

ONE KIND WORD CAN WARM THREE WINTER MONTHS.

- Japanese Proverb



DEAR PARENT/ GUARDIAN,

Welcome to 2019! January is an exciting month in 4th grade. We will be researching animals and their defense mechanisms and begin writing our Choose-Your-Own-Adventure stories.

Please remind your child to do their homework every night. Make sure students are reading for at least 20 - 30 minutes every day. As a reminder, students are expected to be reading at a level S by the end of 4th grade to be on grade level.

Thank you for all your all you do. We really appreciate your help and support.

4th Grade Team

Arrival and Dismissal Procedures

- Breakfast is served daily, M-F at 7:30 A.M.
- Students will arrive at 7:55 A.M. in the (school yard). Class begins promptly at 8 A.M.
- Students will be dismissed promptly at 2:20 P.M. from the schoolyard. After 2:25 P.M. students may be picked up from the main office.

Important dates:

January 11: Student of the Month Assembly

January 21: No School

January 29: No School for students

Fourth Grade Monthly Newsletter January 1, 2019

Fourth Grade Curriculum by Subject

Math: GO Math!

Factors, Multiples, and Patterns. Students will continue to participate in inquiry mathematics throughout the month. Inquiry mathematics is a student-centered learning experience. Students are encouraged to problem solve while exploring mathematics.

Language Arts: Expeditionary Learning

Animal Defense Mechanisms

In Unit 2, students will research their expert group animal and its defense mechanisms. They will also synthesize information from their research by writing an informative piece detailing their expert group animal's physical characteristics, habitat, predators, and defense mechanisms.

Guiding Questions and Big Ideas:

- How do animals' bodies and behaviors help them survive?
- How can writers use knowledge from their research to inform and entertain?

Science

Electricity

Students will continue to investigate how electricity works.

Social Studies: Passport to Social Studies

Native Americans: First Inhabitants of NY State

In this unit students will learn about the complex society of the first inhabitants on NY States. Students will do case study about the Munsee population.



Fourth Grade Team

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Important Announcements

Tuesday 2:20 – 3:00 P.M. is parent engagement time.

Please utilize this time to discuss important ideas and concerns with your child's teacher.

STUDENT OF THE MONTH

- ❖ Class 401: Dana Alnassar
Malak Al Lahabi
- ❖ Class 402: Estrella Medina
Aisha Abaza
- ❖ Class 403: Samuel Zheng
Melanie Jiang
- ❖ Class 404: Adem Kaddour
Shohana Sultana
- ❖ Class 345: Carina Ramos



fiction



Here are some questions you can ask your child about their reading; choose a few each night to engage in conversation with your child about their nightly independent reading.

Before reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book?
- What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?

After reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?

For fun: Have them act out a scene from the book, draw you a picture of their favorite part to decorate the refrigerator, or write a follow-up story. They can pretend they are a book reviewer reviewing the book on TV, or they can write a letter or postcard to the author. There are many creative ways to engage students in reading and have them share their reading with you!