

Burr District Elementary School incorporates many aspects of the Responsive Classroom philosophy. The Responsive Classroom approach is based on theories of how children learn and on the experiences of classroom teachers. There are seven basic principles behind this approach:

- ✓ Learning social skills is as important as learning academic skills
- ✓ How children learn is as important as what they learn: Process and content go hand in hand
- ✓ Children gain knowledge most effectively through social interaction
- ✓ To be successful academically and socially, children need to learn cooperation, assertion, responsibility, empathy, and self-control
- ✓ Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach
- ✓ Knowing the families of the children we teach and inviting their participation is essential to children's education
- ✓ How the adults at school work together is as important as how skillful each individual teacher is: Lasting change begins with the adult community

(Developmental Profile and above text are adapted from materials published by the Northeast Foundation for Children)



*Burr District
Elementary*

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Welcome to Fourth Grade



Elementary

An Introduction to 4th Grade

Fourth grade is the top of the totem pole at Burr District Elementary School. Students are role models for the younger grades. The students begin band, do morning announcements, raise and lower the flag, and a host of other privileges of "old age". Students will develop the study skills for future learning and begin the transition to middle school.

Fourth Grade Developmental Profile

During the fourth grade year, you will probably see your child come out of the seriousness of nine year olds and become more social. Where at nine they are very competitive and overly concerned with fairness, at age ten you may see them become much more comfortable with groups and working together. And if problems do arise, they are now able to learn mediation techniques to help solve their own problems more effectively. They will begin arguing less about the rules of the game and be more interested in playing, which is good because they need a lot of exercise.

Ten year olds are memorizers and classifiers. Your child may develop interests in collections. We spend time on the multiplication table and our regions of the country because they are ready to take in and memorize more information now. Interestingly, you may see their handwriting decline in fourth grade: as nine year olds they will have more attention to detail than at age ten.

In addition to nightly reading, students will be watching a math video and taking a short quiz through a program called PlayPosIt. The purpose of the math video is to prepare students for the math lesson on the next day.

In fourth grade it is expected that children know all of their basic math facts, addition, subtraction, multiplication and division. If students do not have their facts memorized they should also spend time reviewing and practicing these facts.

Other Learning Experiences in Fourth Grade

Fourth graders enjoy several field trips and special activities. All fourth graders will visit the middle school in the spring for a transition program and tour. We are planning some new field trips for this year too. The fourth grade classes also enjoy community-building activities where the whole grade gets together for a learning activity. Fourth grade students switch between classes for writing, math, social studies, and science.

- Students go outside for recess then eat lunch.
- Students work on applying Language Arts skills independently and in small groups.
- Students switch classrooms to participate in math, writing, social studies and/or science lessons.
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- Students pack and prepare to go home.
- Students leave the classroom, walked by their teacher to bus lines, aftercare programs, or parent pick-up.

Homework

Board policy states that 4th Graders should have 35 minutes of homework 3-5 times a week. (RSD 17 Student Handbook)

In fourth grade students should spend the majority of their time at home reading. At the beginning of the year, we ask that children read for at least 20-25 minutes. This will gradually increase over the year. Students should also record their nightly reading in their reading logs, which should travel to and from school each day.

Both ages enjoy working on special projects which demonstrate their skills.

As in earlier grades, their brains are wired to learn in terms of “good and better” and they do not necessarily change their behavior from negative feedback. In other words, complements about what they are doing right work better than criticism of what they are doing wrong.



A Typical Day in Fourth Grade

- Students greet their teacher as they walk in from the busses.
- Students hand in all of their homework and record their lunch choices.
- Students gather for a short morning meeting to discuss learning, events, and social goals.
- Students attend music, art, library, or PE class.
- Students engage in reading workshop. This workshop begins with a read aloud and whole group mini-lesson. Students then read independently while the teacher confers one-on-one or works with small groups.
- Students participate in math, writing, social studies and/or science lessons.

Here are some of the important skills and knowledge your fourth grader will be expected to know by the end of this year.

Language Arts

- Determines author's theme.
- Uses strategies to read and comprehend grade level text.
- Reads fluently and accurately.
- Summarize fiction and nonfiction text.
- Names and uses parts of speech in reading and writing.
- Plans appropriately for writing.
- Writes fictional narratives, information essays, opinion essays, and poetry.
- Uses figurative language in writing
- Revises writing assignments.
- Recognizes, uses and spells the words on the Grade 4 spelling list.
- Chooses vocabulary to enhance written piece.
- Use grade level writing conventions consistently

Math

- Read, write and compare numbers through a million.
- Solves multi-step problems using the four operations.
- Find the factor pairs for whole numbers through 100, determine prime and composite numbers through 100.
- Multiply a whole number up to four digit by a one-digit whole number and multiply two two-digit numbers.
- Find whole number quotients and remainders with up to four-digit dividends and a one-digit divisor.
- Recognize and generate equivalent fractions.
- Compare two decimals to the hundredths place.
- Add and subtract proper fractions and fractions greater than a whole.
- Multiply a fraction by a whole number and solve word problems.

- Recognize angles as geometric shapes and concepts of angle measurement.
- Use the four operations to solve measurement word problems.
- Classify two-dimensional figures, with parallel or perpendicular lines and angle size.
- Recognize a line of symmetry for two-dimensional figures.
- Knows multiplication and division facts.

Science

- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Health

- Knows and applies accurate information about physical, mental, emotional and social growth and development.
- Demonstrates and practices skills that support healthy living.

Social Studies

- Use maps, satellite images, photographs, and other representations to explain relationships between U.S. regions and their environmental characteristics.
 - Explain how human settlements and movements relate to the locations of various natural resources.
 - Analyze the geography of U.S. regions with respect to history, civics, and economics.
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