



Ms. Bernardo

Room 18

2019 - 2020

Welcome to Fourth Grade Curriculum Night

Please find your child's desk.

The welcome packet contains a letter your student has written to you.

I know the children would love it if you wrote back to them.

If you wish, you may use the page in your folder for that purpose and leave it on their desk!



Conference sign up!!

2019 NOVEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



- Please pencil in one slot for your child's conference.
- There is a clipboard being passed around with four pages (one for each day of conferences).
- Please sign up for your preferred day and pass the clipboard around the room! Thanks!

I will try to honor your request and will confirm your slot via email. Thanks so much!!



Ms. Bernardo



- Originally an East Coast girl
- Snoqualmie Ridge resident
- BA and MA in History; Masters degree in Teaching
- Love to teach
- 14th year in fourth grade at CVES
- Adore my 3 children (ages 25, almost 23 and 20)
- Enjoy the beach, boating with my captain ("Mr. Mark"), travel, and reading



Growth Mindset

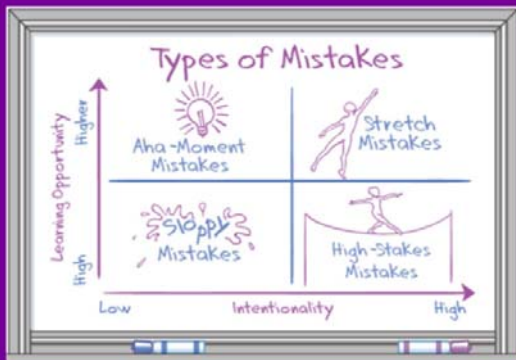
If you have a growth mindset, you believe that with **work, practice, and perseverance**, you can improve - whether it's your academic performance, or any other skill.

Those with the opposite, **a fixed mindset**, believe that our intelligence and talents are predisposed, and either **you were born with it or not**.

Thanks to the work and research of Stanford's Carol Dweck, we know that people who have a **growth mindset** actually **improve more** than those with a fixed mindset.

In class, we have been discussing:

- the importance of having a growth mindset,
- the brain and its plasticity
- vulnerability and risk taking
- challenges as opportunities
- **GRIT**
- mistakes are part of the learning process
- the power of YET
- positive self-talk

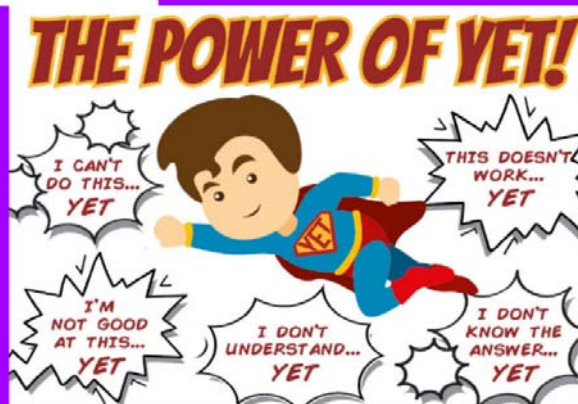


DEVELOPING A GROWTH MINDSET

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



independence
grit
perseverance



How we talk to children impacts their mindset. I try to use "process praise".

Instead of This (Person-Praise)	Try This (Process-Praise)
Great job! You must be smart at this.	Great job! You must have worked really hard.
See, you <i>are</i> good at English. You got an A on your last test.	You really studied for your English test and your improvement shows it.
You got it! I told you that you were smart.	I like the way you tried all kinds of strategies on that math problem until you finally got it.

I also try to set a good example by admitting my mistakes and explaining what I learned from them.

I model perseverance and GRIT and we talk about not giving up when things are difficult.



**In fourth grade,
it's all about the
balance!**



**These are 9 and
10 year old
children.**

Do we want our students challenged to reach their full potential? **YES!**



Do we want our students stressed out and anxious? **NO!!**



- Please know that I care about your children.
- I want to know if they are struggling or if they are overwhelmed.

balance

Social Emotional Learning & Second Step



5 core competencies



© CASEL 2017

Self Management: Managing emotions and behavior to achieve one's goals

Self-Awareness: Recognizing one's emotions and values as well as one's strengths and challenges

Social Awareness: Showing understanding and empathy for others

Relationship Skills: Forming positive relationships, working in teams, dealing effectively with conflict

Responsible Decision Making: Making ethical constructive choices about personal and social behavior

Communication . . .



- Frequent Electronic Newsletters (usually by Monday evening)
- **Monday take Home Folders (review and stays at home/sign and return to school)**

- Weekly Tracker (yellow)



19 September Bernardo weekly tracker.docx

Communication . . .



- Reading Logs
- Think About It Page
- [Fourth grade website](#)

Date	Title	Author	Genre	What I think about it

Name _____
Date _____

What choice did I make?
I chose to _____

Which responsibility did I not meet?
I was not _____ independent
responsible _____ position
when I _____

What problems did this cause for my classmates, my teacher, and me?

What can I do to avoid this situation in the future?

I accepted the consequences of my actions by _____

Teacher signature _____ Parent signature _____

● Uh oh Urgent or time sensitive emails, especially regarding change in dismissal

Eureka Math



- ★ SVSD implementation, 2019-2020 school year
- ★ Shift from procedural learning to a combined focus with conceptual understanding
 - Students:
 - Asked to **show** their understanding through modeling, justification, and explanation
 - Explain more than one way to solve a problem
 - Work will demonstrate a deeper understanding of concepts aligned with standards

Why is this Shift Important?

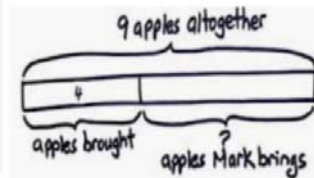
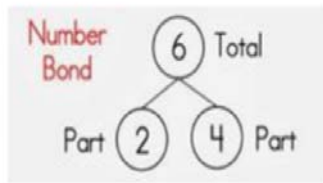
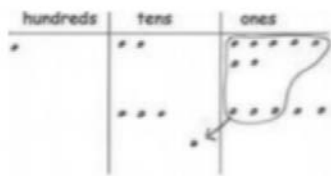


- ★ Job opportunities involving mathematics require the ability to think flexibly, communicate ideas, and collaborate with others.
 - In order to do this, students must...
 - Understand the mathematics deeply
 - Explore multiple pathways to approach solving a problem
 - Have opportunities to explain their thinking
 - Work with others to develop and refine their understanding
- ★ Our goal is to help all students become fluent in mathematics. Fluency goes beyond just knowing how a particular *process* can be used to solve a problem. It requires understanding **why** that process works. Students learn to think, strategize, and solve problems... not just get answers.

What Does Learning Look Like?

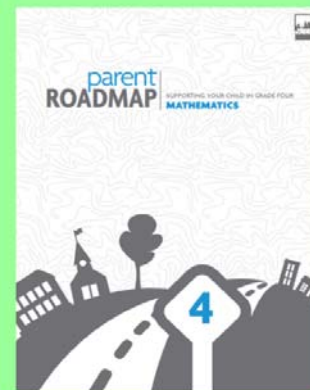
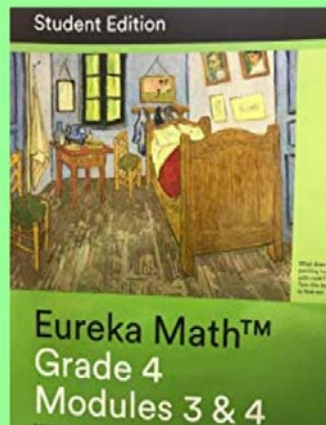


- ★ Math is taught as a coherent body of knowledge rather than as isolated concepts that have no connection.
 - Multiple mathematical ideas are taught in tandem and continuously built upon & revisited
- ★ Students use a variety of models to develop their understanding
 - Ex: place value charts, number bonds, tape diagram, vertical number line



Mathematics

<https://greatminds.org/math/parents>



- Parent tab on Great Minds website has some helpful resources for parents.
- Parents can create their own free account, which will provide access to curricular materials.



Mathematics



<https://greatminds.org/math/parents>



- Rigor is much higher in Eureka Math than it was in EnVisions
 - Therefore, a student who typically earns 4s may not have the same pattern with Eureka; likewise, a student who struggles may not have that same pattern since the approach to teaching is more conceptual.

- Expect a homework packet every day.

- In the front of the packet, the Homework Helpers pages are meant to provide examples. In the back of the packet, the Problem Set is included to show what the student completed in class. It may be incomplete due to its structure of increasing complexity. This does not necessarily mean a student was off task or is struggling.

<https://embarc.online/mod/page/view.php?id=750>

Mathematics



<https://greatminds.org/math/parents>



Keep practicing those math facts!



Login

Username:

[Need Help?](#)

[Español](#) | [Français](#)



Select Your Class

18-19 WALK-TO-MATH

4 BERNARDO 17 - 18

2019 - 20 MS. BERNARDO

MS. BERNARDO 18-19



Reading:



Our core curriculum is

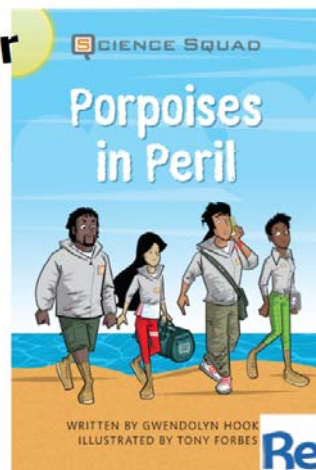
ReadyGEN



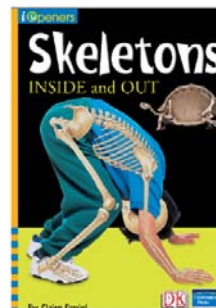
- Fluency (accuracy and expression)
- Vocabulary building
- Summarizing
- Inferring
- Synthesizing
- Analyzing theme
- Using Text Features
- Identifying Text Structure
- Questioning
- Predicting
- Fact and Opinion
- Compare and Contrast
- Cause and Effect
- Making Connections



cross-curricular



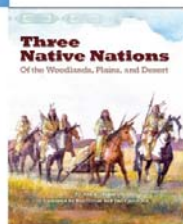
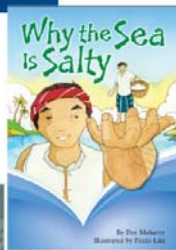
interdisciplinary



ReadyGEN

With ...

- At-home reading minutes
- Read Aloud
- Content area reading
- *Lewis and Clark*
- *Reading to learn...*





Writing



• The process:

Prepare to write (pre-write; graphic organizer; notes; chart)

Write rough draft

★ Revise ★

When students revise, they change the content of their writing which may include choosing stronger words, adding more specific details, examples, or text evidence, providing appropriate transitions, and/or reorganizing the writing for more clarity.

★ Edit ★


When students edit, they check for correct writing conventions which include capitalization, punctuation, spelling, and usage.

Publish

Share



Writing





Supporting details

transition phrases


evidence and elaboration

note taking

research with reliable sources

Steps for Doing a Successful Research:
Look in the right place. Use safe search engines.



Informational or Research Report Writing:

- Introduction
- First Body Paragraph
- Second Body Paragraph
- Third Body Paragraph
- Conclusion
- cite sources

Writing

simile
and metaphor



Narrative

- Introduction
- Beginning
- Middle
- End
- Conclusion

transition
or
linking
phrases

sophisticated
word choice

meaningful
dialogue

descriptive
setting

Writing

finding
supporting
evidence



Opinion Writing

- summarize the issue
- research all perspectives
- formulate an opinion
- use text evidence to support opinion
- refute alternate opinions with evidence
- cite sources

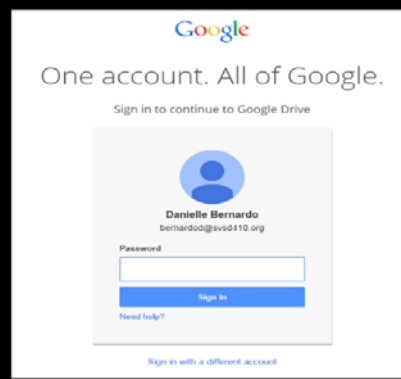
using linking words

summarizing

elaboration

using
meaningful
examples

Citing evidence



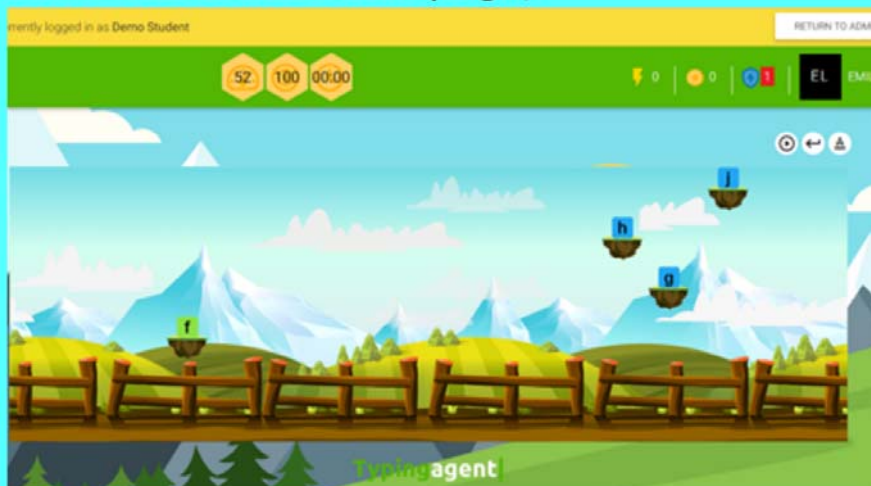
- develop keyboarding skills
- learn correct formatting
- work from school or from home on the same documents
- share with the teacher or with group members



Typing Agent


Practice at home!!!

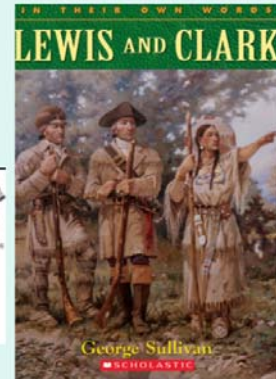
Kids access through **Clever** (link on the 4th grade web page or the SVSD Student Center page)



Learning to type correctly is an important 4th grade technology learning target!

SOCIAL STUDIES

- Geography 
- Washington State History
- Lewis and Clark
- Economics
- Government and Civics



Washington State Topographical Map

SOCIAL STUDIES

- Native Americans of the Northwest Coast
- Storypath
(our classroom becomes a village)
- Potlatch



SOCIAL STUDIES

Camp Waskowitz: Living History Field Trip



mining



railroad

gold panning



logging

homestead



STEMscopes™

Science

○ Energy



○ Renewable and Nonrenewable Resources



○ Natural Processes



○ Plant and Animal Parts
○ Animal Senses



(Thank you PTSA)

○ Rock Patterns
○ Changing Land
○ Plants' Effect on Regions
○ Plate Tectonics

○ Motion of Waves
○ Wavelength and Amplitude
○ Light Reflection
○ Information Technologies



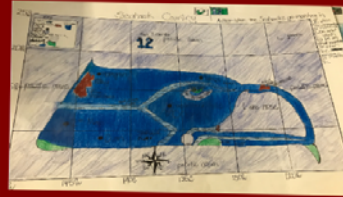
Trimester projects



Washington topographic map



create-a-county



Newbery Award Winner Book Jacket



Biography: Wax Museum Project



We're so busy in 4th grade!!

Please try to schedule vacations during our school breaks.

Students miss valuable instructional time and are often stressed out and behind when they return to school.

Students will be expected to keep a written journal, continue their daily reading and practice their math facts.

* I am not able to provide work in advance. * *If you need to go, enjoy your time away!*
* Missed work will be made up when you return. *



The End

I am looking forward to a great year with your children. I hope you'll join us for some fun in fourth grade!

Questions? Please write them on the half slips provided in your folder and leave them on your child's desk. (or, just email me!)

I'll get back to you as soon as possible!

Thanks!

Danielle



<http://www.svsd410.org/Domain/8>

