

Grade 4
Ms. Seymour

Westmount Elementary
School

Curriculum Night
September 28th, 2017

Welcome

Welcome parents/guardians! We are off to a great start and are set to have a wonderful year of learning. This evening will provide you with a brief overview of the curriculum and activities that your child will experience throughout the year.

We have 25 students in our class. My mission is to provide a classroom that is a positive environment where all students can succeed while feeling safe and supported by their teacher, school staff and classmates.

Integrated Learning Block

50-60 min a day or 200-240 min spread over a week. This incorporates explicit subject instruction in Health, Technology, Science, Social Studies, & Art—with multiple opportunities to integrate Language Arts and Math outcomes

Integrated Social Studies

*Exploration and Explorers
*Physical Environments and the Impact of Humans
*Federal Government of Canada - Including First Nation Governance

Integrated Science

*Life Sciences – Habitats
*Physical Science: Light
*Physical Science: Sound
*Earth and Space Science: Rocks, Minerals and Erosion

Integrated Health

Focus on strategies, values and practices for developing and maintaining
*Healthy Self
*Healthy Relationships
*Healthy Community. T

To support our health curriculum, Grade 4S will also implement Caring Schools Community, a community building and social emotional learning program. We have daily check-in circles and weekly problem solving and decision making circles. We practice restorative approaches in our classroom. We also will be implementing Mindfulness practices from the Mind Up Curriculum and MindfulSchools.org.

Language Arts

Our Language arts consists of instructional minutes, comprised of outcomes in Speaking and Listening, Reading and Viewing, and Writing & other Ways of Representing. Our class will follow daily Workshop Model for reading and writing.

Readers' Workshop

The reading workshop framework allows for opportunities for whole group, small group and individualized instruction. This includes daily mini-lesson, practice time and time for students to share their learning at the end. Reader's workshop can include activities such as:

- Read Alouds
- Independent reading
- Guided reading
- Reading conferences
- Genre study
- Word study

Writers' Workshop

Students will have opportunities to explore several different writing genres throughout the year. During workshop, students will engage in mini-lessons, practice, and opportunities to share their writing and receive feedback from their teacher and peers. Writers' workshop can include activities such as:

- Modelled or interactive writing
- Shared writing
- Guided Writing
- Independent Writing
- Writing Conferences

Mathematics

Mathematics curriculum consists of 90 minutes instructional time daily. Students will learn mathematics in five different areas that we call strands. These strands are:

***Number** (#'s to 10 000, Multiplication and division facts and 2 by 1, Addition and Subtraction of whole numbers to 10 000, Fractions, Decimals to hundredths, Addition and Subtraction of Decimals.
***Patterns and Relations** (in charts, tables, diagrams, & concrete materials)
***Measurement** (Time, Calendar & recording Dates and Area)
***Geometry** (characteristics of prisms and pyramids, congruency, symmetry)
***Statistics and Probability** (Data Collection, Bar graphs and Pictographs)

Students will show their thinking in math using:

*Communication
*Problem Solving
*Connections
*Mental Mathematics and Estimation
*Technology
*Visualization
*Reasoning

Topics covered will be covered in greater depth. Students will be expected to:

*Solve problems to learn mathematics
*Use concrete materials to model their thinking
*Draw pictures to show their thinking
*Talk about and explain their thinking
*Use symbols to record their thinking
They will be completing active, hands on and minds on mathematic learning tasks.

Thank you for attending this evening's information session. I look forward to working with you this year.

Information and Communication Technology (ICT)

- Digital citizenship
- Communication—Using digital tools to communicate
- Productivity and Innovation—Using digital tools to publish work
- Research, Problem Solving and Decision Making with Digital Tools
- Technology Operations and Concepts—Troubleshooting when using digital tools
- Coding

Assessment

There are two main types of assessment that take place in our classroom:

Formative Assessments (Assessments for learning) are ongoing assessments that take place during the teaching and learning process for the purpose of showing growth over time, determining student needs, planning next steps in instruction and providing students with descriptive feedback. These assessments for learning help me adapt my teaching to meet the needs of my students.

Summative Assessments (Assessments of Learning) are assessments that take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred. During these assessments of learning, student's achievement of outcomes are assessed.

Assessments may include, but are not limited to:

- *Journals and logs
- *Observation (Informal and Formal)
- *Anecdotal records
- *checklists
- *Conferences/Interviews
- *Discussions
- *Problem Solving
- *Tests/quizzes
- *Student portfolio
- *Daily Work Samples
- *Running records
- *Projects, Reports, Presentations
- *Rubrics
- *Self assessment and peer assessment
- *Sharing Circles

Communicating Student Learning

Communication is both formal and informal. In grade 4 Seymour parents/guardians will be informed of their child's learning in a variety of ways. These may include but are not limited to:

- *Report cards
- *Parent/Teacher Conferences and Interviews
- *Curriculum Night
- *Assemblies
- *Calendars
- *Special Events
- *Class & School Newsletters
- *Agenda (sent home daily and sent back to school with child the next day)
- *Emails (my email is aseymour@hrsbc.ca)
- *Phone calls (school 902-493-5164)
- *Class website (<http://msseymourswebsite.com>)
- *Class Twitter account (@MsSatWestmount)
- *School Website (<http://wkes.ednet.ns.ca>)
- *RAH! RAH! (Reading at Home program)
- *Homework (an extension of what the children does in class)
- *Work Samples
- *Portfolios
- *Review or quizzes of material
- *Projects
- *Displays
- *Journals

While every effort is made on my part to treat student's fairly and to communicate clearly, there will be occasions when a student, parent/guardian may have a concern they wish to address. Students and parents/guardians should follow the Parent Concern Protocol and contact me first regarding concerns about aspects of the curriculum or your child's progress.

I will respond within a 48 hour time frame. If you feel that the participation of administration would help bring about a satisfactory resolution then we will meet with all concerned after initial contact with me has been made. The goal is to resolve the issues in a climate of mutual respect keeping in mind the best interest of the child. Parents/guardians are invited to contact me via phone at the school at 493-5164 or via email at aseymour@hrsbc.ca

Routines In Place To Foster Independent Learning and Healthy Lifestyles

Agendas: Students responsibility is to bring in agenda each day and take home each night. They are also responsible to take out or tell teacher about any notes from their parents. And vice versa. **Parents/Guardians** are asked to check daily for announcements and notices. You may send a note in the front pocket or on the date box of the agenda. Please return necessary forms sent home as soon as possible.

Caring Schools Community Cross Age Buddies: Mrs. MacLean's Grade 1/2 class

Book Orders (Scholastic): Every month. Please send in cheques or use parent pay be credit online. I will not be accepting cash.

Indoor Sneakers: Please send in a pair of indoor sneakers for Phys Ed at your earliest convenience.

Water Bottles: I encourage the students to bring in a water bottle.

Expectations/Consequences/Problem Solving and Decision Making: Who's On Task Classroom Program, 4 Respects, Rights and Responsibilities, Star Values reflection program, Random Acts of Kindness, PEBS, and Caring Schools Community class meetings, check-in circles and team builders.

Daily Communication: by Agendas/notes/phone calls/emails/class website, school website and class twitter.
My email is aseymour@hrsbc.ca
Twitter is @MsSatWestmount
Class Website is <http://msseymourswebsite.com>

Homework: Students will be assigned homework on Wednesdays and it is due the following Wednesday. This will allow the flexibility for you to decide as a family what times of the day or week to complete assignments. Homework will consist of a math game or practice and reading. Please write a small note in the agenda or email me if homework was unable to be completed. Adaptations will be made to the homework for each individual child's learning needs. If you have concerns about your child's homework, please let me know.

Reading at Home Program (RAH! RAH!): Read a novel or picture book nightly and complete log in reading response scribbler. Parents should sign log sheet on a weekly basis. On months that a Language Arts project (book report) is not due, students will have a weekly response. On months I assign a Reading/Writing project, (book report style), students will have no weekly response due.

Students will pass in their reading response scribbles each Wednesday in their Homework Folder. I will assign a Lang Arts project (book report) approximately every 2 months to be presented in class. It will take on various formats. They will present their projects in partners, small groups or whole group. As the year progresses students will become more comfortable writing elements of a book report to include character development, setting, plot, plot development, problems and their resolutions as well as student's reflections on and reactions to novels.