ACADEMIC

Parent - Teacher

TEAM

Fall 2019

TEAM BUILDING

While the music is playing, walk quietly around the room. When the music ends, partner up with another parent, introduce yourself, and discuss the question on the board.

https://www.youtube.com/watch?v=-0R6QIN-bol

How do you help your child develop good study habits?

DESIRED OUTCOME

To have an understanding of the focus of fourth grade.

Create a goal for your child to work toward and provide resources to help your child achieve that goal.

AGENDA

How will we accomplish our purpose?

1. Review foundational grade level skills
2. Model practice activities
3. Family practice of activities
4. Set 60-day SMART goals

FOUNDATIONAL SKILL

Math

It is essential that students practice and build fluency with

MULTIPLICATION FACTS

MATH CORE SHIFT 1&2

Greater FOCUS on fewer topics.

- This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of **procedural skill and fluency**, and the ability to apply the math they know to solve problems inside and outside the classroom.

Coherence: Linking topics and thinking across grades

- Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning.

MATH CORE SHIFT 3

Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

- *Conceptual understanding:* The standards call for conceptual understanding of key concepts. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.
- ***Procedural skills and fluency:*** The standards call for **speed and accuracy in calculation**. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures.
- *Application:* The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Grades 3-5

Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions.

MATH CURRICULUM

QUARTER 1: Students will understand that:

1. A whole number is a multiple of each of its factors. **(NC.4.OA.4)**
2. All numbers can be identified as either prime or composite. **(NC.4.OA.4)**
3. A number that can only be represented by a rectangular array with one row is prime. **(NC.4.OA.4)**
4. Additive comparisons focus on the difference between two quantities while multiplicative comparisons focus on one quantity being some number times larger than another. **(NC.4.OA.1**
5. In multi-digit whole numbers that a digit in one place is 10 times greater than the digit to the right. **(NC.4.NBT.1)**
6. Comparing numbers is based on values of digits in each place value **(NC.4.NBT.7)**
7. The standard algorithm for addition and subtraction is derived from place value reasoning. **(NC.4.NBT.4)**

Mini - Lesson

W What are you trying to figure out? Rewrite the question as a sentence.

I Identify Important Information. What information is needed to solve the problem? What numbers and units need to be used?

T Think and Solve. Show your work! Use strategies. Make sure your work is neat and organized.

S Share. Explain your thinking and how you solved the problem. Tell why your andswer is reasonable.

The Patel family is taking a trip to India to visit family. They fly 8,208 miles from Raleigh to Mumbai, India. Then they drove 1,951 miles from Mumbai to Calcutta, 1,485 miles from Calcutta to New Delhi, and finally 1,403 miles from New Delhi back to Mumbai. Then they fly back to Raleigh. How far has the Patel family traveled in all?

MATH CURRICULUM

QUARTER 2: Students will understand that:

1. Place value and properties of operations relate to multiplication and division. **(NC.4.NBT.5, NC.4.NBT.6)**
2. Remainders are interpreted differently depending on the context of the problem. **(NC.4.OA.3)**
3. Fractions with different sized parts can still be equivalent when comparing same-sized wholes. **(NC.4.NF.1)**
4. The number and size of fractional parts can be different when looking at equivalent fractions. **(NC.4.NF.1)**
5. Fractions are equivalent when they take up the same amount of space with relationship to the whole or fall at the same point on a number line. **(NC.4. NF.1)**
6. When comparing fractions the wholes must be the same size. **(NC.4.NF.2)**

PRACTICE ACTIVITY

Math

HOW TO PLAY:

1.Each player takes the top 2 cards from the deck and places them face up to create a multiplication equation.
2.Players read their multiplication equation aloud., stating the product.
3.Example: If you draw a 6 and a 2, say "6 times 2 equals 12" or "the factors 6 and 2 have a product of 12."
4.Compare products. The player whose equation has the greatest product collects all cards and adds them to their pile.
5.If two players have the same product, this is a WAR. Each player will select two additional cards and create a new equation. The player with the greatest product is the winner.
6.Whoever has the most cards when all cards in the deck are used is the winner!

ADDITIONAL RESOURCES

Math

For 4th Grade I Can Statements:
https://docs.google.com/document/d/1b4mnGEVLjzSZvYE6_oTtqlgREyfaXFU-_-jdxOTWcYg/edit

Visit the fourth grade website!
https://sites.google.com/wcpss.net/cedarfork4/


SETTING GOALS
S
M
A
R
T
SPECIFIC
MEASURABLE
ACHIEVABLE
REALISTIC
TIMELY
GOAL

SETTING GOALS: MATH

S **Specific**
Your goal should be clear and specific.
Who is involved? What do I want to accomplish? Why is this important?

M **Measureable**
You should be able to track the progress and measure the outcome.
How much? How will I know when I have accomplished this goal?

A **Achievable**
Make sure the goal is not out of reach. How can I accomplish this goal?
How realistic is the goal, based on where I am now?

R **Relevant**
Does this goal seem worthwhile?
Does this match our other efforts/needs?

T **Timely**
Your goal should include a time limit or a target date.
When can the goal be accomplished?

Examples

- By January 2020, my child will demonstrate growth in extending understanding of fraction equivalence and ordering.
- By January 2020, my child will master multiplication and division fact fluency of numbers 1-12.
- By January 2020, my child will demonstrate growth in using multiple strategies to multiply multi-digit numbers.
- By January 2020, my child will demonstrate growth in multiplying multi-digit numbers with regrouping.

MAKING CONNECTIONS

Find another parent you would like to connect with and write their information on your Connections Card.

READING CORE SHIFT 1

Regular practice with complex texts and their academic language.

- These texts prepare students for the demands of college, career and life.
- Comprehension has a focus on academic language
- https://lexile.com/

CCSS GRADE BANDS	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework
(2nd - 3rd)	2.75 - 5.14	42 - 54	1.98 - 5.34	420 - 820
(4th - 5th)	4.97 - 7.03	52 - 60	4.51 - 7.73	740 - 1010

READING CORE SHIFT 2

Reading, writing and speaking **grounded in EVIDENCE from the texts** both literary and informational.

- Common Core emphasizes using evidence from the test to analyze, defend claims and express information clearly.
- The standards call for students to read carefully, grasp information and use the text to answer questions.
- Students need to be able to answer a range of text-dependent questions

READING CORE SHIFT 3

Greater Building Knowledge through content-rich nonfiction

- Students need to be immersed in information from around the world to help build their general knowledge and vocabulary to help them be college and career ready. http://learnersdictionary.com/
- Informational texts play an important part in building student knowledge.
- It's important for students to read a variety of texts from around the world to build this knowledge.

FOCUS SKILL

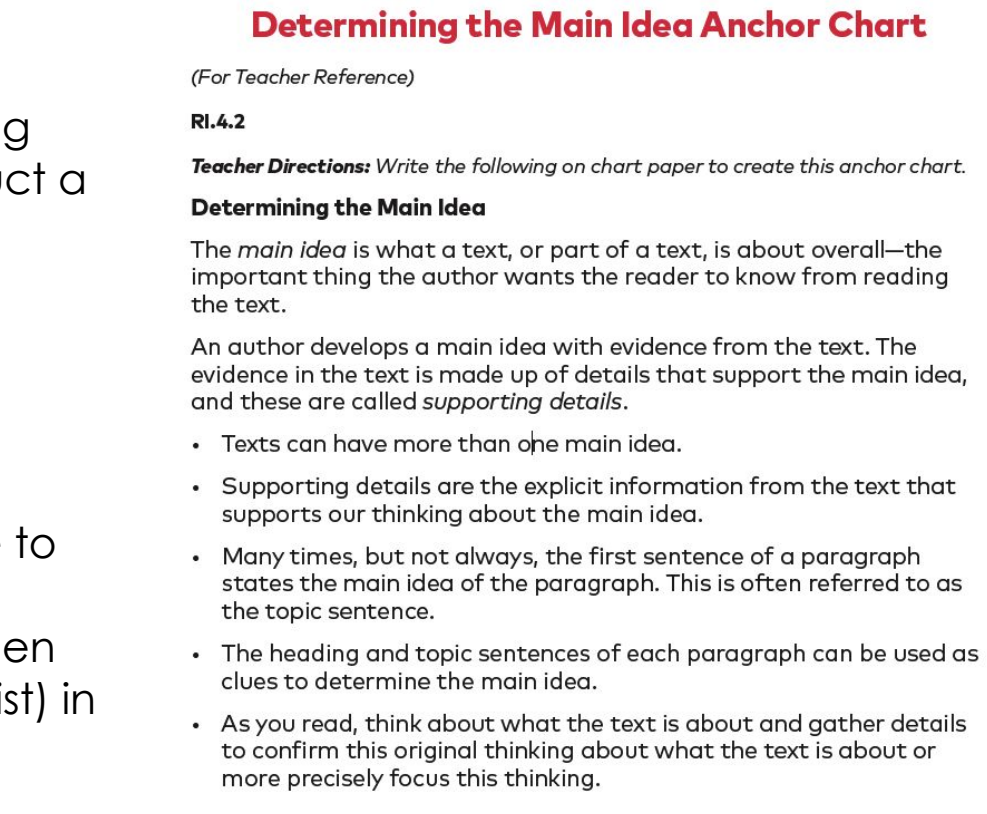
Reading

Main Idea and Details/Summarizing-

This quarter, we are focusing on identifying the main idea with details to help construct a summary. This skill will be carried over throughout the school year.

Main Idea and Details is also a skill that is tested on during the EOG.

This Anchor Chart here is one that we use to help students identify the main idea. The students used something similar to this when they were identifying the main idea (or gist) in third grade.



Determining the Main Idea Anchor Chart

(For Teacher Reference)

RI.4.2

Teacher Directions: *Write the following on chart paper to create this anchor chart.*

Determining the Main Idea

The *main idea* is what a text, or part of a text, is about overall—the important thing the author wants the reader to know from reading the text.

An author develops a main idea with evidence from the text. The evidence in the text is made up of details that support the main idea, and these are called *supporting details*.

- Texts can have more than one main idea.
- Supporting details are the explicit information from the text that supports our thinking about the main idea.
- Many times, but not always, the first sentence of a paragraph states the main idea of the paragraph. This is often referred to as the topic sentence.
- The heading and topic sentences of each paragraph can be used as clues to determine the main idea.
- As you read, think about what the text is about and gather details to confirm this original thinking about what the text is about or more precisely focus this thinking.

FOCUS SKILL

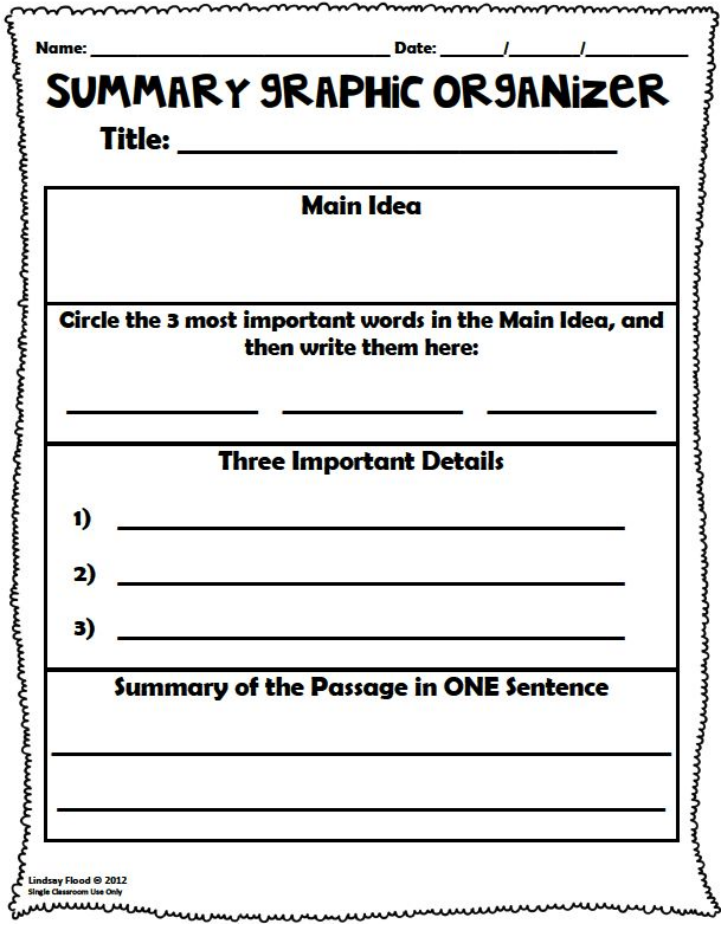
Reading

Main Idea and Details/Summarizing-

This quarter, we are focusing on identifying the main idea with details to help construct a summary. This skill will be carried over throughout the school year.

Main Idea and Details is also a skill that is tested on during the EOG.

This Anchor Chart here is one that we use to help students identify the summary. The students used something similar to this when they were identifying the main idea and important details that are in chronological order.



Name: _____ Date: _____/_____/_____

SUMMARY GRAPHIC ORGANIZER

Title: _____

Main Idea

Circle the 3 most important words in the Main Idea, and then write them here:

_____ _____ _____

Three Important Details

1) _____

2) _____

3) _____

Summary of the Passage in ONE Sentence

_____

_____

RUBRICS: SUMMARY

Reading

	3	2	1
Summary	Summary must be brief and include the title of the text, clearly state the theme or main idea with at least 2-3 supporting details that relate to the theme or main idea. The summary must be cohesive and written in your own words.	Summary must be brief and include the title, somewhat show the theme or main idea with 1-2 supporting details that somewhat relate to the theme or main idea. Most of the summary must be in their own words.	Summary may or may not be brief. The main idea or theme is not correct. It includes details that are not supporting details for the main idea or theme. Information is not in their own words or paraphrased.

RUBRICS: MAIN IDEA

Reading

	3	2	1
Main Idea	Student uses at least 2 sentences to explain what the text is mostly about and able to support it with at least 3 key details.	Students use less than 2 sentences to explain the topic. Students can support with 1-2 key details.	Students do not identify the correct main idea and doesn't have to do with the topic of the text.

PRACTICE ACTIVITY

Reading

Practice Activity: Identifying Main Idea

- Open to page 13 in the *Animal Behaviors: Animal Defenses* book.
- Spend the next 2 minutes reading the page.
- Identify 3 supporting details. Use the supporting details to come up with the main idea.
- We will share our main idea and supporting details with our partner next to us later.

PRACTICE ACTIVITY

Escape Hatches on page 13

Main Idea: There are many different animals in the United States who dig dwellings for various reasons that help them survive.

Supporting Detail 1: Animals dig dwellings underground for many reasons.

Supporting Detail 2: Prairie dogs build extensive communities of burrows on the grasslands.

Supporting Detail 3: Diggers include emergency exits in their homes.

SETTING GOALS: READING

S **Specific**
Your goal should be clear and specific.
Who is involved? What do I want to accomplish? Why is this important?

M **Measureable**
You should be able to track the progress and measure the outcome.
How much? How will I know when I have accomplished this goal?

A **Achievable**
Make sure the goal is not out of reach. How can I accomplish this goal?
How realistic is the goal, based on where I am now?

R **Relevant**
Does this goal seem worthwhile?
Does this match our other efforts/needs?

T **Timely**
Your goal should include a time limit or a target date.
When can the goal be accomplished?

Sample Goals:

1. By January 2020, my child will be able to determine the main idea with supporting details. This will be measured based on Reading Assessments that are taken in class.
2. By January 2020, my child will be able to determine the meaning of unknown words using strategies that are taught in class. This will be measured based on Reading Assessments that are taken in class.
3. By January 2020, my child will be able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. This will be measured based on Reading Assessments that are taken in class.

SETTING GOALS

S **Specific**
Your goal should be clear and specific.
Who is involved? What do I want to accomplish? Why is this important?

M **Measureable**
You should be able to track the progress and measure the outcome.
How much? How will I know when I have accomplished this goal?

A **Achievable**
Make sure the goal is not out of reach. How can I accomplish this goal?
How realistic is the goal, based on where I am now?

R **Relevant**
Does this goal seem worthwhile?
Does this match our other efforts/needs?

T **Timely**
Your goal should include a time limit or a target date.
When can the goal be accomplished?

Examples

By January 1st of 2009, I will have researched three colleges and applied to two colleges that I want to attend. I will attend one of the colleges I am accepted in and register for my first course and start by August 2009. My college plan fits with my ten year career plan.

By December 1st of 2008, I will have positioned myself to ask for a raise of a minimum of 10% of my salary by cutting my department's budget by 10% and increasing my department's sales by 10%.

I want to lose 20 lbs by April 15th 2009. I will perform a half hour of cardio and half hour of strength training per day, 5 times a week and I will only eat starchy carbohydrates 3 times a week.

Thank you for coming!

Please complete the following survey to help us make APTT even better!

http://bit.ly/2nAva6G