

Welcome  
to  
4<sup>th</sup> Grade



Hulstrom K-8  
2016-2017

Dear Fourth Grade Families,

Welcome back to the 4<sup>th</sup> Grade Team! We are looking forward to collaborating closely as we serve our students and families this year.

Communication:

We will communicate primarily through our webpage. Please be sure to check it regularly. We will continue to use planners, email, and occasional phone calls home when necessary.

School Hours:

7:45 Back Classroom Door Opens

7:50 Tardy Bell

3:00 Dismissal (except Wednesday, early dismissal is at 1:45) through back classroom door

Schedule:

Recess/Lunch: 11:30-12:10 (Wednesday: 11:40-12:20)

Specials: 12:45-1:45 (Wednesday: 10:05-11:05)

Technology will be offered every third day (Music day) from 1:50-2:50 unless it falls on a Wednesday, then it will be from 9:00-10:00.

Attendance:

It is so important that every child is at school every single day of the year. Of course, if a student is extremely ill, then please don't send them to school to spread their germs with others☺ At Hulstrom, perfect attendance means no tardies and no absences! Please call the office 720-972-5400 if your student will be absent. If you would like to request make-up work, please send an email by 9:30 a.m. Homework will not be ready to pick-up by the front office until 3:00 p.m. **Homework will not be provided ahead of time. If you are planning a vacation during the school year, please be aware that homework will be provided after you return.**

### Materials:

Please have your child bring a backpack to school every day. This is the best way for important papers, assignments and planners to make it home each day. Listed below are some other items I would encourage each child to bring:

- ❖ Daily healthy snack item (no candy or items containing nuts)
- ❖ Planner
- ❖ Independent reading book
- ❖ Device-fully charged
- ❖ Homework and homework folder

### Daily Planners:

Every night your child will be bringing home their daily planner. In the planner, you will find the homework for the evening. Please make sure that the planner is signed every night. This is the beginning of a daily routine that will continue throughout the school year. Thank you in advance for your diligent effort and support in this continued exercise in study skills and school communication. This is also an excellent place to jot quick notes and/or questions that you have for us.

### Homework:

Homework is given Monday-Thursday nights. Homework assignments are to be recorded by your child in their planner. Students will receive nightly homework in math, reading, and spelling. Some nights they may have additional review and practice in other subject areas. Throughout the year, we will have ongoing projects that will require additional time at home. Students should spend approximately 40-50 minutes on homework each night (25 minutes reading and 15-20 on other homework).

The purpose of homework is:

1. To give the student additional practice on a skill.
2. To teach students responsibility for completing and returning homework.
3. To help the students realize that learning does not just take place in the classroom.

## Grading, Assessments, and Feedback:

### **Infinite Campus**

Parents can login to Infinite Campus to check on entered scores for assignments. You can also checked to see if your child has turned in his/her homework. Scores will be recorded on Infinite Campus starting in October.

Caution: Individual teachers record scores at variable times. Per teacher, there will be variances in score availability.

You can login from the main Hulstrom page or via this link:

### **Grading for 4th Graders**

#### 4- Exceeds Standard

I met all of the indicators for the standard and independently transferred the learning into a new situation.

#### 3- Meets Standard

I met all the indicators for the standard

#### 2- Approaching Standard

I met some of the indicators for the standard

#### 1- Below Standard

I met a few of the indicators for the standard

## Classroom Management:

Since lifelong success depends in part on learning to make responsible choices, the class will follow four basic rules that afford every student guidance in making good decisions about their behavior and thus the opportunity to learn in a positive and nurturing classroom environment. Your child deserves the most positive and safe educational climate for his/her growth, and I know that together we will make this happen.

The four basic rules are:

1. Be Responsible
2. Be Respectful
3. Be Safe
4. Be Prepared

Similar to 3<sup>rd</sup> grade, our 4<sup>th</sup> grade classroom will have a behavior system to monitor individual student behavior to promote more positive choices, as well as time to reflect on poor choices. We also believe in promoting teamwork through whole class incentives.

#### Positive Behavior Support (PBIS):

Hulstrom uses a school wide positive behavior system. PBIS is a proactive system designed to enhance learning through the instruction of clear expectations for all students in all school settings, especially students with challenging social behaviors, by establishing clearly defined outcomes that (a) relate to academics and social behavior, (b) support staff efforts, (c) support student success, and (d) use data to guide decision making. Listed below you will see our school wide rules. These rules will be expected and recognized at all times throughout the ENTIRE school. Our classroom rules will be modeled after the PBS rules. Students will be given a Shining Star award for displaying above and beyond behavior. Students will be given a Think Sheet to fill out and reflect upon when they have not met the behavioral expectations.

All Hulstrom Students are...

Successful Students who

Together with Teamwork

Achieve Excellence, while being

Respectful, Responsible,

Safe and Prepared

### BYOD:

Hulstrom is a Bring Your Own Device school and Chromebooks are the recommended device for 3-8 grades. Headphones and a case are highly recommended. Please make sure to charge your device nightly. Students will be using their Google account for a variety of activities including research, peer editing, blogging, and creating projects. Behavior expectations will be taught and enforced.

### Wednesday Folders:

Every week your child will be bringing home a communication folder on Wednesdays. Inside you will find practice papers, graded assignments and additional notes and information. I ask that the folder be reviewed and returned on Thursday.

### Birthdays:

Children are welcome to bring self-serving items in individual wrappers to handout at the end of the day. Please call or send a note with your student prior to the birthday if you plan on sending in birthday treats. Also, please keep in mind that food allergies are present in our classroom; therefore, DO NOT send items with nuts. The district policy encourages bringing alternative birthday treats; such as pencils, bookmarks, fancy stickers, bouncy balls, or healthy (non-sugary) treats. Birthday treats will be sent home, so that the decision to eat/not eat can be made with a parent.

### Field Trips:

Our class will be taking several field trips this year including Young Ameritowne, the Argo Gold Mine, History Colorado Center, Hiwan Homestead, The Molly Brown House, and the Denver Museum of Nature and Science. Throughout the school year, we will also have several guest speakers to help supplement important science and social studies standards.

ACADEMICS:

Below is an overview of curriculum map for the 2016-2017 school year. Please be advised this is a fluid document and could change as needs arise.



**Adams 12 Five Star Schools Fourth Grade Curriculum Year At A Glance**

<b>Reading Units</b>	<b><u>Themes Through Poetry and Prose</u></b>	<b><u>A Study of Structures</u></b>	<b><u>Interpret, Inquire, Inform</u></b>	<b><u>Drawing from Diverse Versions</u></b>	<b><u>Comparing Themes, Topics and Points of View</u></b>	<b><u>Script to Stage</u></b>
<b>Days</b>	<b>20-25 days</b>	<b>20-25 days</b>	<b>25-30 days</b>	<b>20-25 days</b>	<b>25-30 days</b>	<b>25-30 days</b>
<b>Summary Statement</b>	A study of poetry and short fiction, focusing on the different structures of genres, making connections between texts of poems and oral presentations.	A study of historical and scientific texts, focusing on how information is presented through a variety of structures.	A study of nonfiction, including how information is presented visually, orally, and quantitatively, explaining how authors use reasons and evidence.	A study comparing firsthand and secondhand accounts, integrating information from two texts in order to speak or write knowledgeably about the subject.	A study of stories, myths and traditional literature from different cultures, comparing themes and the point of view from which the story is told; describe in depth characters, settings, and events drawing on specific details.	A study of dramatic structures, comparing a script to a production, identifying where each version reflects specific descriptions and directions.

<b>Writing in Response to Reading Mini Unit</b>	<b>Literary Text</b> <i>Aligned to both reading and writing standards</i>	<b>Informational Text</b> <i>Aligned to both reading and writing standards</i>	<b>Continued practice with response to text throughout the 2<sup>nd</sup> semester</b>
<b>Days</b>	10 days <i>The first series of lessons in this unit are taught during the last 5 days of Reading Unit 1 (Themes Through Poetry and Prose) and the subsequent lessons are taught after Writing Unit 1 (Narrative).</i>	10 days <i>The first series of lessons in this unit are taught during the last 5 days of Reading Unit 2 (A Study of Structures) and the subsequent lessons are taught after Writing Unit 2 (Information).</i>	
<b>Summary Statement</b>	After close, analytic reading of text, students will respond to a text dependent prompt by discerning and using evidence from the text(s) to support their response. Students will quote accurately from the text when both explicitly explaining the text and making inferences.	After gathering and integrating relevant information from several literary and/or informational texts in various media or other formats, students will respond to a question or prompt, citing evidence from their sources. This response may include note taking, completing graphic organizers, and citing sources.	

<b>Writing Units</b>	<b>Launching Writing Workshop Narrative</b>	<b>Information Writing</b>	<b>Opinion Writing</b>	<b>Research Writing</b>	<b>Opinion Writing Using Text-Based Evidence</b>	<b>Narrative Writing</b>
<b>Days</b>	<b>20 lessons</b>	<b>17 lessons</b>	<b>16 lessons</b>	<b>21 lessons</b>	<b>16 lessons</b>	<b>19 lessons</b>
<b>Summary Statement</b>	Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students will write informative or explanatory texts to examine a topic and convey ideas and information clearly.	Students will write an opinion piece on topics supporting a point of view with reasons and information in which they introduce the topic clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Students will recall relevant information and conduct short research projects to gather information from print and digital sources, take notes, and categorize information in order to write informative or explanatory texts to examine a topic and convey ideas and information clearly; provide a list of sources used.	Students will read several texts on a debatable topic, form an opinion and write an opinion piece on topics supporting a point of view with reasons and information in which they introduce the topic clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<b>Social Studies Units</b>	<b>Personal Financial Literacy: Opportunity Costs</b>	<b>Colorado Government</b>	<b>Native Peoples</b>	<b>Spanish and American Explorers</b>	<b>Trappers, Traders and Miners</b>	<b>Settlements Leading to Statehood</b>	<b>Modern History of Colorado</b>	<b>Investigating Modern Colorado Issues</b>
<b>Days</b>	<b>7-10 days</b>	<b>10-13 days</b>	<b>16-19 days</b>	<b>13-16 days</b>	<b>20-23 days</b>	<b>35-38 days</b>	<b>10-12 days</b>	<b>26-29 days</b>
<b>Summary Statement</b>	A study of the relationship between choice and opportunity cost.	A study of the organization of the Colorado government.	A study of native peoples within Colorado prior to the nineteenth century.	A study of early settlement and exploration in Colorado.	A study of the early economic pull factors that led people to Colorado.	A study of early Colorado settlements resulting in cultural conflicts and how these settlements led to statehood.	A study of the historical connections between national events and Colorado events.	A study of how modern Coloradans make choices in response to geographic, economic and political circumstances.

<b>Science Units</b>	<b><u><a href="#">Energy</a></u></b>	<b><u><a href="#">Patterns in Our Solar System</a></u></b>	<b>Organisms and Ecosystems</b>	<b>Fossils and Rock Layers</b>
<b>Days</b>	<b>35 - 40 days</b>	<b>33 - 35 days</b>	<b>40 - 45 days</b>	<b>42 - 45 days</b>
<b>Summary Statement</b>	A study of the forms and transformations of energy	A study of the components in the solar system and predictable patterns of objects in the sky as observed from Earth.	A study of the interaction and interdependence between and among living and nonliving components of ecosystems including similarities and differences between living things.	A study of environments and living organisms through an investigation of fossils and rock layers.

We look forward to working with you. Please do not hesitate to contact us should you need anything. Let's have a fantastic year!

Sincerely,

Your Fourth Grade Team