

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

St. Brigid of Kildare - A Blue Ribbon  
School  
2011 - 2012



SAINT BRIGID SCHOOL



## *Welcome to Fourth Grade*

*We would like to welcome you to the beginning of a wonderful fourth grade year. We are looking forward to a year filled with learning, excitement, and fun. We will be helping your child to grow both academically and spiritually. We welcome your ideas as the year moves along and we feel confident that, by working together, this will be an amazing year for everyone*

### **Communication**

If, at any time this year, you need to talk to us about your child, please call us at school (718-5825) and leave a message with the school secretary. We will return your call within 24 hours. We also welcome notes from home and will answer those as needed. The best method of communication is to send us an email. Our email addresses are:

lschnegg@cducation.org

kwodarcy@cducation.org

dmosko@cducation.org

### **Assignment Notebooks:**

The assignment notebook is a wonderful tool to help your child stay organized throughout the year. We will post daily homework in the classroom and time will be set aside to copy it down. The students are expected, on a daily basis, to write down each assignment and due date, as well as any upcoming tests or quizzes. Students in the fourth grade are required to obtain a parent's signature each evening, even if there happens to be no assigned homework. Homework will vary day to day but you should expect no more than 60 minutes on any given night. We will routinely check each notebook for the required signature. **Please refrain from writing notes to the teacher in the assignment notebooks - send in a separate note.** We do not check the notebooks every day and do not want to miss any important notes from home.

### **Wednesday Folders**

Any school communication will be sent home on Wednesdays. Please read all of the information, and sign the back of the folder and return it with your child on the next school day.

## Friday Folders

Every Friday your child will bring home the work that we completed that week. Please take some time to review these papers with your child. This is always a great opportunity to review your child's progress and notice the areas of strength and weakness or concern. Sign and return the folder, with the papers inside, on the next school day. Papers will be returned permanently at the end of each quarter.

## Lunch and Snack

Recess: 11:30-11:50

Lunch: 12:00-12:30

Due to our late lunch time, your child will be permitted to bring in a healthy snack each day. We will have a designated snack time each morning. We request that no water bottles be brought in at this time. Students will have access to the water fountain in each classroom.

Dress Code - Please review the student handbook (pages 27-32) online.

## Classroom Behavior Expectations

We will work together to foster a safe learning environment for your child. We will expect every student to be attentive, respectful, and mindful of the rules throughout the building. Any discipline related issues will be addressed on a case by case basis and a note or phone call will be involved for more serious infractions.

## Specials Schedule

	<b>Schnegg</b>	<b>Wodarczyk</b>
<b>Monday</b>	Art	Music
<b>Tues.</b>	Liturgy Practice	Library Liturgy Practice
<b>Wed.</b>	Physical Education	Spanish
<b>Thurs.</b>	Music	Art
<b>Fri.</b>	Library Spanish	Physical Education

## Assessment

We will be using two types of assessments: formative assessments and summative assessments. Formative assessments are day-to-day checks with the students to see how well they are meeting the standard. Examples of these on-going assessments would be journals, homework, daily class work, sitting in on small group discussions, questions and answer opportunities during large group instruction, labs. This type of assessment allows us to make daily changes in order to better help the students learn. The second type of assessment we use is summative assessment. Examples of summative assessments are of tests, projects, and oral presentations used to assess the students' understanding of the concepts related to a unit. These assessments will often contain opportunities for the students to exceed the standard if they so choose. These opportunities are always optional but are also highly encouraged. These types of assessments will be presented with a rubric that will outline the standards being checked. Accelerated Reader and Accelerated Math will be used in both forms of assessment.

All of these types of assessments will allow us to take a deeper look at the students' understanding of the material being taught and enable us to identify areas that we may need to explore further.



# Helping Your Children Learn Mathematics

*"The first teachers are the parents, both by example and conversation." --*

**Lamar Alexander**

## **Helping Your Children with Homework**

Talk with your child about what's going on in math class.

Look for ways to link mathematical thinking and learning in daily life.

Set a regular homework time and provide a comfortable, distraction-free place to work.

In helping children learn, one goal is to assist children in figuring out as much as they can for themselves (e.g., constructing meaning). You can help by asking questions that guide, without telling what to do.

Good questions and good listening will help children make sense of mathematics, build self-confidence, and encourage mathematical thinking and communication. A good question opens up a problem and supports different ways of thinking about it. Here are some questions you might try; notice that none of them can be answered with a simple "yes" or "no."

## **Getting Started**

- What do you need to find out?
- What do you need to know?
- How can you get the information?
- Where can you begin?
- What terms do you understand or not understand?
- Have you solved similar problems that would help?

## **While Working**

- How can you organize the information?
- Can you make a drawing (model) to explain your thinking?
- Are there other possibilities?
- What would happen if...?
- Can you describe an approach (strategy) you can use to solve this?
- What do you need to do next?
- Do you see any patterns or relationships that will help solve this?
- How does this relate to...?
- Can you make a prediction?
- What did you...?
- What assumptions are you making?

## **Reflecting about the solution**

- How do you know your solution (conclusion) is reasonable?
- How did you arrive at your answer?
- How can you convince me your answer makes sense?
- What did you try that did not work?
- Has the question been answered?
- Can the explanation be made clearer?

## **Responding (helping your children clarify and extend their thinking)**

- Can you explain it in a different way?
- Is there another possibility or strategy that would work?
- Help me understand this part...

### **Parent/Teacher Partnership**

We believe that the parent/teacher partnership is essential to the growth and development of our young students. We welcome parent communication and thank you for your support! A recent issue of *Today's Catholic Teacher* outlined some ways to help support your child's education at home:

#### **Parental SUPPORT System**

**S** = Supervise homework. Establish a time, place and space where the child reports for school work, even if he announces that there is no assigned homework on a given day. Check work for completeness and neatness. In the primary grades in particular, check also for accuracy and mastery.

**U** = Unite with school authority by complying with the school handbook and by backing up teacher decisions.

**P** = Provide honest, respectful feedback to both student and teacher. Inform teachers about stresses in the child's life that may impact learning or socialization.

**P** = Promote responsibility and maturity in your child through chores, checklists, deadlines and reasonable standards of performance.

**O** = Organize the household for school success. Provide a box for each child to store schoolbags, projects, PE clothes, etc., in readiness for the next day. Establish habits of adequate sleep that begin with a quiet atmosphere and soft lighting at least 20 minutes prior to bedtime. Plan nourishing meals, school lunches, and snacks that limit sugar intake.

**R** = Regulate a balanced schedule to include schoolwork, play, extracurricular interests, family time, leisure and prayer time. Limit TV on school days and limit extracurricular activities so students do not become overloaded with too many activities.

**T** = Teach your children to name, claim and tame their personal behavior; in other words, to accept ownership for their choices by admitting to a choice, accepting the consequences without shifting blame to others, and apologizing when necessary.



## Diocese of Columbus Grade 4 Academic Content Standards

### Grade 4 Language Arts Standards

**Standard I:** Reads a wide range of text for a variety of purposes.

- A. Reads a wide range of literature from many genres.**  
 1. Identifies different literary genre by their defining characteristics.  
 2. Sees connections across and within genre.
- B. Reads for a wide variety of purposes.**  
 1. Establishes a purpose for reading.  
 2. Uses criteria to choose independent reading.
- C. Reads a wide range of literature from many periods.**  
 1. Recognizes literature from different literary periods.  
 2. Identifies selected authors and illustrators by their styles and themes.

**Standard II:** Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Develops a phonological awareness.**  
 1. Decodes using blends, digraphs, irregular vowel combinations, and affixes.
- B. Develops word recognition and word analysis skills.**  
 1. Uses affixes, roots, plural forms, compound words, and contractions.  
 2. Identifies the meaning of abbreviations.  
 3. Decodes using syllabication.  
 4. Alphabetizes words to the 4<sup>th</sup> letter.  
 5. Uses resources to determine word meaning and pronunciation.  
 6. Begins to recognize the difference between connotation and denotation.
- C. Expands vocabulary.**  
 1. Masters a basic list of sight words.  
 2. Masters grade-appropriate vocabulary.  
 3. Classifies words into categories.  
 4. Uses antonyms, synonyms, and homonyms.  
 5. Uses context clues to determine meaning of words.
- D. Reads phrases, sentences, and passages.**  
 1. Integrates a cueing system.  
 2. Reads orally using appropriate fluency, phrasing, and expression.  
 3. Monitors own comprehension by adjusting speed to fit the purpose.  
 4. Reads proficiently observing capitalization and punctuation.  
 5. Draws on past experiences to make comparisons.  
 6. Reads independently.

**E. Develops literal comprehension skills.**

1. Uses graphic aids and/or illustrations.  
 2. Summarizes important information in a text.  
 3. Clarifies steps in a set of directions for correct sequencing and completeness.  
 4. Identifies the main incidents of a plot sequence, identifying the characters, setting, conflict, and resolution.  
 5. Identifies the influence of setting on a selection.  
 6. Describes the thoughts, words, and interactions of characters.  
 7. Determines the meaning of unknown words by using context clues.  
 8. Uses parts of a book to locate information.  
 9. Lists questions and searches for answers.  
 10. Identifies main idea and supporting details.
- F. Demonstrates interpretive comprehension skills**  
 1. Draws conclusions from information in maps, charts, graphs, and diagrams.  
 2. Draws conclusions based on deductions.  
 3. Makes inferences about informational text.  
 4. Distinguishes fact from opinion.  
 5. Compares and contrasts information on one topic using different sources.  
 6. Recognizes the differences between cause and effect.  
 7. Identifies figurative language.  
 8. Knows the difference between 1<sup>st</sup> and 3<sup>rd</sup> person narrative.  
 9. Begins to understand how word choice impacts the mood of the story.
- G. Demonstrates critical thinking skills**  
 1. Identifies the author's purpose.  
 2. Analyzes and makes judgments based on information.  
 3. Asks questions to clarify meaning or to get new information.  
 4. Identifies a problem and suggests a solution.  
 5. Makes predictions supported by information from the text.  
 6. Answers evaluative questions.

**Standard III:** Demonstrates competence in the skills and strategies of the writing process.

- A. Develop physical manipulation skills.**  
 1. Writes legibly in cursive, spacing letters, words, and sentences appropriately.
- B. Understands and develops a pre-writing process.**  
 1. Writes for different purposes and audiences.  
 2. Uses brainstorming, discussing, and/or graphic organizers to prepare for writing.  
 3. Selects a topic for writing.  
 4. Writes from different points of view.

- C. Applies drafting and revising skills.**  
 1. Writes a paragraph that stays on topic, includes supporting details, and is marked by indentation.  
 2. States and develops a clear main idea.  
 3. Organizes writing with a simple introduction, body, and resolution or conclusion.  
 4. Writes both simple and compound sentences.  
 5. Uses all parts of speech.  
 6. Revises and assesses for clarity.
- D. Applies editing skills.**  
 1. Proofreads work.  
 2. Edits for mechanics, grammar, spelling, and vocabulary choice.
- E. Understands and uses convention of print, style, and organization.**  
 1. Writes in complete sentences.  
 2. Uses correct punctuation.  
 3. Capitalizes correctly.  
 4. Spells correctly.
- F. Composes writing applications.**  
 1. Writes to a prompt.  
 2. Writes responses to literature.  
 3. Writes formal and informal letters.  
 4. Writes a narrative.  
 5. Writes informational reports.
- G. Publishes writing applications.**  
 1. Follows format appropriate to purpose.  
 2. Prepares publication for display.  
 3. Contributes to a writing portfolio.

**Standard IV:** Uses a variety of informational and technological resources to communicate.

- A. Demonstrates research skills.**  
 1. Identifies a topic for research.  
 2. Locates sources and collects information.  
 3. Identifies important information and summarizes findings.  
 4. Organizes information.  
 5. Communicates information orally, visually, or in written format.
- B. Uses informational resources.**  
 C. Uses technological resources.  
 D. Communicates discoveries.

**Standard V:** Develops competence in speaking, listening, and viewing.

- A. Demonstrates active listening strategies.**  
 B. Uses language and speaking skills appropriate to the audience, situation, and purpose.  
 C. Demonstrates speaking skills in increasingly sophisticated ways.  
 1. Delivers informational presentations.  
 2. Delivers a formal or informal descriptive presentation.

Diocese of Columbus Grade 4 Academic Content Standards and Progress Report

Grade 4 Math Standards

<p><b>Standard I: Mathematical Processes</b></p> <p>A. Uses a variety of tools and strategies in problem solving.</p> <p>B. Applies mathematical knowledge and skills.</p> <p>C. Recognizes and uses equivalent representations.</p> <p>D. Evaluates the reasonableness of predictions, estimations and solutions.</p> <p>E. Uses a variety of mathematical representations to organize, record and communicate mathematical ideas.</p> <p>F. Uses mathematical language and symbols.</p> <p>G. Writes clearly about mathematical thinking.</p> <p>H. Estimates using whole numbers, fractions and decimals and computes fluently.</p>
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<p><b>Standard II: Number, Number Sense and Operations</b></p> <p>A. Identifies and generates equivalent forms of fractions and decimals.</p> <p>B. Uses place value to read, write, represent and compare whole numbers through millions and decimals through thousandth.</p> <p>C. Rounds whole numbers to a given place value.</p> <p>D. Uses models and points of reference to compare commonly used fractions.</p> <p>E. Uses associative and distributive properties to simplify and perform computations.</p> <p>F. Interprets the meaning of remainders in division problems.</p> <p>G. Estimates the results of computations involving whole numbers, fractions and decimals.</p> <p>H. Adds and subtracts decimals and commonly used fractions with like denominators.</p> <p>I. Uses mental math.</p> <p>J. Analyzes and solves multi-step problems.</p> <p>K. Demonstrates fluency in adding and subtracting and develops skills in multiplying and dividing whole numbers by 1 and 2 digit numbers.</p>
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<p><b>Standard III: Measurement</b></p> <p>A. Solves problems involving counting money and making change.</p> <p>B. Relates the number of units to the size of the units being measured.</p> <p>C. Demonstrates and describes perimeter as "distance around", area as covering a 2-dimensional shape, and volume as filling a 3-dimensional object.</p> <p>D. Identifies and selects appropriate units of measure.</p> <p>E. Finds perimeter using string or links, area using tiles or a grid, and volume using cubes.</p> <p>F. Makes simple unit conversions within a measurement system; e.g., inches to feet.</p>
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<p><b>Standard IV: Geometry and Spatial Sense</b></p> <p>A. Identifies, describes and models intersecting, parallel and perpendicular lines and line segments.</p> <p>B. Describes, classifies, compares and models 2 and 3-dimensional objects.</p> <p>C. Identifies similarities and differences of quadrilaterals.</p> <p>D. Identifies and defines triangles, equilateral, right, acute and obtuse, or isosceles, equilateral and scalene.</p> <p>E. Describes points, lines and planes and identifies models in the environment.</p> <p>F. Specifies locations and plots ordered pairs on a coordinate plane.</p> <p>G. Identifies and describes line symmetry in 2-dimensional shapes and designs.</p>
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<p><b>Standard V: Patterns, Functions and Algebra</b></p> <p>A. Uses models and words to describe, extend and make generalizations of patterns and relationships.</p> <p>B. Represents and analyzes patterns and functions using words, tables and graphs.</p> <p>C. Uses rules and variables to describe patterns.</p> <p>D. Describes how a change in one variable affects the value of a related variable.</p>
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<p><b>Standard VI: Data Analysis and Probability</b></p> <p>A. Creates a plan for collecting data.</p> <p>B. Represents and interprets data using tables, bar graphs, line plots and line graphs.</p> <p>C. Interprets and constructs Venn diagrams.</p> <p>D. Compares different representations of the same data.</p> <p>E. Describes the characteristics of a set of data.</p> <p>F. Identifies the range, median and mode of a set of data.</p> <p>G. Conduct simple probability experiments and draw conclusions from the results.</p> <p>H. Represents the likelihood of possible outcomes.</p> <p>I. List and count all possible combinations using one member from each of several sets.</p>
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<p><b>Progress Reporting</b></p> <p>These marks are used to indicate a student's grade - level proficiency, based on academic standards:</p>
<p><b>Proficiency Levels</b></p> <p>+ - Exceeds the standard</p> <p>Student demonstrates superior performance with in-depth understanding of the standard, and can apply the knowledge and skills in a thorough, consistent, independent way.</p> <p>✓ - Meets the standard</p> <p>Student has a solid academic performance and consistently demonstrates proficiency of the standard with few errors.</p> <p>I - Improving, but not yet meets the standard</p> <p>Student demonstrates partial mastery of the standard and occasionally meets the standard.</p> <p>N - Does not meet the standard</p> <p>Student demonstrates limited or no understanding of the standard.</p>



Catholic Diocese of Columbus  
**Student Progress Report**  
**Grade 4**

20\_\_ - 20\_\_

Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School \_\_\_\_\_

ATTENDANCE					
	1	2	3	4	Total
Days Absent					
Times Tardy					

THIS STUDENT HAS BEEN ASSIGNED TO GRADE \_\_\_\_\_

PRINCIPAL'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

**PROGRESS CODES**

- + Exceeds the Standard: student demonstrates superior performance with in-depth understanding of the standard, and can apply the knowledge and skills in a thorough, consistent, independent way.
- ✓ Meets the Standard: student has a solid academic performance and consistently demonstrates proficiency of the standard with few errors.
- ! Improving, but not yet meeting the Standard: student demonstrates partial mastery of the standard and occasionally meets the standard.
- N Does not meet the Standard: student demonstrates limited or no understanding of the standard.
- Blank indicates not evaluated at this time.

**RELIGION**

	1	2	3	4
Understands concepts and vocabulary pertinent to:				
Sacred scripture				
Catholic tradition				
Liturgy, sacraments, and prayer				
Development of the Christian person				

**LANGUAGE ARTS**

	1	2	3	4
Reads a wide range of text for various purposes				
Applies strategies to comprehend, interpret, and evaluate text:				
▶ Develops word recognition and analysis skills				
▶ Expands vocabulary				
▶ Reads orally using appropriate fluency, phrasing, and expression				
▶ Demonstrates literal comprehension skills				
▶ Demonstrates interpretive and/or critical comprehension skills				
Demonstrates competence in writing skills and strategies:				
▶ Writes legibly in cursive				
▶ Uses a pre-writing process				
▶ Applies drafting and revising skills:				
• Selects a topic with a main idea and supports it with details				
• Begins to revise to improve writing				
▶ Applies editing skills:				
• Applies correct grammar				
• Applies correct capitalization and punctuation				
• Spells assigned words correctly				
• Applies vocabulary and spelling skills				
▶ Composes for different purposes				
Uses informational and technological resources				
Listens and views actively and appropriately				
Demonstrates competence in speaking skills				

**MATH**

	1	2	3	4
Understands mathematical processes				
Understands number, number sense, and operations concepts				
▶ Masters multiplication facts				
▶ Masters division facts				
Applies measurement skills				
Understands geometry and spatial sense concepts				
Uses patterns, functions, and algebra concepts				
Understands data analysis and probability concepts				

**SOCIAL STUDIES**

	1	2	3	4
Applies social studies skills and methods				
Understands concepts and vocabulary pertinent to:				
Culture				
History (time, continuity, and change)				
Geography (people, places, environment)				
Government and civics				
Economics				

**SCIENCE**

	1	2	3	4
Understands concepts and vocabulary pertinent to:				
Life science – Earth's living history				
Earth and space science – Earth's science				
Physical science – electricity, heat and matter				

**HEALTH**

	1	2	3	4
Understands concepts and vocabulary pertinent to:				
Social health				
Physical health				
Mental/emotional health				

**ART**

	1	2	3	4
Applies materials, techniques, processes, and technology				
Recognizes design elements				
Evaluates subject matter, symbols, and ideas				
Recognizes the merits of student's work and work of others				

**MUSIC**

	1	2	3	4
Demonstrates vocal skills				
Demonstrates instrumental skills				
Improvises, composes, and arranges music				
Reads and notates music				
Participates in musical activities				

**PHYSICAL EDUCATION**

	1	2	3	4
Demonstrates sequential fundamental skills				
Applies movement concepts in formal activity settings				
Demonstrates physical fitness				
Demonstrates responsible personal and social behavior in physical activity settings:				
▶ Demonstrates active participation				
▶ Demonstrates positive sportsmanship				
▶ Follows the rules of the game				

**MARKING SYSTEM**

Overall understanding of the standards assessed is:

- A = Advanced
- B = Proficient
- C = Basic
- D = Minimal
- F = Unsatisfactory

Grades	1	2	3	4	1	2	3	4
Religion								
Lang. Arts								
Math								
					Social Studies			
					Science			
					Health			

Teacher's Comments:



**SAINT BRIGID  
OF KILDARE SCHOOL**  
Seeking Grace and Wisdom

# St Brigid of Kildare School Quality Report and Effort Rubric 2011-2012



**Student:** \_\_\_\_\_

**Quarter:** 1

**Teacher:** \_\_\_\_\_

**Grade:** 4th Grade

	Quarter One			Quarter Two			Quarter Three			Quarter Four		
Religion												
Math												
Social Studies												
Language Arts												
Science												
Art												
Music												
Physical Education												
Spanish												
Library												

**Effort:**

1. Puts forth best effort; highly motivated
2. Satisfactory effort
3. Lack of effort and motivation

**Participation:**

4. Shows interest and enthusiasm for individual and class activities
5. Needs to participate more in class discussions and/or activities

**Responsibility:**

6. Is responsible and self-reliant
7. Is becoming more self-reliant
8. Inconsistently prepared for class

**Focus:**

9. Uses time wisely
10. Assignments are often late or incomplete
11. Needs to follow written/oral directions
12. Needs to be a more active listener in class

**Quality of Work:**

13. Quality of work meets or exceeds expectations
14. Quality of work is often poor or inconsistent
15. Needs to apply previously learned skills and concepts
16. Frequent absences have negatively affected progress

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Please return this signed Written Warning on the next school day.**

**DRESS CODE INFRACTION**

<b>Girls</b>
<input type="checkbox"/> Wrong socks <input type="checkbox"/> Wrong shoes <input type="checkbox"/> Inappropriate shirt <input type="checkbox"/> Inappropriate skirt length <input type="checkbox"/> Nail polish <input type="checkbox"/> Inappropriate jewelry <input type="checkbox"/> Other

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

The dress code will be enforced as stated in the uniform policy.

1<sup>st</sup> Offense – Written Warning

2<sup>nd</sup> Offense – Phone call to parent

3<sup>rd</sup> Offense – Demerit

4<sup>th</sup> Offense – Automatic Detention

*The above offenses are cumulative during each quarter.*

Please note: This is the student's \_\_\_\_\_ offense this quarter.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Please return this signed Written Warning on the next school day.

### DRESS CODE INFRACTION

**Boys**

- No belt
  - Socks other than crew socks
  - Inappropriate shirt
  - Inappropriate pants
  - Wrong shoes
  - Chronically un-tucked shirt
  - Inappropriate hair length
  - Other
- \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

The dress code will be enforced as stated in the uniform policy.

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