A Year in the Life of a PS11 Fourth Grader*

*The staff of PS11 has carefully planned for this coming school year. However, all great educators understand that even the best made plans need to be reflected upon, and edited depending on the needs of the students at any given time. While we do not imagine the scope of this year to be drastically different than we have planned, this guide should be considered a framework, rather than a specific and exact plan. We try to keep these pages as up to date as possible, but typos are inevitable. If you see an error, please send an email to ps11slt@gmail.com. Thank you.

A TYPICAL DAY IN FOURTH GRADE AT PS11

Welcome to Fourth Grade!

School begins each day at 8:50am promptly. Students who wish to eat school breakfast will be allowed to enter the cafeteria at 8:30am. Fourth grade parents and guardians will NOT be permitted to accompany their children to the cafeteria. All other fourth graders will enter through the playground starting at 8:30am, and will be sent up to their classrooms at 8:45am.

A sample day in fourth grade is provided below. Each class's daily schedule will differ due to scheduling, but all periods run the same length of time. Depending on unit foci, outside programs and classroom goals, studies may change. Students will have math, reading and writing every day.

Sample Daily Schedule for Fourth Grade

8:45	Arrival (students go to classrooms from playground)
8:50-9:35	Morning Meeting/Word Study/Shared Reading/Shared Math/Number Talks
9:37-10:17	Reading Workshop
10:20-11:20	Writing Workshop
11:22-12:22	Recess/Lunch
12:22-1:22	Math Workshop
1:24-2:16	Social Studies
2:18-3:08	Special Class (*Music, Gym, Theatre, Science, etc.)*
3:10	Dismissal (pick up students from playground)

Lunch and Recess: Fourth grade students go outside for recess before eating lunch. During recess, teachers, coaches and school aides monitor students. The ratio of adult to students is 1:20, the same or greater than in the classroom. Both organized activities and free play options are offered. If the weather is cold, be sure to dress your child appropriately, as students go outside all year round, even in colder months.

As a part of our community service commitment, all fourth graders will serve as Lunch Leaders for our Kindergarteners, helping them in the cafeteria and during recess. Fourth graders serve as Lunch Leaders for one lunch period per week on a rotating schedule.

Dismissal: Fourth grade students are dismissed from the playground. Families must wait on the sidewalk outside of the fence. Standing in the same spot each day will make it easier for your child to find you.

After School Program: Students registered for the PS11 After School Program will be escorted to the cafeteria at 3:10pm by their classroom teacher. Students registered at other After School programs will be picked up by program employees in designated areas.

Late Arrival: All students arriving late for school (AFTER 8:45am) will enter through the eastern set of doors on 21st Street and must wait in line in the cafeteria to obtain a late pass before going upstairs to their classroom. Late students will not be permitted to enter a classroom without a late pass. Family members are not permitted to escort students to classrooms.

Late Pick up: Parents or guardians who arrive late for dismissal (AFTER 3:10pm) will find their child in Room 101 on the 1st floor. There is a door that leads to this room at the stairs of the main entrance where you will need to show identification to pick up your child. As there will not be staff members available to supervise children, if the Main Office is unable to contact you, your child may be taken to the NYPD 10th Precinct on West 20th Street.

LITERACY CURRICULA

PS11 employs a research-based reading and writing curriculum developed by Teachers College Reading and Writing Project at Columbia University. The teacher-educators from this research and staff development organization are involved in long-lasting collaborations with teachers across the world. The Project has a deep and enduring affiliation with six hundred schools, and develops ideas that are foundational to literacy instruction. PS11 staff members attend Teachers College a few days each year for specific professional development seminars. In addition, PS11 has a dedicated staff developer who visits throughout the year to further the school's professional practice. *For more information on TCRWP, please visit their website: http://tc.readingandwritingproject.com*

Literacy Assessments

We use a multitude of assessments to make sure we are constantly aware of where your child is performing and how we can best serve him/her.

Formal Running Records: Using the Teachers College method, students periodically read a leveled book one-on-one with their teacher, retelling the story, and answering both literal and inferential questions about the text. The teacher then records their reading accuracy, reading rate (words per minute) and comprehension in the student's Formal Running Record. At this time, their current reading level is determined.

Conferences/Informal Running Records: Teachers hold individual conferences with students as often as possible. Conferences are specific to each child and focus on the individual skills and strategies that the child may be working on. During conferences it is common that a teacher will keep an informal running record. This is to ensure that students are constantly being challenged.

Spelling Inventory: This assessment is administered three times a year: September, January and May. It is a list of spelling words that test students' knowledge of spelling patterns. This spelling inventory determines where a student starts, and continues working, during their word study time.

Unit Based Assessments: These assessments are administered at the beginning and end of each unit. They assess students' understanding and application of reading comprehension skills that are addressed in each unit and determine a course of teaching during the unit.

In-Book Assessments: These assessments are administered as children move from one reading band to another. A child will read a leveled text and answer a variety of questions. The questions are then scored on a rubric. These assessments provide information about how children apply reading skills necessary to read at that particular level. They are used to inform individual teaching and reading work for a child.

READING CURRICULUM

All fourth graders read to deepen their understanding of texts, develop theories about characters and plot, make connections with other texts and life experiences, identify and discuss themes across several texts. Throughout the year, students will work in the following skills: monitoring for sense, close reading, predicting, envisioning, making inferences, interpreting, and determining importance. Students will have an increased independence of their reading lives as they set and meet their personal reading goals on a weekly basis. Through conferring one on one with the teacher or in a small group, the students are given individual reading work to focus on. It is very exciting that by the end of the year students will build their reading stamina so that they are reading for 45 minutes at time.

Units of Study in Reading *(subject to change)*

Unit 1	Interpreting Characters: The Heart of the Story
Unit 2	Reading the Weather, Reading the World
Unit 3	Interpretation Book Clubs
Unit 4	Reading History: The American Revolution
Unit 5	Test Readiness: Skills and Strategies
Unit 6	Historical Fiction Book Clubs
Unit 7	Reading with the Elns of Power and Perspective

Unit 1: Interpreting Characters: The Heart of the Story

This first reading unit places an emphasis on building a literate community in the classroom and helping students extend that work to create their own reading identities and goals. In third grade, children learned to pay attention to what characters say and do, to determine a character's traits, to think about characters' motivations, to notice patterns of behavior across a book, and to determine lessons and themes that a text might be teaching. In fourth grade, children will build substantial ideas that are grounded in evidence, not lightweight ideas, and will build on the work they did in the third grade Character Studies unit and others.

Student Outcomes:

- I can develop good reading habits by using tools to help me grow ideas.
- I can infer about my characters and other story elements.
- I can analyze parts in relation to the whole text.
- I can develop and revise themes.
- I can support my thinking with evidence

Unit 2: Reading the Weather, Reading the World: Non-Fiction Reading

Reading the Weather, Reading the World is the first information reading unit of study for the fourth grade school year, and provides the groundwork for the skills readers will need for later information text units in fourth and fifth grade. The unit also builds off of the work readers did in third grade. This unit supports children in the essential skills they will need to be strong readers and researchers of informational texts. Specifically, they will learn to read for main ideas and supporting details, to identify text structures and use this information to understand texts more fully, to summarize, and to figure out meanings of unknown words and academic vocabulary.

Student Outcomes:

- I can determine the main idea and key details of my text. (Main Idea & Key Details)
- I can analyze parts of a text in relation to the whole.
- I can study author's craft and think about why they do that. (Author's Craft)
- I can synthesize within and across texts.(Cross-Text Synthesis)
- I can develop good reading habits by using tools to help me grow ideas.
- I can support my thinking with evidence

Unit 3: Interpretation Book Clubs

In this unit, children will work in book clubs to build on the work they have done previously around characters. Children learn to develop more nuanced interpretations, study story elements (like repeated images, setting and plot) more closely, and discuss interpretations with their club members. Towards the end of the unit, children will learn how to compare and contrast how different authors develop the same theme. As children work, they are required to support their ideas with evidence.

Student Outcomes:

- I can analyze parts in relation to the whole text.
- I can develop and revise themes.
- I can determine how a character changes across a story.
- I can compare and contrast story elements and themes
- I can analyze author's craft
- I can support my thinking with evidence

Unit 4: Reading History: The American Revolution

In this unit, children will be reading about the American Revolution. They are reading like historians while working on a research project studying the events leading up to the American Revolution. Children will also be asked to debate the issue of independence from Great Britain, while learning to gather and angle evidence to support their side. Children will be asked to conduct a second research project in partnerships.

Student Outcomes:

- I can determine the main idea and key details of my text.

- I can analyze parts of a text in relation to the whole.
- I can analyze an author's perspective.
- I can study author's craft and think about why they do that.
- I can synthesize within and across texts.
- I can develop good reading habits by using tools to help me grow ideas.
- I can support my thinking with evidence

Unit 6: Historical Fiction Book Clubs

Historical Fiction Clubs is intended to teach children to read with stamina and volume while focusing on developing ideas about characters, determining themes, and allowing for comparison work. In addition to building students' reading skills, the unit will also be growing their talking and writing about reading skills. In this unit children will rise to the challenge of reading historical fiction text with all of its complexities. They will make note of the complicated dimensions of the genre by noting how the themes in the stories span across time, place, and texts. Towards the end of the unit readers will add nonfiction texts and other informational resources to help them learn more about that time period in history and allow them to grow critical ideas about power and perspective.

Student Outcomes:
- I can infer about my characters and other story elements.
- I can analyze parts in relation to the whole text.
- I can analyze a character's perspective.
- I can develop and revise themes.
- I can support my thinking with evidence

Unit 7: Reading with the Lens of Power and Perspective

In this unit, children will read fiction and nonfiction texts with two specific lenses that play an important role in critical reading: power and perspective. Children will continue to read and talk in book clubs to support this work and help them to grow ideas about this issue. As children read through the lense of power, they will consider which characters have more or less power or are losing or gaining power and which are drawn to power. They will also consider different kinds of power such as to power to resist evil. Then children will reading through the lens of perspective by considering the narrator, which perspectives are being shown in the story are which are not. They will also compare perspectives.

Student Outcomes:
- I can infer about my characters and other story elements.
- I can analyze parts of a text in relation to the whole.
- I can develop and revise themes.
- I can analyze perspective.
- I can read critically to grow ideas
- I can develop good reading habits by using tools to help me grow ideas.

- I can support my thinking with evidence.

You will receive more in-depth information about what each unit entails during the beginning of year grade breakfast, and through monthly Classroom Newsletters.

Shared Reading: Shared reading is when the teacher uses an enlarged text to teach skills and strategies. Skills and strategies are based around self-monitoring for meaning while reading, accumulating information, developing thoughts around the big ideas and making connections to what we already know about the world and ourselves. The text is enlarged so students can see and follow along in the learning process. Texts may include letters, short stories, poems, advertisements, newspaper articles, songs, non-fiction materials, hybrid texts, or myths.

Read Aloud: Reading aloud exposes students to books on and beyond their current reading level. This enables students to enjoy and appreciate the world of literature, while giving them a glimpse into their future reading lives. It is a way to expose students to cultural and social issues that they are faced with daily. This exposure leads to rich conversation and reflection about both the literature and important worldly topics. Reading aloud is typically done in a whole class setting with time set aside for partnership or whole class discussion.

Guided Reading: Guided reading instruction happens with students reading at the same reading level. This time is used to introduce a set of skills necessary to move on to the next reading level. This instruction incorporates strong teacher support as students become comfortable navigating more difficult texts. Teacher supports include strong book introductions, vocabulary exposure, tools to support students with new reading skills and in-depth book discussions.

Strategy Group Instruction: This is a time when the teacher works with a small group of students with the same needs. These students may not be on the same reading level but they need the same work with specific readings skills and strategies. Here students are taught strategies to practice right then and there. They work within their own books so the work is authentic. Discussions ensue about the usefulness of the strategy and how it can be incorporated into further learning. Often students set goals during this time for how they will practice this strategy in their future reading. Based on need, strategy groups are commonly held 2-3 times on the same strategy so that it becomes a natural tool for the student to use while reading.

Independent Reading: Independent reading is the time of reading workshop when students are reading books on their **appropriate reading level**. It is crucial students spend this time (in school and at home) in their 'just right' books because this is when they practice their skills and comprehension. Students are expected to build up stamina so they are reading for about 40 minutes at a time. Students create reading plans to set goals and keep them on task throughout the week. Reading plans are to be filled out at the end of each reading session (both in school and at home).

Book Clubs: While reading the same book, students participate in conversations, using "accountable talk" to deepen their understanding of the text while also making them stronger thinkers and readers. Reading workshop will still include a mini-lesson, and independent reading, however book clubs give students an additional opportunity to interact

Reading Plans: Each individual student creates a reading plan each week. This plan is specific to each child and the layout varies depending on the types of books students are reading. One day each week, students book shop for new books. At this time they plan out how many books/pages they will be reading each day, both in school and at home. This is a way for students to create reading goals for themselves and help to increase stamina, responsibility and accountability. By the end of the week, each child is responsible to complete his/her reading as planned. If they are unable to finish their reading during a designated time, it is up to them to find the time to make it up. This process can be difficult in the beginning of the year and it is great if you can support them with their plans; as time goes on however, they will become independent in the process.

Word Study: Fourth graders use a program called Words Their Way: Word Study in Action. It is a word study program that addresses the following essential reading components: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

Students are given a spelling inventory 3 times a year to assess their initial placement in the program and their progress throughout the year. Each week students are given a set of words. These words are based around a spelling pattern/rule, i.e. final syllable spelled –cher, --ture, -sure, -ure. **Day one,** Students read through these words with the teacher and discuss commonalities and/or patterns within the words. **Day two**, students sort their words into categories in a homogenous word study group. **Day three,** students sort their words and then participate in word hunts through their reading and writing work. They find and/or fix words in their work with the same spelling patterns. **Day four,** students either write 10 meaningful sentences using their words or participate in a word sort game. **Day five,** students are assessed in correctly spelling the words while the teacher dictates sentences using the words.

WRITING CURRICULUM

In fourth grade, students will expand their repertoire of writing genres, increase their writing skills, and study the craft of writing in greater depth. For each genre, students will collect, draft, revise, edit and finally publish at least one but oftentimes two pieces for each writing unit. Students will be able to write several pages of well-structured writing by the end of the year across a variety of genres.

Writing Assessments

Several assessments are used to track where students are performing in writing. This helps the teacher determine how best to support a student's progress.

On-Demand Writing Pieces: At the beginning and end of each unit, students write an on-demand piece of writing. They are given 45 minutes to draft a piece of writing in the genre of study, and as the year progresses, another 45 minutes to revise and edit this piece of writing. This gives teachers both a baseline and final assessment of student writing and learning. On-demand pieces are evaluated using the Teachers College Continuums for Narrative, Opinion and Informational Writing. These are continua of writing techniques used to measure where students are performing, how students are progressing, and what teachers should focus on to push students to the next level.

Conferences: Teachers hold individual conferences with students as often as possible. Conferences are specific to each child and focus on their need of skills and strategies.

Spelling Inventory: This assessment is administered three times a year: September, January and May. It is a list of spelling words that test students' knowledge of spelling patterns. This spelling inventory determines where a student starts, and continues working, during their Word Study time.

Units of Study in Writing *(subject to change)*

Unit 1	The Arc of Story: Writing Realistic Fiction
Unit 2	Boxes and Bullets: Personal and Persuasive Essays
Unit 3	The Literary Essay: Writing about Fiction
Unit 4	Bringing History to Life
Unit 5	Test Readiness: Strategies and Skills
Unit 6	Historical Fiction Writing

Unit 7	Journalism

Year Long "I Can" Statements in Writing:
The students will be studying the following I Can statements over the course of the year. The strategies children will learn that correlate with each I Can statement will change depending on the genre the students are studying. By having the same I Can statements all year, the children are going to be able to see clear connections between each unit.

- I can write a lead.
- I can use transitions in my writing.
- I can write an ending.
- I can organize my writing.
- I can elaborate on my ideas.
- I can use author's craft as I write.
- I can use grade appropriate conventions as I write.

Unit 1: The Arc of Story: Writing Realistic Fiction
In this unit, children will write fictional stories relying on writing skills they have learned in past years. They will learn new ways to find and develop story ideas, thinking specifically about the main character. Once children plan and draft their stories, they will learn new ways to revise in order to ensure that they are storytelling their piece, following the arc of a story, and developing the setting.

Unit 2: Boxes and Bullets: Personal and Persuasive Essays
This is the first essay unit of the year for fourth graders--a unit foundational to their essay writing. In this unit, children will learn formal essay structure. They will need to plan out an essay with a strong claim backed by three parallel supports. They will need to provide a variety of evidence to back each of the supports (micro-stories, lists, quotes). Children will use the reading work they do in Non-FIction to support their essays by gathering evidence and using the structures and techniques in Non-fiction books to help structure and enhance their essays.

Unit 3: The Literary Essay: Writing About Fiction
In this unit, children will continue to develop their skills in writing arguments about texts. They will use what they learned in Unit Two, Boxes and Bullets, to write an essay that defends basic ideas about texts. They will build an interpretation after analyzing texts closely and by examining an author's words and phrases. Children will learn a variety of ways to provide evidence, to elaborate on evidence in support of an idea, and to not only support a claim, but also to do so in a way that logically groups ideas to reinforce their purpose.

Unit 4: Bringing History to Life
In this unit, children will write information book about the American Revolution. Children choose one aspect of the American Revolution as the focus for their own research. Their books will include various genres of writing, including informational, narrative, and opinion writing. Children are encouraged to grow their own ideas about the topics they will be studying. They will use text evidence to analyze and reflect on the topics they have chosen.

Unit 6: Historical Fiction:
In this unit children will be working on writing their second narrative piece of the year, a historical fiction piece. Children will draw on old strategies with greater independence, and working with greater control. They will incorporate much of their content knowledge of the Colonial and Native American time periods and apply it to their stories. Children will be able to describe accurate setting, step into character's shoes, and create plot lines that are more realistic. Children will have access to nonfiction resources that they will be using to research alongside their historical book clubs as well.

Unit 7: Journalism
In this unit, children will become journalists who write quickly, revise purposefully and expose thoughtful observations about their community. They will learn how to create and develop stories that bring forth meaning to their audience. Additionally, they will learn how to adopt the tone and style of an investigative journalist as they write about daily events with a sense of drama.

Writing Workshop: Each writing period will start with a mini-lesson from the teacher. During this time the teacher will instruct the whole class on a writing technique that is not just appropriate to that unit of study, but to their life as a writer. Children will have the opportunity to engage this skill while still in a whole group; this is an opportunity for them to try it out before working independently.

Independent Writing: Independent writing is the time when children are working on their own writing. Children work within specific genres, but each individual child generates his/her own ideas. In fourth grade, children work in their own *Writers Notebook*, collecting artifacts, ideas, and storylines for their future writing. The writing process is a major focus in fourth grade, as well. Children are taught to brainstorm ideas, draft a story, revise and edit that story and publish their writing into a final piece. Revision and editing are two areas of the writing process that are emphasized in each unit

Shared Writing: Shared writing is when the teacher and students create a writing piece together. During this time, the students generate the ideas and sentences, while the teacher does the physical writing. It is a time for children to practice writing skills as a whole class with teacher support. Shared writing emphasizes both skills recently learned and those skills that should be used consistently in their life as a writer. The shared writing piece can be referenced as an example during their independent writing time.

MATHEMATICS CURRICULUM

The PS11 math curriculum is designed around the Common Core Math Standards and is taught through a constructivist philosophy intended to develop critical thinkers and problem solvers through a deep understanding of mathematics.

Our curriculum integrates many programs and is designed to:
- Support students to **MAKE SENSE OF MATHEMATICS** and become mathematical thinkers
- Focus on **COMPUTATIONAL FLUENCY** with whole numbers
- Provide substantive work in areas of rational numbers, geometry, measurement, data and early algebra **AND MAKE THE CONNECTIONS AMONG THEM**
- Emphasize **REASONING** about mathematical ideas, **CONSTRUCTING** arguments, and **CRITIQUING** the thinking of others
- Using appropriate **TOOLS** and **MODELING** with mathematics

Our curricular resources are compiled from many different, research-based math programs to ensure that we are addressing all the common core standards and the diversity of student learning in the richest way possible. We draw our resources from TERC Investigations, Houghton Mifflin's Math in Focus, Singapore Math and Contexts from Learning. We also reference units of study written by New York and Georgia. The *Common Core State Standards* can be found online

at http://www.corestandards.org/the-standards

Small Group Instruction
Teachers work with small groups of students based on their needs as mathematicians. Instruction may be focused on revisiting concepts or strategies, reviewing the day's lesson, or an extension of the current unit's work.

Math Journal Tasks
Journal tasks provide students with opportunity to organize, clarify and reflect on their thinking while also developing key mathematical skills, concepts and understandings through problem solving.
They also address the 8 Common Core State Standards For Mathematical Practice.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Shared Math
Shared math is instruction in which the teacher guides the class through the problem solving process using a shared problem. The process involves students making a plan, solving, sharing, and revising their work. Throughout this process, the class will discuss specific math vocabulary, try out a variety of strategies, and work through struggles and successes. Students revise and self-assess their work using a rubric.

Mathematics Assessments

Several comprehensive assessments are used to track students' math performance. These assessments allow the teacher to determine how to best support a student's progress.

Pre- and post-assessments: Students are given an assessment at the beginning and end of each unit. These assessments test students' understanding of unit benchmarks. The purpose is to gauge prior knowledge and mastery. Based on this assessment a teacher is able to adjust the curriculum, plan for small groups and individual instructional time in order to provide support and/or enrichment. Students are not expected to know what they are being tested on at the beginning of a unit; so if no skills are mastered, don't worry! At the end of the unit, the assessment is administered again. Based on the assessment, teachers will continue to work with small groups of students on areas that need continued support.

Curriculum-Based Assessments: In an effort to continuously assess each student, quick interim assessments and/or exit tickets are given throughout the unit to test students' mastery.

Fact Fluency Assessment: Four times a year, students are given timed addition/subtraction and multiplication/division sheets with 4 problems per specific

fluency skill set. This is a way to gauge a student's mental mastery of one- and two- digit addition and subtraction facts. Benchmarks and at-home strategies are provided in student's portfolios during the first parent-teacher conference.

Progress Communication: Progress Communication of your student's work will be sent home in two ways.
Students will be given a unit tracker that has the "I can.." statements for the entire unit, these I can statements are the expectations for the entire unit. The trackers are very telling for the work that your students are doing in class. Your student will have check- ins that show their understanding of the concepts that have been taught and match the same formatting of the end of unit assessment. Along with the check-ins student notebooks and will be sent home for more insight of what your child is learning.

Units of Study in Mathematics

Unit 1	Multiplication & Division 1: Arrays, Factors and Multiplicative Comparison
Unit 2	Generating and Representing Measurement Data
Unit 3	Multiplication & Division 2: Multiple Towers and Cluster Problems
Unit 4	Measuring and Classifying Shapes
Unit 5	Addition, Subtraction: Large Numbers and Landmarks
Unit 6	Fractions & Decimals
Unit 7	Multiplication & Division 3
Unit 8	Analyzing Patterns and Rules

Unit 1: Multiplication & Division: Arrays, Factors and Multiplicative Comparison
This unit develops students' ideas about counting and quantity, place value and the structure of the base-ten number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. This unit focuses on understanding multiplication through using arrays and multiplicative comparison problems, and gaining familiarity with factors and multiples.

Unit Outcomes:

- I can identify all factors for a whole number from 1 to 100.
- I can recognize a whole number as a multiple of each of its factors.
- I can determine whether a whole number from 1 to 100 is a multiple of a given one-digit number.
- I can determine whether a given whole number up to 100 is a prime or composite number.
- I can understand that multiplication equations can be seen as comparisons of groups.

Generating and Representing Measurement Data
In this unit, students' develop ideas about collecting, representing, describing and interpreting data and gives students experience in developing and applying measurement skills. This unit focuses on using line plots to represent, describe, and compare measurement data; on modeling real-world problem with

mathematics; and constructing arguments based on a data model.

Unit Outcomes:

- I can make a line plot to show a data set of measurements involving fractions. (½, ¼, ⅛)
- I can solve problems involving addition and subtraction of fractions by using information shown in line plots.
- I can show that I know the relative size of measurement units within one system of units.
- I can show measurement quantities using diagrams that involve a measurement scale.
- I can choose a data question and collect data.
- I can represent, analyze, and draw conclusions based on evidence from comparing two data sets.

Unit 3: Multiple Towers and Cluster Problems

In this unit, students will develop ideas about counting and quality, place value and structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. This unit focuses on solving multiplication problems with 2-digit numbers, understanding the meaning and structure of, and the relationship between, multiplication and division, and using that understanding to solve multiplication and division problems.

Unit Outcomes:

- I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.
- I can use what I know about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers.
- I can understand that multiplication equations can be seen as comparisons of groups (e.g., 24 = 4 x 6 can be thought of as 4 groups of 6 or 6 groups of 4).
- I can illustrate and explain how to multiply larger numbers by using equations, arrays or models.
- I can find whole number quotients and remainders with up to four digit dividends and one digit divisors.
- I can illustrate and explain how to divide larger numbers by using equations, arrays or models.
- I can multiply two 2 digit numbers.

Unit 4: Measuring and Classifying Shapes

In this unit students will develop ideas about the attributes of two-dimensional and three-dimensional shapes and how these attributes determine their classification. THe Measurement strand helps students' ideas about measurable attributes and the techniques, tools and units used to measure each of them. This unit focuses on measuring with standard units, including perimeter, area, and angles; describing and classifying 2-D shapes, and identifying mirror symmetry.

Unit Outcomes:

- I can show that I know the relative size of measurement units within one system of units.
- I can solve problems that ask me to express measurements given in a larger unit in terms of a smaller unit.
- I can use what I know about area and perimeter to solve real world problems involving rectangles.

- I can identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines
- I can recognize angles as geometric shapes where two rays share a common endpoint.
- I can classify two-dimensional shapes based on what I know about their geometrical attributes
- I can recognize and identify right angles.
- I can understand concepts of angle measurement.
- I can use a protractor to measure and sketch angles in whole-number degrees.
- I can understand that angles are measured with reference to a 360 degree circle, with its center at the common endpoint of the rays.
- I can recognize, identify, and draw lines of symmetry.
- I can use the four operations to solve word problems involving measurement.

Unit 5: Large NUmbers and Landmarks
In this unit students will develop ideas about counting and quantity, place value and the structure of the base-10 system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. THis unit focues on understanding the meaning of addition and subtraction, understanding the base-10 system with numbers to 1,000,000, and adding and subtracting multi-digit numbers fluenctly, including using the U.S. standard algorithms.

Unit Outcomes:
- Use what I know about addition, subtraction, multiplication and division to solve multistep word problems involving whole numbers.
- Represent word problems by using equations with a letter standing from the unknown number.
- Determine how reasonable my answers to word problems are by using estimation, mental math and rounding
- Read and write larger whole numbers using numerals, words and expanded form
- Compare two larger numbers and use the symbols >,< and = to show comparison
- Round larger whole numbers to any place
- Add and subtract larger numbers

Unit 6: Fraction Cards and Decimals Grids
In this unit students will develop on students ideas about understanding, representing, and computng with fractions and decimals. This unit focuses on understanding the meaning of fractions and decimals; comparing fractions and decimals and finding equivalentl and using visual model to add, subtract, and multiply fractions

Unit Outcomes:
- I can explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction.
- I can recognize and generate equivalent fractions based on my knowledge of numerators and denominators.
- I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half.
- I can compare fractions using the symbols >, = and <, and justify the comparison by using models.

- I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- I can decompose a fraction into a sum of fractions with the same denominator in more than one way and justify my work using models.
- I can add and subtract mixed numbers with like denominators.
- I can solve word problems involving addition and subtraction of fractions that refer to the same whole and that have like denominators.
- I can apply my understanding of multiplication to multiply a fraction by a whole number.
- I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions.
- I can use decimals to show fractions with denominators of 10 and 100.
- I can compare two decimals to hundredths by reasoning about their size.
- I can compare decimals using the symbols >, = and <, and justify the comparison by using models.

Unit 7: How Many Packages and Groups?
In this unit students will develop ideas about counting and quantity, place value and the structure of teh base-10 system, the meaning of operations with whole numbers the development of computational fluency, and generalizations about numbers and operations. This unit focuses on the operations of multiplication and division, including problems involving converting measurements. Students refine their strategies for solving multiplication problems with two 2-digit numbers and with a 4 digit number and a 1-digit number, and they use the relationship between multiplication and division to develop and practice strategies for solving division problems with up to a 4-digit dividend and a 1 digit divisor

- I can use what I know about addition, subtraction, multiplication and division to solve multi-step word problems
- I can represent word problems with a letter standing for an unknown number
- I can determine how reasonable my answers to word problems are by using estimation, mental math and rounding
- I can multiply a whole number up to four digits by a one-digit whole number
- I can multiply two two-digit numbers
- I can illustrate and explain how to multiply numbers by using equations, arrays or models
- I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors
- I can illustrate and explain how to divide larger numbers by using equations, arrays or models
- I can show that I know the relative size of measurement units within one system of units (including km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec)
- I can show the measurements in a larger unit in terms of smaller units and record these in a table
- I can use the four operations (+, -, x, /) to solve word problems involving measurement
- I can solve measurement problems that ask me to express measurements given in a larger unit in terms of a smaller unit

Unit 8:

- I can create a number or shape pattern that follows a given rule.
- I can notice and point out different features of a pattern once it is created by a rule.

Students will develop ideas about the ways in which situations with two varying quantities can be mathematically modeled and analyzed. Students work with arithmetic patterns and functions represented by tables, graphs, and equations, which sometimes use letters to represent unspecified quantities. These ideas are developed through activities focusing on solving multi-step problems, generating and analyzing patterns, and using symbolic notation to model situations.

SOCIAL STUDIES

The fourth grade Social Studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. Students will have the opportunity to present what they have learned through a variety of presentation options. (Some options include power point presentations, dioramas, travel brochures, plays and more.)

Topic: Geography of New York State

Essential Questions:

- What are the geographic features of New York State?
- How do the physical features affect the vegetation and climate in New York State?
- How do we use latitude and longitude?

Understandings:

- Physical and thematic maps can be used to explore New York State's diverse geography.
- New York State can be represented using a political map that shows cities, capitals, and boundaries.

Topic: Native American Indians of New York State

Essential Questions:

- Who were the first inhabitants of New York?
- How were the Native American settlements influenced by environmental and geographic factors?

Understandings:

- Native American Indians were the first inhabitants of our local region and state.
- The Iroquois and the Algonquian were the early inhabitants of New York State.
- Geographic factors and the environment shaped Native American settlement pattern

Topic: Colonial and Revolutionary Periods

Essential Questions:

- How did the settlement of the 13 Colonies affect the birth of our nation?
- What were the events that lead up to the Revolutionary War?
- What were the effects of the Revolutionary War?

Understandings:

- Dutch, English, and French colonists made lasting cultural contributions that helped shape our community, local region, and State.
- Everyday life in colonial New York was different from everyday life today.
- Over time and distance, people create a separate identity from their birth culture.
- In our local region and State, there were many different ways of making a living during colonial times.
- There were social, political, and economic causes of the American Revolution.
- Many individuals and groups made important contributions to colonial life.

Topic: Government
Essential Questions:

- What is the purpose of our government?
- How are our government and its branches structured?

Understandings:

- The basic democratic values of American democracy include an understanding of the following concepts: *individual rights to life, liberty, property,* and *the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth;* and *patriotism.*
- The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.
- The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.

Topic: In Search of Freedom & A Call for Change
Essential Questions:

- Who were the key players who took action to abolish slavery?
- Who were the key players during women's suffrage and how did they bring about change?
- How did New York support the Union during the Civil War?

Understandings:

- There were slaves in New York. People worked to fight against slavery and for change.
- Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.
- The United States became divided over several issues including slavery resulting in the Civil War. New York State supported the Union and played an important role.

Immigration and Migration from the Early 1800s to the Present
Essential Questions:

- Why did immigrant groups settle in New York?
- What were the experiences of immigrants being processed at Ellis Island and what challenges did they face?
- What were the factory conditions experienced by immigrants?
- What artists, writers, and musicians were associated with the Harlem Renaissance?

Understandings:

- Immigrants came to New York State for a variety of reasons.
- Beginning in the 1890s, large numbers of African American migrated to New York City and other northern cities.

SCIENCE

Fourth graders utilize the Science Lab two periods per week, learning to work collaboratively on science experiments. The students will be engaged in several activities in each unit, which incorporate observing, comparing, predicting, recording and analyzing data, and drawing conclusions.

Throughout the course of the year students will study various aspects of:

- **Earth Science**: the study of rocks, minerals, the solar system and the weather.
- **Life Science:** the study of animal communities, classification of plants, life, plant and water cycles, and plant and animal adaptations.
- **Physical Science**: The study of energy, states of matter, machines, forces, electricity, and magnetism.

All fourth grade students are required to take the New York State Science Examination (usually scheduled in May and June).

TESTING

All 3rd, 4th and 5th grade students are mandated to take NY State English Language Arts (ELA) and Mathematics Examinations. These exams are each given over a three-day period in late spring. Students who do not pass either the math or ELA exam may be mandated to attend summer school and may not be promoted to the next grade.

All fourth grade students are required to take the New York State Science Examination (usually scheduled in May and June).

Information on these exams can be found on the NY State Department of Education website: http://www.p12.nysed.gov/apda/

SPEAKING AND LISTENING

Classroom participation is a major factor in student learning. Students gather information, clarify their thinking, question new ideas, contribute their thoughts and opinions, and respond to others.

Through strong accountable talk, all fourth grade students will:

- Practice active listening
- Use precise language
- Take turns speaking
- Ask relevant questions for more information or clarity
- Share information, thoughts and opinions
- Support their ideas with personal experiences or literary text

SPECIALTY CLASSES

Each school day, fourth graders participate in a different specialty class or "Special", taught by certified staff members.

Theatre: Fourth Graders will work on ensemble and team building. They will participate in a dramatic project using fables as well as develop spontaneity in improvisation activities.

Swimming: Students will resume aquatics, perfecting swimming techniques and stamina. Once a week they will swim as a class in our indoor pool. Students may bring a bathing suit and towel to school at the beginning of the year. They may either leave these at school, where they will be washed on a weekly basis, or bring them from home each week.

Computer: Fourth Grade students are offered Computer Science one semester. They will continue to learn to utilize the Internet for research on topics they are studying in class, such as Early American History, Poetry and Social Studies. This year, students will also learn to create multi-media presentations. Students will continue to use *MicroWorlds* and *Investigations* to augment the math curriculum.

Art: The Art curriculum immerses students in a variety of artistic styles and techniques, including drawing, painting, oils, ceramics, mosaics and collage. Students learn the importance of expressing themselves through various forms of art.

Dance: Fourth Graders will work on a jazz- and modern dance- based technical warm-up. Students delve into action word movement analysis, categorizing action words that can color our movements in very distinct ways. They'll choose their own action words and create and perform "movement sentences."

OUTSIDE PARTNERSHIPS

The Fourth Grade Camping Trip: The fourth graders take place in 36 hours of team building, outdoor adventure, socialization, and environmental education during their overnight camping trip. Students depart from PS11 early in the morning, heading to the camp where they will have the opportunity to go boating, hiking, rock-wall climbing, and so much more. In the evening, students talk about their new experiences around a camp. They return to PS11 the next day with smiling faces and an important new life experience.

The Nutcracker Project: Five in-school workshops focusing on themes from *The Nutcracker* are taught by New York City Ballet teaching artists. They will guide students in activities integrating movement, music, drama, and visual arts with language arts. This wonderful program culminates with a New York City Ballet matinee performance of *George Balanchine's The Nutcracker*™ at the David H. Koch Theater at Lincoln Center

Juilliard Concert Fellows: Fourth grade students come to Juilliard to attend five chamber music concerts. These concerts, performed by Juilliard students, feature the instrument families of the orchestra. The students are prepared at their own schools, both before and after the concert, by the Concert Fellows, who function in the role of teaching artists.

Juilliard Instrumental Music Program: The Instrumental Music Program offers introductory instruction on violin or viola to a select group of fourth- and fifth-graders on a weekly basis throughout the year. The students are provided with an instrument and music materials, and they are expected to perform in an ensemble concert at the end of the year.

Hip Hop Dance: Expert teaching artists will work directly with students and classroom teachers to expand their knowledge and experience in hip hop dance. The residency concludes with a 4th grade performance for families and community members.

FIELD TRIPS AND SPECIAL ACTIVITIES

National Museum of the American Indian: In culmination of their first social studies unit, fourth graders will visit this museum, dedicated to the preservation, study, and exhibition of the life, languages, literature, history, and arts of Native Americans.

Track and Field Meets: Fourth graders have the opportunity to participate in the Department of Education *Citywide Track and Field Series,* along with third and fifth graders. All students are invited to attend two all-day track meets, typically held in April or May. The meets take place at *Verizon Track and Field* on the Lower East Side. It is a great opportunity to introduce students to competition and the training required to perform at their maximum level. Track practice is offered during the month of April on Mondays at 8am. After the first two meets, select students will be invited to compete in the *Manhattan South Championship, Manhattan Championship,* and *NYC Championship*.

Field Day: Each June all first, second, third, fourth and fifth grade students participate in a full day of field day activities. Students are divided into cross-grade and cross-classroom teams. Field day takes place outside in the big yard and on 21st street.

Van Courtlandt End of Year Trip: This trip is to celebrate all the hard work the students have done throughout the year. All fourth grade classes go together and spend the day with one another. This trip also ties in the work we did in the American Revolution unit.

Enrichment Cycle: Fourth graders participate in two 10-week enrichment cycles, during which they participate in an activity of their choice along with a mixed group of 3-5 students for one period a week. Enrichment activities change each year with our teachers' interests. Previous offerings include Comic Book Making, Trash with Panache, Kids Care Club, Basketball, T-Shirt Design, Anthropology, Gallery Visits and Tap Dancing.

SCHOOL COMMUNITY

Grit: We believe in respecting ourselves and others as we take risks, reflect on our learning process, celebrate our triumphs and struggles and persevere to reach our goals.

After a year of research and collaboration between faculty and families we are excited to continue to improve practices that will inspire and promote grit in every student. This is a work in progress but through this joint effort we decided the following principles are the first examples of what you will be seeing in the classroom.

Our GRITTY school will <u>LOOK</u> like:

- Gritty language will be on charts.
- Evidence of student reflections about work will be evident.
- Students will be solving their own academic and social emotional issues (with support from adults).
- Families will learn how to use language to support student independence.
- Teachers will present at monthly PTA meetings to talk about the "work."

Our GRITTY school will sound like:

Students will say things like:

- I had a hard time with…
- Next time I will try…
- I tried…but…
- I can use (Strategy) to help me with…
- When I am confident…
- I can offer help with…
- After struggling with…I learned…
- I am proud of the way I…
- Let me show you how I…

- I felt frustrated, but then I...

Adults will say things like:

- Can you show me where it got hard?
- Let me show you how I worked through...
- I struggled with...
- Next time I might...
- You worked so hard at...
- What's your plan?
- How can you solve this using the tools that you have?
- What would you do differently next time?

Our GRITTY school will feel like:

- Students are celebrated for their resiliency when solving academic, social and emotional problems.
- Process will be celebrated as equally as product.
- We will learn from our efforts.
- We will all work hard and solve issues without giving up.
- We will all understand that even though we may try our best, the outcome may not be what we desired. We will be resilient in our disappointment and try again!

Kind & Gentle: The PS11 community revolves around a philosophy called "Kind & Gentle". More than just words, "K&G" means all the actions and language of "doing unto others what you would have them do unto you." Throughout the school, there are clear expectations for students to behave in a kind and gentle way towards others within our community and beyond. Students are encouraged to maintain this attitude towards others throughout their years at PS11. Some examples of ways teachers foster K&G in the classroom include: using kind words, complimenting one another, and picking a secret K&G and being extra kind to that person all day or all week.

Family Friday: One Friday morning each month is designated as "Family Friday". All families are invited to come into the classroom and take part in activities that reflect an element of the school day. This is a great opportunity for families to see all the amazing work that is going on in the classroom. Activities in the past have featured reading workshop, art projects, publishing celebrations and poetry centers.

PS11 Garden: Students will have the opportunity to work and learn in our amazing vegetable and flower gardens all year. Throughout the year, food from our garden will be harvested and served in our lunchroom.

SLT and PTA Events: Throughout the year, PS11's School Leadership Team (SLT) and PTA sponsor community-building events, as well as family workshops that support parents as partners in their children's education. You will find information about these events on the PS11 website, in the monthly Classroom Newsletter, and in flyers coming home in your child's home folder.

COMMUNITY SERVICE AND CITIZENSHIP

We believe very strongly in community service at PS11. Throughout the year students will be engaged in activities that will benefit our local, national and global communities.