



5:00


Welcome to 4th Grade Curriculum Night!

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Lauren Vasquez**

A Day in the Life of a 4th Grader

Here is a sample schedule:

Period 1:	Morning Meeting
Period 2:	ELA
Period 3:	ELA
Period 4:	Lunch and Recess
Period 5:	Math
Period 6:	Speciality
Period 7:	Social Studies



Social and Emotional Learning



K, G & G

Kind, Gentle & Grateful

- There's a school wide push for K,G,G this year.
- As a grade we will have many opportunities throughout the year to practice being K,G,G.

JOY

npr

Joy Generator

Feeling blah? Science shows you can boost happiness by taking time for small moments of delight. We've got ideas to try out right now. So let's play!

<https://apps.npr.org/joy-generator/#story=intro&page=0>

Math

4th Grade Math Curriculum

1. Place Value Concepts for Addition & Subtraction
2. Place Value Concepts for Multiplication and Division
3. Multiplication and Division of Multi-Digit Numbers
4. Foundations for Fraction Operations
5. Angle Measurements and Plane Figures
6. Place Value Concepts for Decimal Fractions

Fluency: Multiplication & Division

- Multiplication Fact Fluency is very important. Please take some time at home to practice basic multiplication and division facts through 12.
- <https://www.commoncoresheets.com/>
- <https://www.math-aids.com/>
- Flash cards

Apply Workbook: Offers further practice and reinforcement of math concepts learned in class

- **Family Math**: a letter describing the major concepts
- **Practice**: additional problems to practice at home
- **Practice Partners**: takes students through the thinking of a hypothetical partner solving problems similar to those in the book

FAMILY MATH
Place Value and Comparison within 1,000,000

Module 1
Topic 8

Dear Family,

In previous grades, your students learned about place value for numbers up to 1,000. Using that knowledge, your student explores counting with large sums of money as a context for understanding large numbers. They learn to read, write, and compare numbers up to 1,000,000. They also connect recent learning about times as much to realize that a digit represents 10 times the value of the same digit in the place to its right. A strong sense of place value understanding helps your student add, subtract, multiply, and divide with large numbers later this year.

Key Terms
hundred thousand
million
ten thousand
10 times as much

A place value chart organizes numbers and shows the relationships between place value units.

thousands	hundreds	tens	ones
56,348			

$50,000 + 6,000 + 300 + 40 + 8$
56 thousand 348
56 thousands 3 hundreds 4 tens 8 ones

10 times as much as 3 tens is 3 hundreds.
 $10 \times 30 = 300$
3 hundreds is 10 times as much as 3 tens.
 $300 = 10 \times 30$

Writing numbers in various forms, such as in standard form, expanded form, word form, and unit form, enables flexible thinking.

EURIKA MATH[™] 4 • M1 • T8 • Lesson 5

Name _____ Date _____

Use the place value disks to help you complete the equation.

1. $100,000 \leftarrow 10,000$
_____ thousand = 10 hundreds

2. $10,000 \leftarrow 1,000$
1 _____ = 10 thousands

3. $100,000 \leftarrow 10,000$
_____ = 10 ten thousands

4. $100,000 \leftarrow 1,000$
_____ = 10 hundred thousands

Name _____ Date _____

Use the place value disks to help you complete the equation.

1. $100,000 \leftarrow 10,000$
_____ hundred thousand = 10 ten thousands

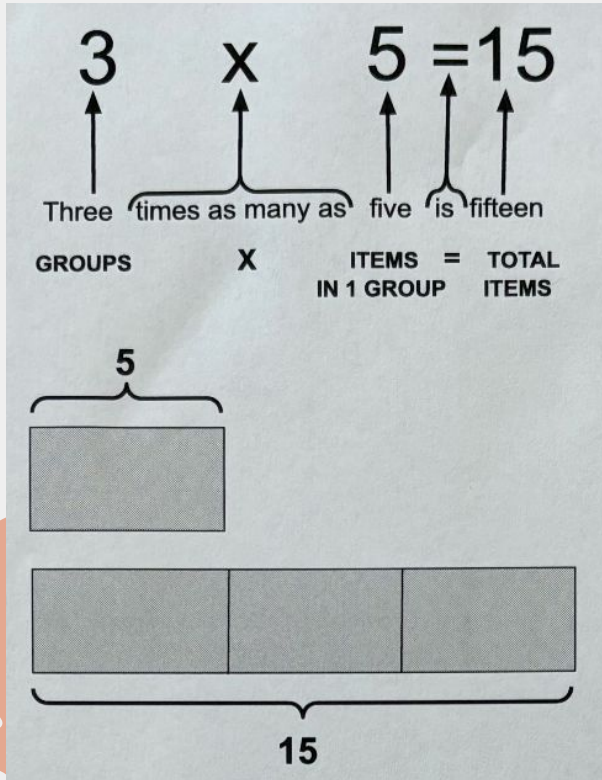
Ten thousand is a place value unit composed of 10 thousands.
Hundred thousand is a place value unit composed of 10 ten thousands.

I know I can bundle 10 of a smaller unit to make 1 of the next larger unit.
There are 10 ten thousands.
I find ten thousands. The next larger unit is hundred thousands.
Six larger units.

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
1,000,000	100,000	10,000	1,000	100	10	1

I can bundle and rename 10 ten thousands as 1 hundred thousand.

Multiplicative Comparison



Draw a Tape Diagram and write an Equation for each of the following:

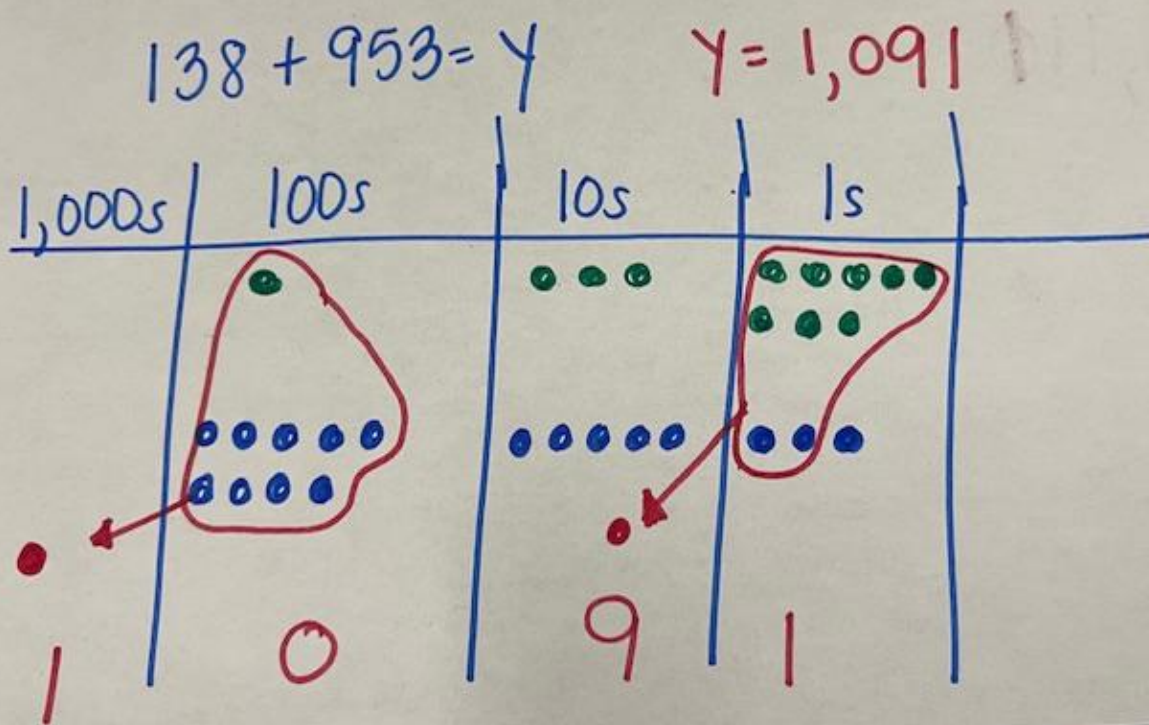
5 times as large as 4

Carter's plant is 3 times as large as Jaden's plant. Jaden's plant is 7 inches tall. How tall is Carter's plant?


$$138 + 953 = y$$

$$138 + 953 = y$$

Place
Value
Chart



138 + 953 = y

Standard

$$\begin{array}{r} 138 \\ +953 \\ \hline 1,091 \end{array}$$

But first...

expanded

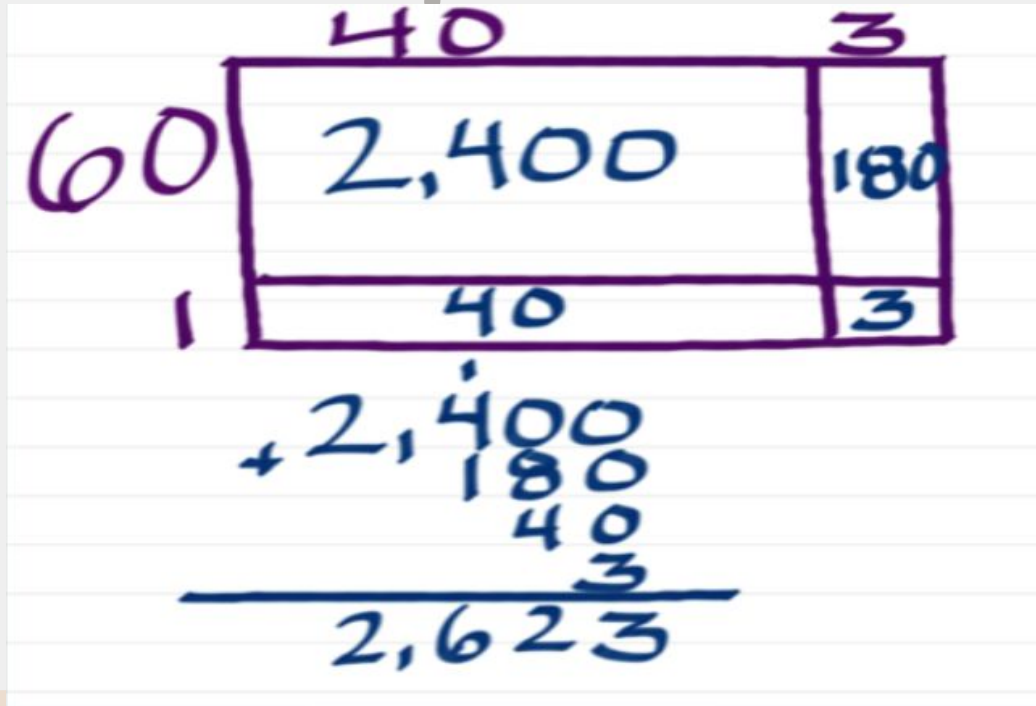
$$\begin{aligned} 100 + 900 &= 1,000 \\ 30 + 50 &= 80 \\ 8 + 3 &= 11 \end{aligned}$$
$$1,000 + 80 + 11 = 1,091$$

adding on by place value

Standard algorithm in expanded form

$$\begin{array}{r} 100 + 30 + 8 \\ + 900 + 50 + 3 \\ \hline 1,000 + 90 + 1 \end{array}$$

Area Model of Multiplication



Expanded Form of Multiplication (Partial Products)

$$61 \rightarrow 60 + 1$$

$$43 \rightarrow 40 + 3$$

$$\begin{array}{r} 60 + 1 \\ \times 40 + 3 \\ \hline \end{array}$$

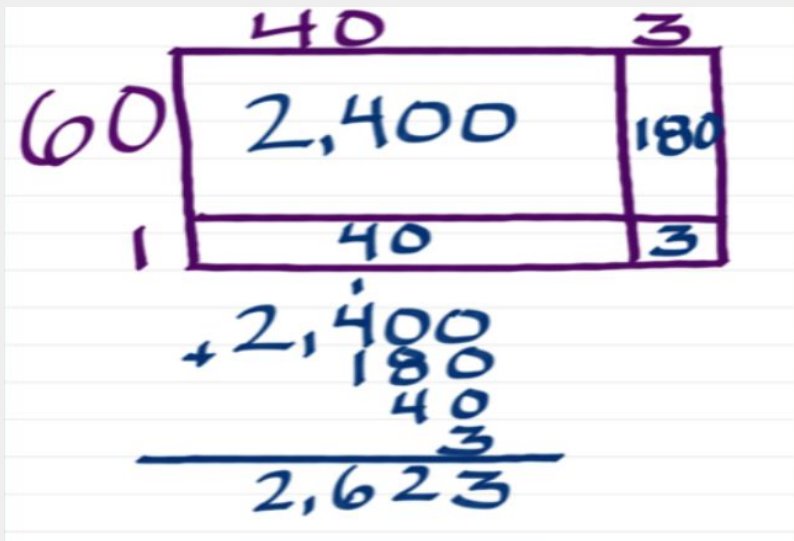
$$\begin{array}{r} 180 \\ 40 \\ \hline 2400 \\ \hline 2623 \end{array}$$

Standard Algorithm of Multiplication

$$\begin{array}{r} 61 \\ \times 43 \\ \hline 183 \\ 2440 \\ \hline 2623 \end{array}$$

What do you notice?

Area Model

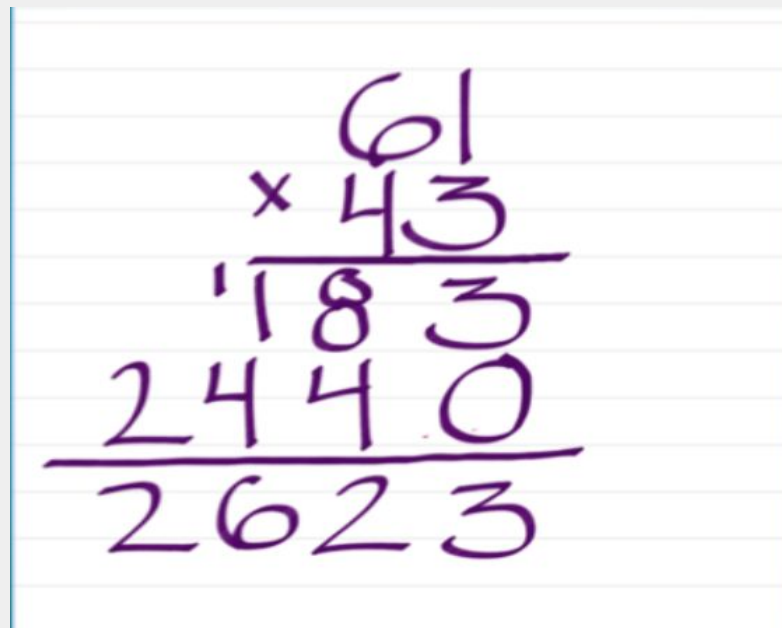


The area model shows a large rectangle divided into four smaller rectangles. The top-left rectangle has dimensions 60 by 40 and an area of 2,400. The top-right rectangle has dimensions 60 by 3 and an area of 180. The bottom-left rectangle has dimensions 1 by 40 and an area of 40. The bottom-right rectangle has dimensions 1 by 3 and an area of 3. Below the rectangles is a vertical addition of these areas: 2,400 + 180 + 40 + 3 = 2,623.

60	40	3
	2,400	180
1	40	3

$$\begin{array}{r} + 2,400 \\ \quad 180 \\ \quad \quad 40 \\ \quad \quad \quad 3 \\ \hline 2,623 \end{array}$$

Standard Algorithm

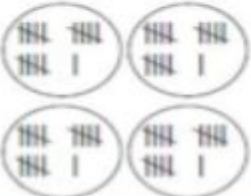
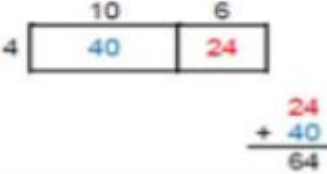
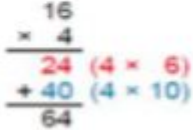


The standard algorithm shows the multiplication of 61 by 43. First, 61 is multiplied by 3 to get 183. Then, 61 is multiplied by 40 to get 2440. The two partial products are added to get the final result, 2623.

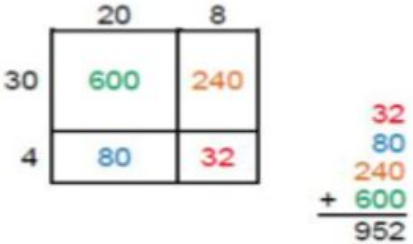
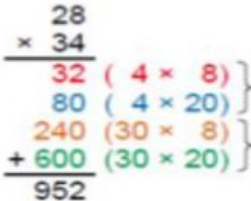
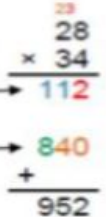
$$\begin{array}{r} 61 \\ \times 43 \\ \hline 183 \\ 2440 \\ \hline 2623 \end{array}$$

Progression of Multiplication Strategies

Grade 3 Progression of Multiplication Strategies

Circles and Stars	Area Model	Partial-Products
4×16 	4×16 	4×16 

Grades 4 & 5 Progression of Multiplication Strategies

Area Model	Partial-Products	U.S. Standard Algorithm
34×28 	34×28 	34×28 

Knowledge-Building Curriculum

An approach to instruction that aims to systematically grow students' knowledge about the world.



NYC Public School Literacy Shifts K-5

TO THESE SCIENCE OF READING-INFORMED PRACTICES

Systematic, explicit phonics instruction

Use of decodable texts (K-2)

Small group, differentiated instruction
based on need

Explicit instruction and practice in fluency

Assessing reading with universal
screening, secondary diagnostics, and
additional formative assessments

Adoption of research-based, high-quality
curricula

Direct, explicit instruction in service of
comprehension

Explicit, systematic and cumulative
writing instruction, integrated with
reading

4th Grade ELA Units (Wit and Wisdom)

Module 1: A Great Heart

- *What does it mean to have a great heart, literally and figuratively?*

Module 2: Extreme Settings

- *How does a challenging setting or physical environment change a person?*

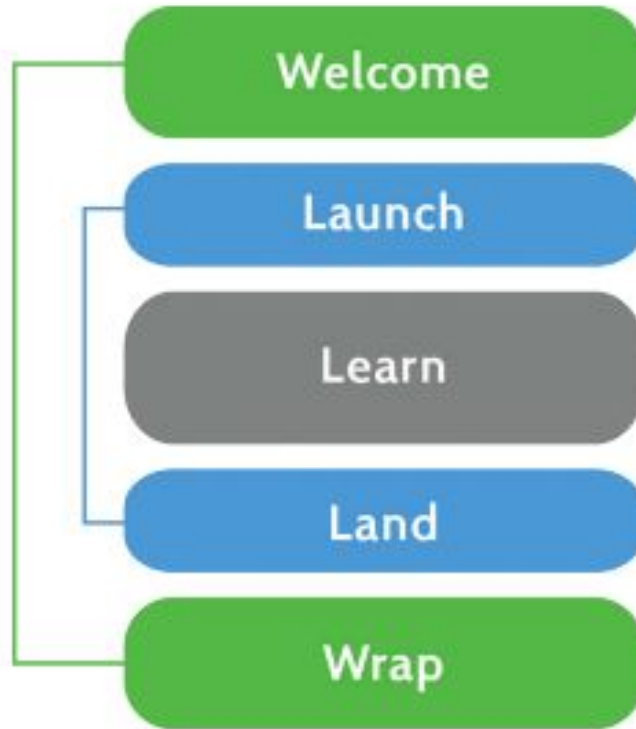
Module 3: The Redcoats are Coming!

- *Why is it important to understand all sides of a story?*

Module 4: Myth Making

- *What can we learn from myths and stories?*

Components of a Wit & Wisdom Lesson



Lesson Section	Typical Time Allocated	Description
Welcome	5 min.	Students independently engage in a task that prepares them for the lesson's learning.
Launch	3 min.	The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology, or making connections to the Focusing Question, Essential Question, and/or text. The teacher ensures student understanding of the lesson's Learning Goals.
Learn	60 min.	Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle, both independently and with peers, and as they develop skills and knowledge needed to answer the lesson's Content Framing Question.
Land	5 min.	The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question.
Wrap	2 min.	The teacher directs closing activities,
Deep Dive	15 min.	The teacher supports students' learning of vocabulary or style and conventions. The Deep Dive is also organized into Launch, Learn, and Land sections.
Total Lesson Time = 90 min.		

Core Practices



QUESTIONING

Students monitor their understanding of the text by recording questions they have about it.

ANNOTATING

While independently reading a text or section of text, students make notes with common annotations

SUMMARIZING

Students summarize texts, or sections of longer texts, and reflect as they summarize to determine the main topic/idea or central idea of what they are reading

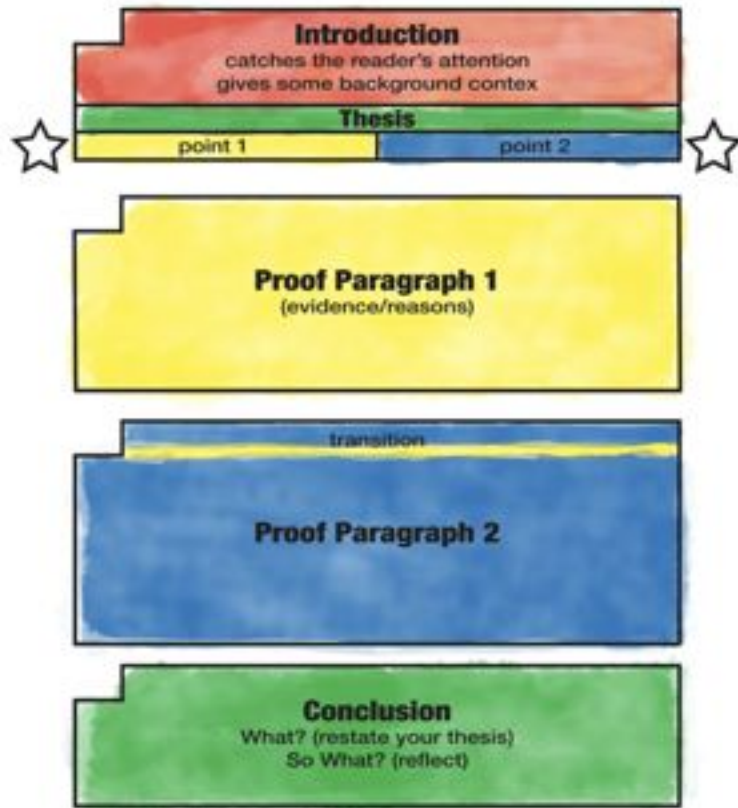
COLLECTING EVIDENCE

The purposeful collecting of evidence serves as the bridge from reading to writing. Students collect evidence during reading when they question and annotate. The Core Practice formalizes the process, pinpointing the period when students collect evidence in response to a specific prompt, task, or question.

Wit & Wisdom Approach to Writing

Supported gradual release of a strategy Independent	Examine: Students analyze how an exemplar models one or more writing strategies. The exemplar can come from authentic texts, class collaborative writing, or a module resource.
	Experiment: Students practice applying a target strategy. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic.
	Execute: Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.
	Excel: Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing.

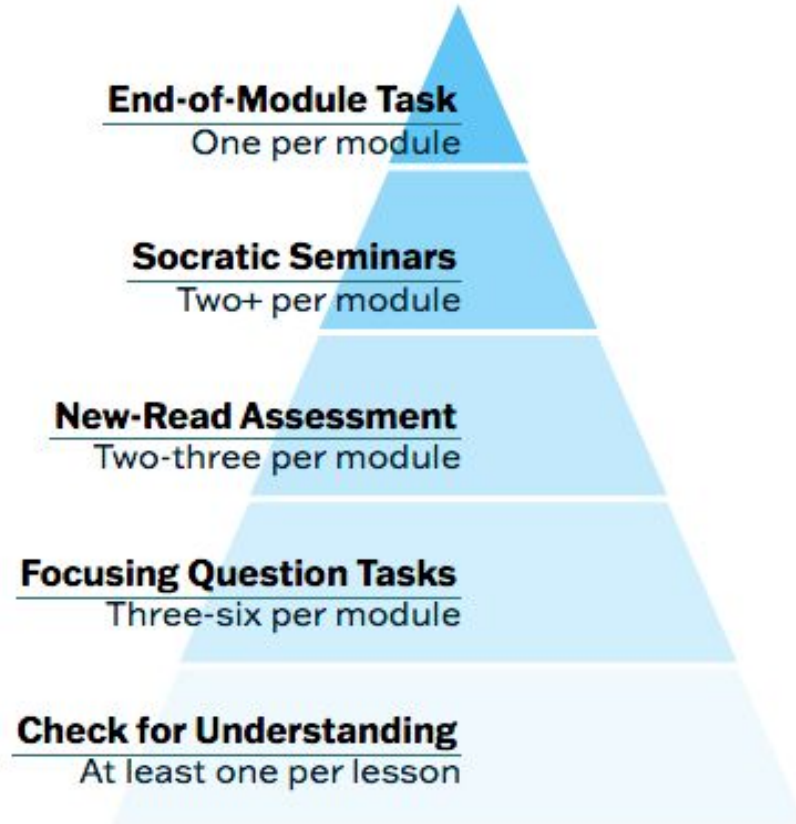
The Painted Essay



Experiment: Scaffolded paragraph writing

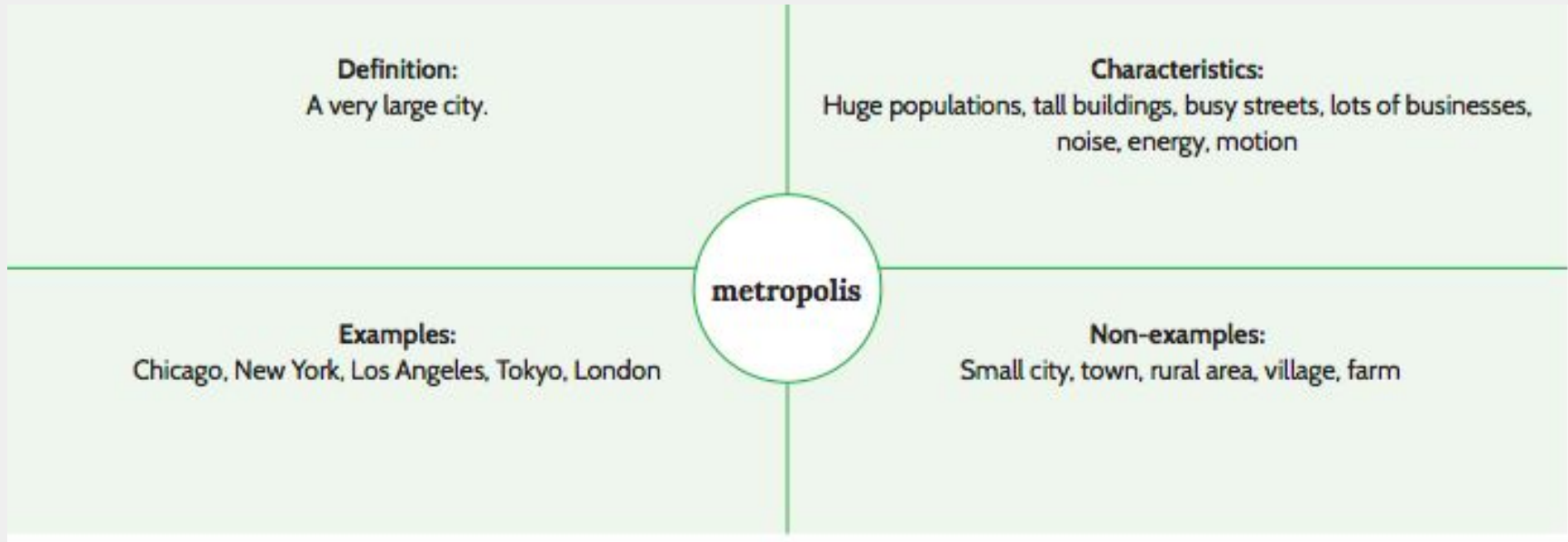
Helen Keller, a famous activist for disability rights, once said, "The best and most beautiful things in the world cannot be seen or touched - they must be felt with the heart." Helen Keller showed great heart because she was brave and generous. She went to college and traveled all over the world, even though she could not see or hear. This shows she was brave. She not only worked to make her own life better but also worked for equal treatment of people who are blind and deaf. She raised money for many organizations. This demonstrates that she was generous. In conclusion, Helen Keller was a great hearted person who changed the world by being brave . Her great heart made the world a better place to live.

How will your child be assessed?



Vocabulary Instruction Examples

Frayer Models



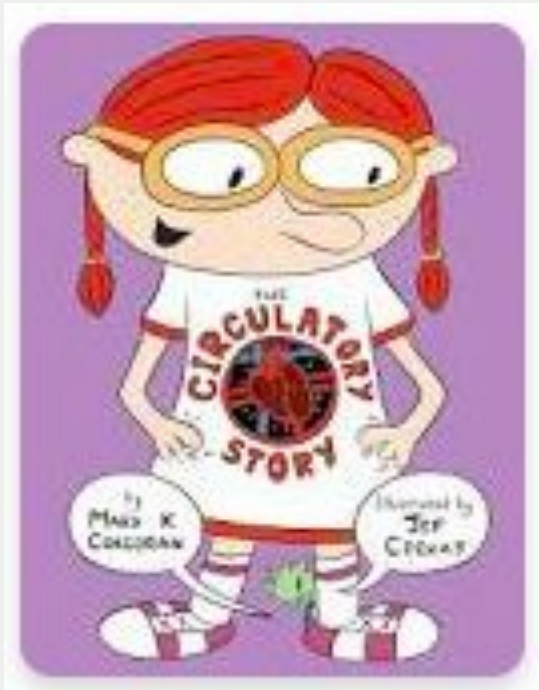
Morpheme Matrix

re de	con	struct "build"	s ed ing ion or		
in	de		ive	ly ity ness	
in od sub super infra			ure	es ed ing	
				al	ly ism ist

Module 1: A Great Heart

*All students will be reading the same text
(with accommodations and extensions as needed)*

Nonfiction Text: The Circulatory Story



Fiction Text: Love That Dog



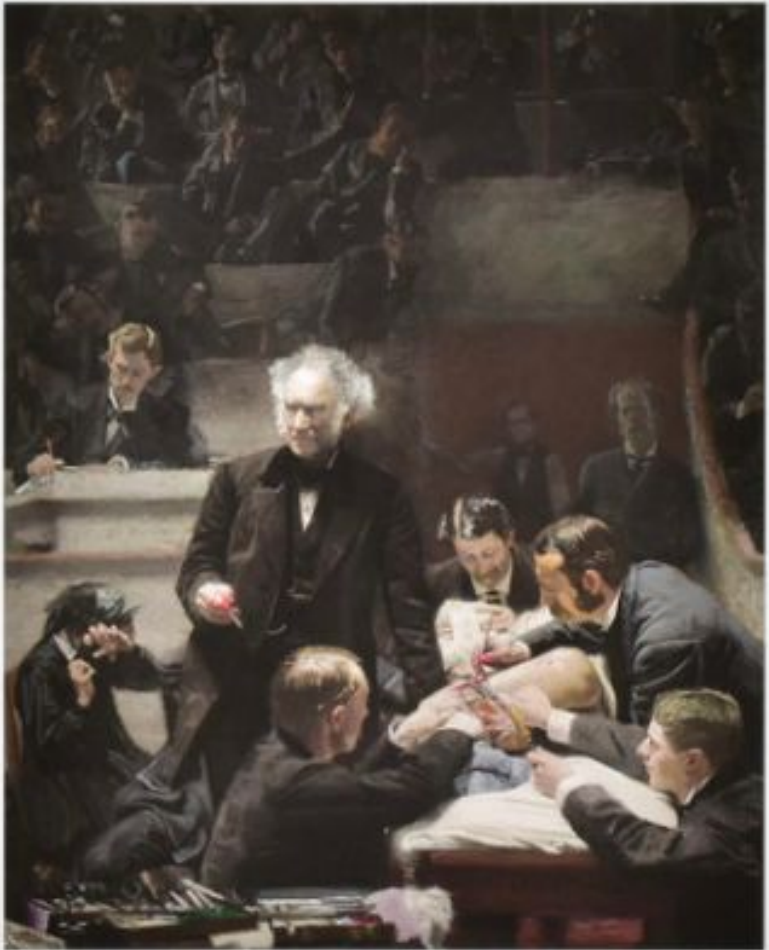
The Impact of Visual Art Instruction

-visual literacy

-intentional exposure to great works of art

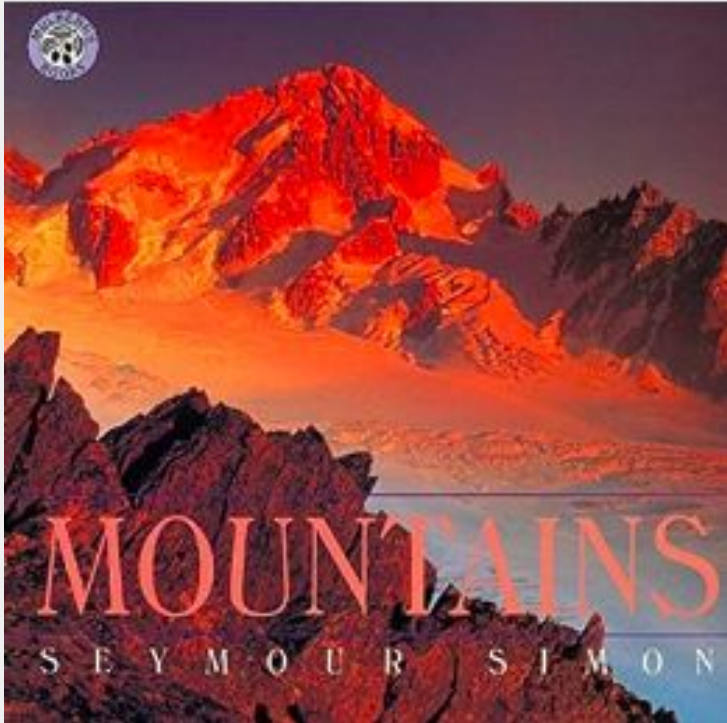
-build understanding, appreciation, and awareness of the ways in which the elements of visual language influence people and the world of ideas

-many of the selected works represent a wide cultural vocabulary, providing students with a common visual experience to carry throughout their lives as educated citizens

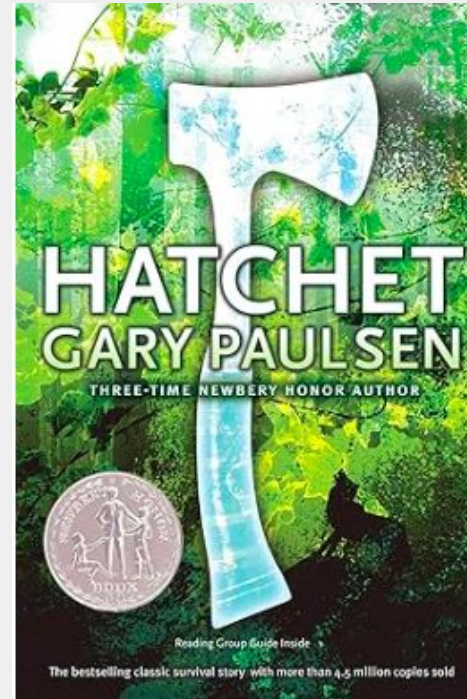


Module 2: Extreme Settings

Nonfiction Text: Mountains



Fiction Text: Hatchet

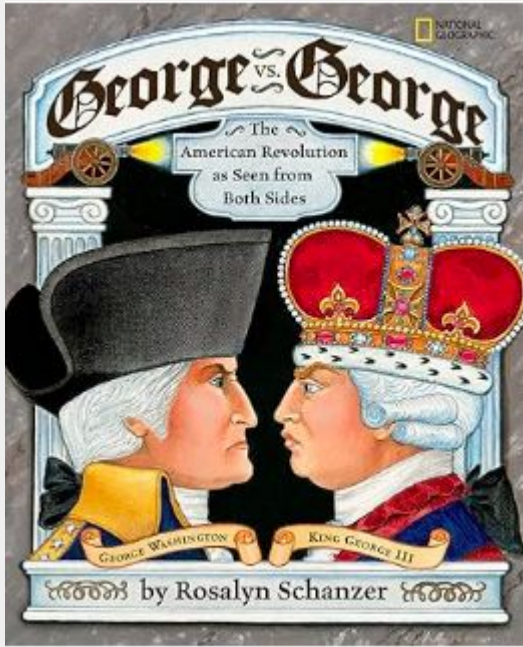


Fallingwater, Frank Lloyd Wright

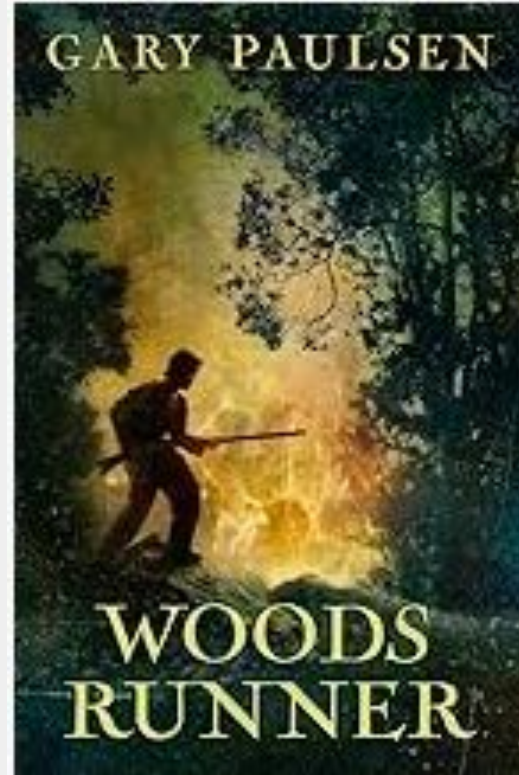


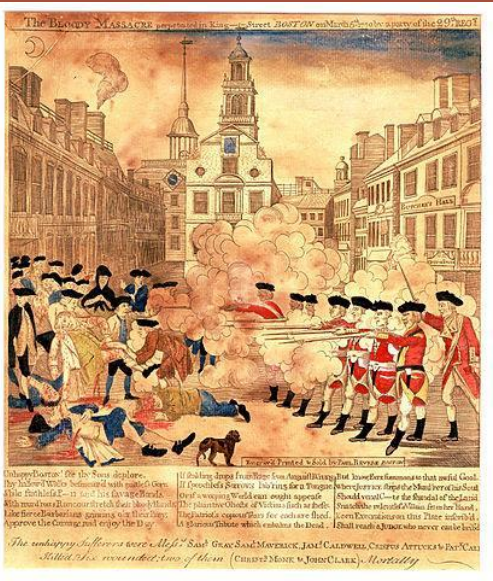
Module 3: The Redcoats are Coming

Nonfiction Text: George vs
George: The American Revolution
as Seen from Both Sides



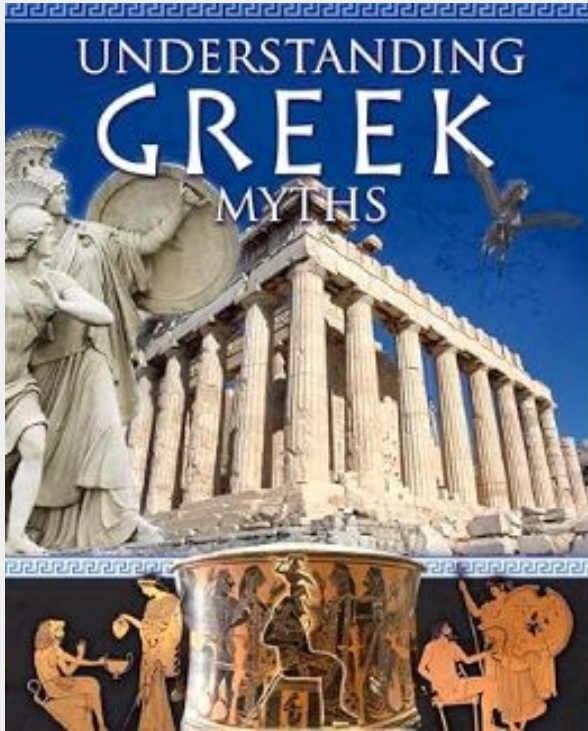
Fiction Text: Woods Runner



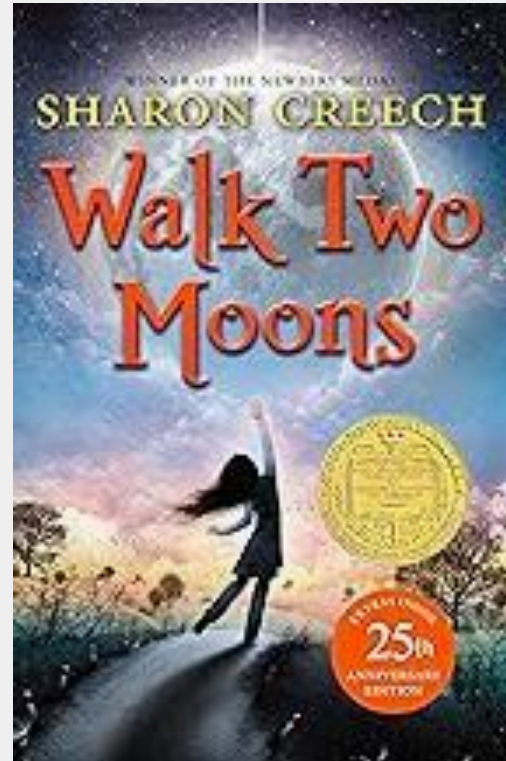


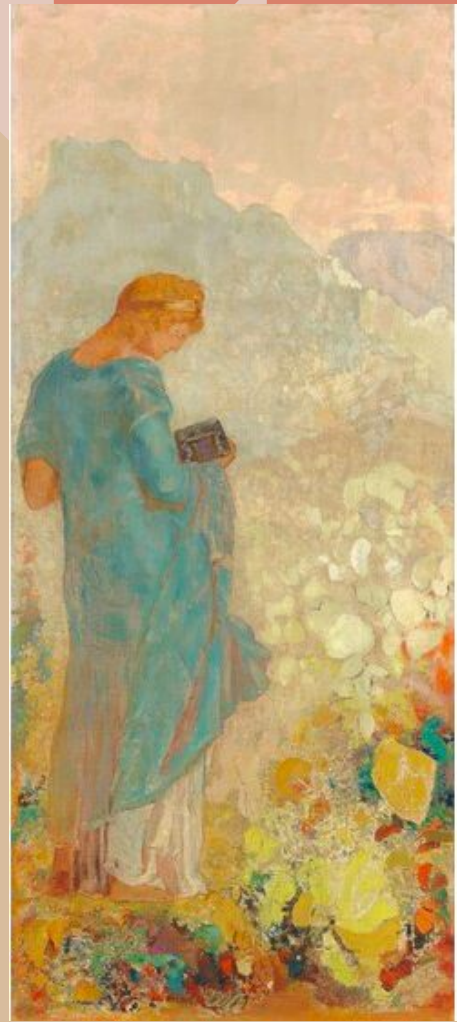
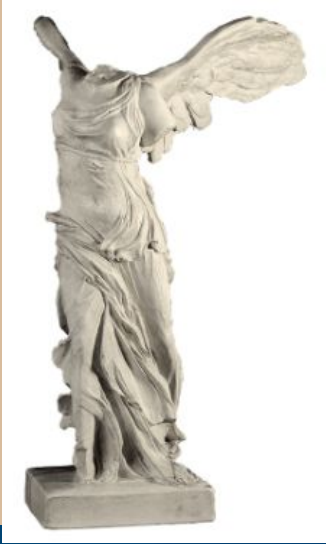
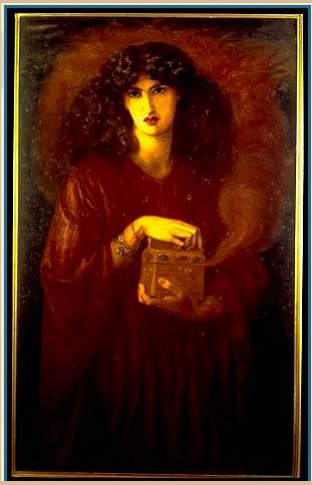
Module 4: Myth Making

Nonfiction Text: Understanding Greek Myths



Fiction Text: Walk Two Moons





WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: A Great Heart

Module 2: Extreme Settings

Module 3: The Redcoats Are Coming!

Module 4: Myth Making

In Module 1, we will examine the complexity of the human heart. Not only is the heart a biological wonder, it is also a symbol of human emotions. We will explore what it means to have a “great heart,” both literally and figuratively.

OUR CLASS WILL READ THESE BOOKS

Novel

- *Love That Dog*, Sharon Creech

Poems

- “The Red Wheelbarrow,” William Carlos Williams
- “Stopping by Woods on a Snowy Evening,” Robert Frost
- “The Pasture,” Robert Frost
- “Love That Boy,” Walter Dean Myers
- “dog,” Valerie Worth
- “Heart to Heart,” Rita Dove

Picture Book

- *The Circulatory Story*, Mary K. Corcoran

OUR CLASS WILL EXAMINE THIS PAINTING

- *The Clinic of Dr. Gross*, Thomas Eakins

OUR CLASS WILL WATCH THIS VIDEO

- “Exploring the Heart: The Circulatory System”

OUR CLASS WILL ASK THESE QUESTIONS

- How does someone show a great heart, figuratively?
- What is a great heart, literally?
- How do the characters in *Love That Dog* show characteristics of great heart?
- What does it mean to have a great heart, literally and figuratively?

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

- *Clara and Davie*, Patricia Polacco
- *Clara Barton: Angel of the Battlefield*, Editors of TIME for Kids
- *Who Was Clara Barton?* Stephanie Spinner
- *Sergeant Reckless: The True Story of the Little Horse Who Became a Hero*, Patricia McCormick
- *Phineas Gage: A Gruesome but True Story about Brain Science*, John Fleischman
- *Breakthrough!: How Three People Saved “Blue Babies” and Changed Medicine Forever*, Jim Murphy
- *The One and Only Ivan*, Katherine Applegate
- *Katerina’s Wish*, Jeannie Mobley
- *Locomotion*, Jacqueline Woodson
- *The Circulatory System*, Christine Taylor-Butler

PLACES YOU CAN VISIT TO TALK ABOUT THE HEART

When you visit the doctor together, ask:

- What do you notice about the doctor?
- What do you wonder about your own heart?
- What do we do to be sure we have healthy hearts?
- Tell me about a time when you felt like our family showed great heart?

READING GRAPHIC NOVELS

Your child should read whatever will engage them. Let your child pick the book that they want to read, let them enjoy reading!

Graphic Novels often have complex plots and characters. At the same time, challenge your child to read different genres and explore nonfiction.



Social Studies

Social Studies Units

- Unit 1: Geography of New York State
- Unit 2: Native Americans: First Inhabitants of New York State
- Unit 3: Colonial and Revolutionary Periods
- Unit 4: Freedom and the New Nation: Federal, State, and Local Government
- Unit 5: Making the Empire State: Immigration, Industrialization, and the Westward Movement



Our Social Studies curriculum aims to:

- Cultivate civic responsibility and awareness
- Expose students to the diversity of multiple perspectives
- Integrate the teaching of content with literacy
- Nurture inquiry and critical thinking



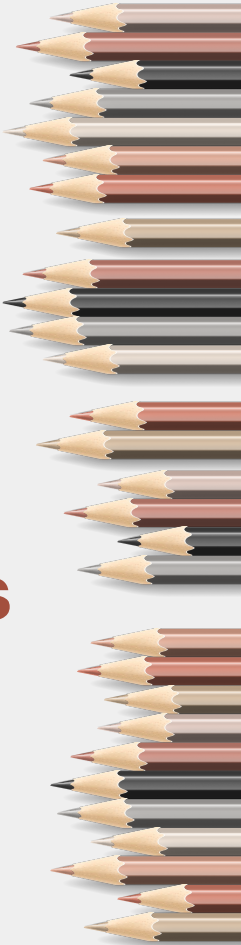
Unit 1: Geography of NY State



Project: Brochures, presentations, posters to share all they have learned

Unit 2: Contributions of Native Americans

Unit 3: Living History of the American Revolution



4th Grade Camping Trip May 2025 (More info to come)



Thank you for coming!