in person on Thursdays and Fridays, remote on Tuesdays and Wednesdays.

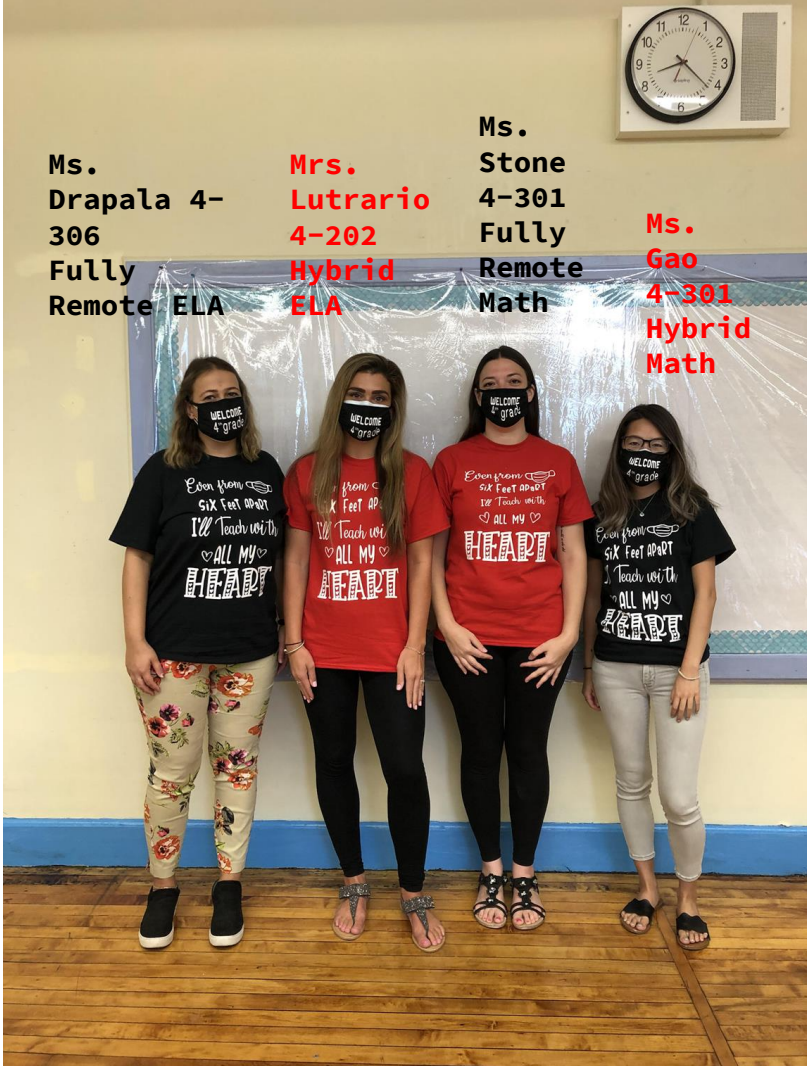
Cohort C (Fully Remote): These students are fully remote all days of the school week.

Ms.
Drapala 4-
306
Fully
Remote ELA

Mrs.
Lutrario
4-202
Hybrid
ELA

Ms.
Stone
4-301
Fully
Remote
Math

Ms.
Gao
4-301
Hybrid
Math



MEET YOUR 4TH GRADE TEACHERS!

TEACHERS

- This year, teachers in 4th grade will be working as a team to teach. This is to ensure that all students – fully remote and hybrid, are able to see teachers teach lessons and access learning content.
- **Fully remote students** will see **Ms. Drapala** for ELA and **Ms. Stone** for math
- On the days that they are home, **Hybrid students** will see **Mrs. Lutrario** for ELA and **Ms. Gao** for math. When students are in person, they will have subjects with their usual homeroom classroom teacher

I LEARN

- This year, P.S. 39 will be using the learning platform iLearn for students to access asynchronous learning materials/schedules/links. Students sign in to this platform with their DOE username and password. There is an FAQ at this location:

<https://www.schools.nyc.gov/learning/programs/ilearnnyc>

- If needed, further technical assistance can be accessed via iLearnNYC - (718-935-3075)
- Additional information on your child's student account can be found at this location:

<https://www.schools.nyc.gov/learning/learn-at-home/technical-tools-and-support/doe-student-accounts>

LIVE MEETINGS

- 4th grade students will be accessing live meetings via DOE Zoom. * Please note that you must be signed out of all other accounts - Gmail etc. - to be able for your child to sign in with their DOE username.
- To maximize all of our time together, please make sure your child is on time for live meetings.
- For safety measures, student will not be allowed entry in to Zoom class meetings if their first and last name is not their Zoom name.
- Students should be logged in to TeachHub to access DOE Zoom.
- Further DOE Zoom help can be found here:

<https://infohub.nyced.org/working-with-the-doe/covid-19-resources/teach-from-home-technology/how-to-sign-into-zoom>

CURRICULUM OVERVIEW

Math: Teachers will be utilizing the Grade 4 Engage NY Math Modules. This curriculum can be accessed entirely online.

<https://www.engageny.org/resource/grade-4-mathematics>

Modules Taught in 4th Grade:

- **Place Value**
- **Metric measurement**
- **Multiplication and Division**
- **Angles measures and plane figures**
- **Fraction equivalence, ordering, and operations**
- **Decimal fractions**
- **Measurement with multiplication**

MATH PRIORITY STANDARDS 2020-2021

Considerations for Addressing <u>PRIORITY</u> Grade-Level Content	
The clusters and standards listed in this table name the priority instructional content for grade 4. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/Standards	Considerations
4.OA.A	No special considerations for curricula well aligned to analyzing and solving multi-step word problems with the four operations (4.OA.3), and extending multiplicative thinking beyond grade 3 to solve problems involving comparison and the idea of times-as-many/times-as-much (4.OA.2).
4.NBT.A	No special considerations for curricula well aligned to generalizing place value understanding, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.
4.NF.A	No special considerations for curricula well aligned to fraction equivalence and ordering, as detailed in this cluster. <i>Incorporate</i> some foundational work on simple equivalent fractions (3.NF.A.3). Time spent on instruction and practice should NOT be reduced.
4.NF.C	No special considerations for curricula well aligned to concepts of decimal fractions, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.

Considerations for Addressing <u>REMAINING</u> Grade-Level Content	
The clusters and standards listed in this table represent the remainder of grade 4 grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/Standards	Considerations
4.OA.B	<i>Incorporate</i> opportunities to solidify the fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work of gaining familiarity with factors and multiples.

MATH PRIORITY STANDARDS 2020-2021

4.OA.C	<i>Eliminate</i> lessons on generating and analyzing patterns.
4.NBT.B*	<p>In relation to fluency expectations for subtracting multi-digit numbers, <i>emphasize</i> problems with only one regrouping step (4.NBT.B.4), in order to reduce algorithmic complexity.</p> <p><i>Incorporate</i> fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work on multi-digit multiplication and division (4.NBT.5 & 6). (Note that there are no fluency expectations for multi-digit multiplication or division in grade 4; repetitive fluency exercises are not required.)</p>
4.NF.B*	<p><i>Emphasize</i> reasoning with unit fractions to determine sums and products, not committing calculation rules to memory or engaging in repetitive fluency exercises.</p> <p><i>Incorporate</i> some foundational work on the meaning of the unit fraction (3.NF.A.1 & 2), especially through partitioning the whole on a number line diagram.</p>
4.MD.A.1	No special considerations for curricula well aligned to measurement conversion, as detailed in this standard. Time spent on instruction and practice should not exceed what would be spent in a typical year.
4.MD.A.2 4.MD.A.3	<i>Combine</i> lessons on problems involving measurement, except for those on measurement conversion (see 4.MD.A.1). <i>Limit</i> the amount of required student practice.
4.MD.B	<i>Eliminate</i> lessons and problems that do not strongly reinforce the fraction work of this grade (4.NF).
4.MD.C.5 4.MD.C.6	<i>Emphasize</i> the foundational understanding of a one-degree angle as a unit of measure (4.MD.C.5a) and use that as the basis for measuring and drawing angles with protractors (4.MD.C.6).
4.MD.C.7	<i>Eliminate</i> lessons on recognizing angle measure as additive.
4.G.A	<i>Combine</i> lessons on drawing and identifying lines and angles and classifying shapes by properties. <i>Limit</i> the amount of required student practice.

CURRICULUM OVERVIEW

ELA - Reading and Writing: Teachers will be utilizing the Teachers College Reading and Writing Units of Study. Reading and/or Writing will be taught daily. Teachers will teach a lesson from the reading curriculum one day, a lesson from the writing curriculum the next, and will follow this pattern to ensure students have equitable time with both components of ELA.

Topics Taught in 4th Grade:

-Personal essay

-Character unit

-Informational writing

-Non-fiction reading

-Literary essay

-Historical fiction

-Realistic fiction

Build Knowledge Through Reading, Writing, and Speaking about Topics Under Study in ELA, History, Science, and Technical Subjects

Regular Reading of Multiple Texts and Media on a Range of Conceptually Related Topics

See W.8 for specific guidance from each of grades 4–5 – Research and Wide Reading on Topics; CCSS-Distribution of Literary and Informational Passages.

Considerations for Instructional Content and Practices

- Choose content-rich informational texts that are topically connected to the anchor texts or topic under study to build students' knowledge about the topic and maximize their breadth of exposure to academic vocabulary.
- Offer students texts that span a range of complexity levels so they can read the texts independently, with peers, or with modest support.*³¹ This should include a balance of literature and informational texts across content areas of ELA, science, history, the arts, and technical subjects.

Grade	Literary	Informational
4–5	50%	50%

Regular Research, Discussion, and Writing About Topics

See W.8 for specific guidance from each grade level – Research and Wide Reading on Topics. See SL.1 for specific guidance from each of grades 4–5 – Conversations and Collaborations Centered on Evidence and Research. See also RI.9 from each of grades 4–5 – Integrating Information and Knowledge From Texts on the Same Topic.

Considerations for Instructional Content and Practices

- Ask students regularly to research, then express—orally and in writing—information gained from multiple texts and auxiliary resources (e.g., illustrations, video clips, maps) to build knowledge on a topic.*
- Promote independent reading, by providing options for students to choose topically connected texts. (These can be driven by student interest, topic of anchor text, and course content.)*

- Integrate what students have just read (and learned) with what they have previously read (and learned) to build a more coherent understanding of a topic. Design collaborative, small-group, or partner discussions on topics for students to process and extend their learning.*
- Add lightweight student accountability for regularly engaging in a volume of reading both assigned (related to the topics and themes being studied) and texts chosen by students.

Facilitate SEAD Through Research, Writing, and Speaking About a Volume of Topically Connected Texts

Sample actions for how SEAD can be effectively integrated in ELA/literacy instruction:

- Ensure instruction and materials are responsive to students' existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Anchor topical knowledge building in collaborative opportunities for students to conduct research while practicing cooperation, communication, innovation, reflection, self-regulation, and empathy.
- Create space and opportunity for students to identify and explore their own interests and fascinations.
- Develop and strengthen writing in response to feedback from others or after recognizing independently that another approach is indicated in light of audience and purpose.

Rationale and Research

Regular Reading of Multiple Texts and Media on a Range of Conceptually Related Topics

- Knowledge of a subject aids thinking, memory, and learning of new information (Willingham, 2006).
- Reading ability and knowledge about the world are tightly connected (Kintsch, 1998).
- Students' knowledge of the topic has been shown to have a greater impact on reading comprehension than generalized reading ability (Recht & Leslie, 1988).
- Informational texts are excellent sources from which students can learn about the world and how things work; they can be used to systematically build students' cumulative knowledge over time (Hirsch, 2006).

Regular Research, Discussion, and Writing About Topics

- Building knowledge and domain-specific vocabulary play an essential role in the literacy development of students. To build this essential knowledge and vocabulary, students must read, analyze, discuss, and write about a range of conceptually coherent topics (Cervetti et al., 2016; Landauer & Dumais, 1997).
- It is through volume and range of writing that students gain mastery of a variety of writing skills and applications (Burke & Gilmore, 2015; Willingham, 2010). When students do the grappling and the heavy-lifting, new skills and content stick.
- Students learn significantly more vocabulary when they read texts about conceptually coherent topics for a period of time (Cervetti et al., 2016; Landauer & Dumais, 1997).

CURRICULUM OVERVIEW

Social Studies: We will be following the Passport Curriculum. Students will be engaging in Project Based Learning. During asynchronous time, students can work on projects related to assigned topics. We are expecting one project per month. Student will be given a choice board each month, in correlation with our Social Studies topic.

Topics Discussed this Year:

- NYS Geography
- Native Americans
- Colonial America and The American Revolution
- The Constitution and The New Nation

CURRICULUM OVERVIEW

SEL: Students will be participating in morning meetings as well as asynchronous SEL assignments (journals, prompts, etc.).

Topics We Will Discuss:

**-Building Community
Solving**

-Problem

-Feelings

-Diversity/countering

-Bullying

-Making a difference

COMMUNICATION

The best way to reach us is through email:

lstone@ps39.org

sgao@ps39.org

llutrario@ps39.org

mdrapala@ps39.org

Please note that emails will be responded to within our 8:00AM–3:00PM weekday work hours.