

Language Arts Curriculum: Grade 4

The English and reading programs are designed to give students the opportunity to apply the skills necessary to become competent readers and writers. Within directed reading activities, students are exposed to vocabulary in context, summarizing, oral and written comprehension activities stressing character motives and traits, and literal and inferential story concepts. Newly acquired skills are applied to selected class novels and outside reading selections. Through the selected novels, children develop an appreciation of literature.

The curriculum encompasses vocabulary development, spelling, principles of grammar and writing instruction. The student's vocabulary is enriched through a program that utilizes new words in both isolated and contextual situations.

The spelling program stresses a developmental approach giving students regular spelling patterns along with introducing words the children will meet in the various subject areas.

The grammar program stresses parts of speech, sentence structure, and rules governing punctuation, capitalization, and word usage. Writing experiences in the fourth grade are both creative and expository. In addition to developing poetic skills, students learn to perfect a one-paragraph theme with varied sentences and enriched vocabulary. Published pieces are carefully monitored for correct and appropriate word and grammar usage, punctuation and spelling. Developing and improving proofreading and peer editing techniques are also stressed.

In addition to our structured language arts program, students are expected to select literature to read outside of school. These selections are to be chosen by students but approved by the teacher. Throughout the year a variety of fiction and non-fiction categories will be required. Evaluation of reading may include written, oral or projects focusing on one or more of the following: setting, recommendation, mood, characterization, or plot summary.

Materials:

Explore, Imagine: Houghton Mifflin (anthology series)

Reading Comprehension in Varied Subject Matter: Jane Ervin

English: Houghton Mifflin

Wordly Wise

Various curriculum based novels

Supplemental worksheets and activities created and generated by teacher and/or students.

Assessments, informal and formal:

Evaluation of class work and homework

Spelling quizzes

Vocabulary quizzes

Grammar quizzes

Writing assignments including: expository essays, descriptive compositions, Creative stories, dialogues, and poetry

Mathematics Curriculum: Grade 4

The fourth grade math curriculum aims to develop students' understanding of numbers and number relationships. More specifically, the course works on independent reasoning skills and the ability to perform basic operations in addition, subtraction, multiplication, and division of whole numbers, fractions and decimals. Concentration is also focused on concepts: estimating, rounding, geometry, and measurement. Word problems are incorporated throughout the course. Cooperative learning projects are essential to promote group application of concepts taught throughout the course.

Materials:

Everyday Mathematics, Journals I and II: University of Chicago

Review Practice Book: DC Heath

Teacher created materials

Math manipulatives

Assessments:

Evaluation of class work and homework

Quizzes and tests

Cooperative learning projects

Independent projects

Place value to 100 million

Estimation, rounding (to 10 and 100)

Comparing whole numbers

Addition

Properties estimation, mental math

Problem solving, up to three addends,

Three digit numbers

Subtraction

Estimation, 0's in subtraction, problem solving

Statistics

Collecting and organizing data, graphs,

Cooperative learning, probability

Multiplication and Division facts

Properties – rules

Multiplication by five and ten,

Division by five and ten

Multiplying and dividing by 2, 4,8,3,7,9

Multiples, factors, factor trees

Geometry

Flips, turns, angles, symmetry, slides

Ordered pairs, polygons, area, circles

Congruence, similarity, solids, volume

Multiplication by one digit

Up to 1×4

Money, problem solving

Division by one digit

Up to three digit quotient, zero in the quotient,

Rules of divisibility, money averages

Fractions

Fraction equivalence, simplest form,

Ordering, comparing,

Fractional part of a number, mixed numbers

Adding and subtracting fractions

Like denominators, unlike denominators,

Mixed numbers, problem solving

Measurement and time

Customary, metric, time, calendar

Decimals

Place value, comparing, ordering,

Estimation, rounding,

Addition, subtraction, money

Multiplication by two digits

Up to 2×3 , money (decimals)

Problem solving

Division by two digits

Up to two digit quotients, problem solving

The Green Vale School

Science Department

4th Grade Science—Mrs. Aisha Daley, Mr. Frank Zanone

The main goal of the fourth grade science course is to continue developing each student's problem solving and critical thinking skills through hands-on activities. The students are encouraged to relate the material covered in class with their everyday lives, enabling them to practice becoming independent thinkers.

Homework assignments are an important element of the class and will be given to the students on a regular basis. Please encourage your child to spend quality time on homework assignments, as it is an invaluable tool in developing his/her science skills. In addition, there will be several quizzes and tests during each trimester.

The curriculum is divided into four main units and include the following topics of study:

- The Changing Earth
- Weather and Climate
- Space Science
- Magnetism and Electricity

In addition, current science news and events are covered in class discussions and age appropriate periodicals.

Social Studies Curriculum: Grade 4

The fourth grade social studies program is designed to foster the development of our students into literate citizens—individuals with the knowledge, skills and civic values necessary to become active and reflective participants in the world. Our studies begin with a concentrated study of New York including its role in immigration. We then investigate the ways in which natural resources and cultural influences helped to shape this great country of ours. We strive to help the students build an appreciation for the cultural similarities and differences among people in the United States and throughout the world.

During the first portion of the year we study the immigration process that created the “melting pot” that is New York. Within this unit, students expand upon mapping skills, and recognize the relationship between geographic features and integrated societies. Ideally, our social studies present the state of New York as a site of myriad early and modern-day explorations, and among the most diverse of societies.

The relationship between topography, culture and immigration carries through our United States and international studies as well. Critical thinking skills are developed as the children learn to see the similarities and differences of geographic locations based on cultural, climatic, topographic and economic influences. These concepts come to life as the children discover how each of the 50 states was shaped by these influences.

Through various projects, assignments, discussions and fieldtrips, students will refine their research, presentation and study skills, and improve upon their overall knowledge of geography. At the completion of our United States’ unit, each child will deliver a presentation on a state that he/she has studied throughout the year.

Materials:

Explore New York: Houghton Mifflin
East Side Story Bonnie Bader
This is Our Country: Houghton Mifflin
“Map of the Month” selections
Teacher created materials

Assessments:

Evaluation of homework and class work
Quizzes
State presentation
Projects

FOURTH GRADE WORLD LANGUAGE

In the fourth grade the students are exposed to both Spanish and French. Each homeroom has language class two times per week. Through a variety of methodologies, including skits, games and songs, students are exposed to authentic language and culture. While the emphasis of the program is on acquiring speaking and listening skills, students also have the opportunity to read and write in the target language. There is occasional homework in the language class, and we encourage you to ask your children what they have learned and to practice with them. At the end of the fourth grade the children are asked to choose either Spanish or French as the language they will study in future years. We encourage you to help your children to choose carefully.

Any questions or concerns are always important to us. Please feel free to call us at school. We hope that this is an enjoyable and exciting year for your child.