

Back to School!

Welcome to

4Stryker



A blue dragon mascot with large white horns and a yellow collar stands in a hallway with its arms outstretched. The text "Welcome to Back to School Night" is overlaid on the image.

**Welcome to
Back to School Night**

Principal Chew and Chat Parent Events

with Mrs. Graham and Mrs. DiCarlo

Save
the
Dates!



Sept 27th 9:30am to 10:30am
Nov 1st 1:30pm to 2:30pm
January 10th 9:30am to 10:30am
March 13th 1:30pm to 2:30pm

Event will be held in the CES Cafeteria.
Can't wait to see you there!

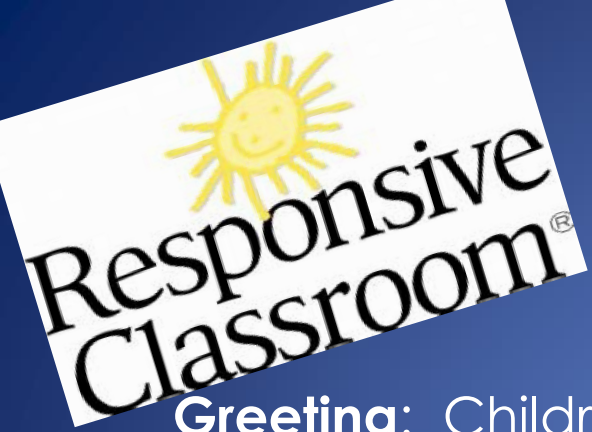
Message from our Administration

<u>Our Typical Day Looks Like...</u>		<u>Specials</u>
Morning Meeting		Day 1 - Gym
Math		Day 2 - Library, Health
SS/Science		Day 3 - Music
Small Groups		Day 4 - Art
Lunch/Recess		Day 5 - Technology
Quiet Time		Day 6 - World Language
Special		**Sneakers are needed for Gym**
ELA		
Closing and Dismissal		

Some General Classroom Items Before We Explore Our Day More...

- Class created rules
- Building independence and problem solving
- Responsibility and respect
- Homework - recorded in agendas





Morning Meeting

Greeting: Children greet each other by name.

Sharing: Students share some news of interest with the class and respond to each other, articulating their thoughts, feelings and ideas in a positive manner.

Group Activity: The whole class does a short activity together, building class cohesion through active participation.

Morning Message: Students develop language skills and learn about the events of the day by reading and discussing a daily message posted for them.

Closing Circle Hopes and Dreams
Energizers throughout the day

What is Illustrative Math (IM)?

- Rigorous standards aligned materials
- Ground in best practices and methodologies for math instruction
- Problem-based materials
- Designed to make rigorous math accessible to all students
- Promotes flexible thinking

What does problem-based instruction look like?

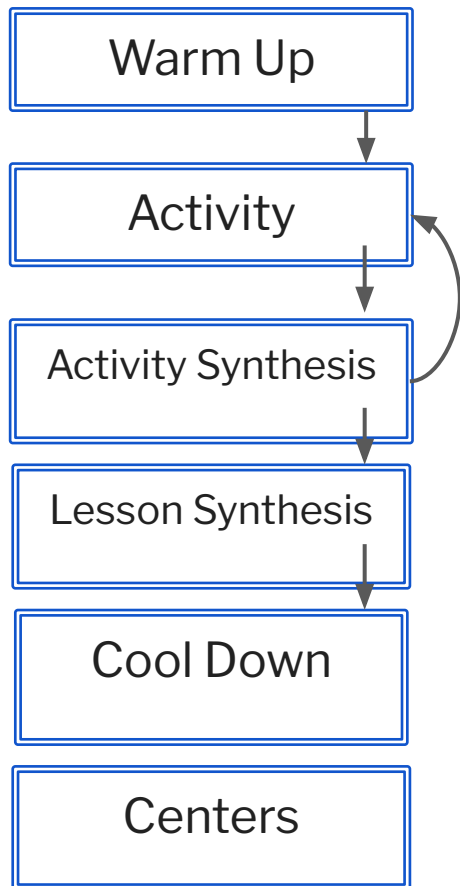
- The students spend a majority of their solving carefully created and sequenced problems.
- The teacher monitors discussions and pushes student thinking by asking questions and orchestrating discussions to move the learning forward.
- Students frequently discuss math with each other, listen to others ideas, justify their thinking and critique the reasoning of others.



Math Units

1. Factors and Multiples
2. Fraction Equivalence and Comparison
3. Extending Operations to Fractions
4. From Hundredths to Hundred-Thousands
5. Multiplicative Comparison and Measurement
6. Multiplying and Dividing Multi-Digit Numbers
7. Angles and Angle Measurements
8. Properties of Two-Dimensional Shapes
9. Putting It All Together

What does a typical lesson look like?



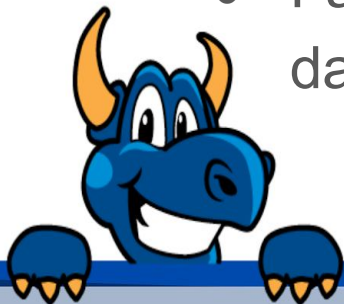
- **Warm-up** - activity that helps students get ready for the lesson.
- **Activities & Activity Synthesis** - There are typically one or more activities during which the students work to explore the concept and then the teacher will help them consolidate their understanding.
- **Lesson Synthesis** - After all of the activities are completed the teacher will help students synthesize all of their learning for that day.
- **Cool Down** - This is a brief independent activity to let the teacher know where the students are in their learning.
- **Centers** - Are a meaningful way to build fluency and work with math concepts.

Homework

- Homework will consist of practice problems that align with the current lesson along with optional fluency practice from a choice board
- The emphasis is on process and not product

Caregiver Supports

- Link to the IM website will be on the school website
- Parent Support Material for each unit and Introduction Letter
- Family Math Nights!! Please watch for upcoming dates



Suggestions from IM to Support Your Learners

It can be challenging at first to make this shift to a problem-based approach. IM provides these suggestions for supporting your child in the process.

Here are some ideas for encouraging your student:

- If you're not sure how to get started on a problem, that's okay! What can you try? Could you draw a picture or diagram? Could you make a guess? Could you describe an answer that's definitely wrong?
- If you're feeling stuck, write down what you notice and what you wonder, or a question you have, and then share that when it's time to work with others or discuss.
- Your job when working on problems in this class is to come up with ideas and share them. You don't have to be right or confident at first, but sharing your thinking will help everyone learn. If that feels hard or scary, it's okay to say, "This is just an idea . . ." or "I'm not really sure but I think . . ."



Science/Social Studies

- **Science Units** (*Carolina Scientific*)

- Energy Works
- Changing Earth
- Plant and Animal Structures



- **Social Studies Units** (*Social Studies Alive! Regions of Our Country/teachtc.com*)

- Discovering the Social Sciences
- Exploring Regions of the US
- Study of your state



ELA Block - Reading & Writing

Units

- Unit 1 - Realistic Fiction (The House on Mango Street)
- Unit 2 - Opinion and Information Writing (The Middle Ages)
- Unit 3 - Opinion Writing (Poetry Around the World)
- Unit 4 - Information Writing (The American Revolution)
- Unit 5 - Opinion Writing (Historical Fiction Book Clubs - WWII)
- Unit 6 - Historical Fiction (Treasure Island)

Core Materials

- Amplify CKLA (Core Knowledge Language Arts) and supplemental materials from the Units of Study in Reading and Writing.



ELA Block – Reading & Writing

Key Instructional Practices

- Each unit will utilize a Shared Read of complex grade level text to teach **vocabulary** and build background knowledge for all students.
- Accountable independent reading time will focus on student interest and appropriate book choice rather than a focus on independent reading levels.
- Performance task will assess the application of learned knowledge and skills. (acquisition, meaning, transfer)
- A more integrated approach to reading and writing.
- Structured **grammar** instruction within the literacy block.
- Extended writing opportunities along with varied writing opportunities within the literacy block and throughout the day.

Standards Based Report Cards

- Standards based grading in Reading, Writing, and Math
- No overall subject grade
- Grade is not an average of performance
- Proficiency on specific objectives will be identified
- Performance Task Assessments to determine level of transfer.
- Effort and behavior will be assessed separately (Habits of Mind)
- Teachers use rubrics to identify levels of proficiency for each standard (on school website under 4th Grade Curriculum)
- Trimesters

Conferences, Progress Reports & Report Cards

Conferences (10/26, 10/27, 10/30)

- 1st trimester conferences are scheduled for the above dates
- Sign up through Genesis
- Subsequent trimesters – as needed

Report Cards

- Trimesters
- Mid trimester Progress Reports

Google Classroom

- Google Classroom is where some assignments are organized.
- When the student first enters the classroom, they will be in the stream.
- Assignments are in the classwork tab.
- Assignments are organized by date.

Expectations

- Independent organization of work and good study habits
- Support your children at home by assisting them as needed in an effort to build independence.
- Homework- Math and Reading daily

Staying Connected

Chesterfield School Main Number:
(609) 298-6900

Email:

kstryker@chesterfieldschool.com

Remind: text @g793k7g to the number 81010

THANK YOU FOR ATTENDING!

Thank you for being committed to your child's education.

Together we can ensure that each child reaches his or her potential!

"We are stronger together!"