

BNS Turquoise Room Curriculum
Fourth Grade: Myra Leland

I. Sources of Curriculum:

The Turquoise Room curriculum is derived from several sources: the emerging interests of the students, families, and teachers; the emerging interests and issues of our school, local community, country, and world; the Virginia Standards of Learning; and the BNS master curriculum documents. Our primary goals in the Turquoise Room include problem-solving, analysis of ideas, perspective-taking, cooperation, communication, time management, and exploration.

II. Literacy Curriculum:

The literacy curriculum includes word study, phonics instruction, reading, writing, grammar, vocabulary, handwriting, and oral communication. This curriculum is integrated throughout other subject areas, and emphasis will be increasingly placed on reading comprehension (narrative texts) and reading for information (expository texts). Literacy objectives will be covered in a variety of methods during reading workshop and writing workshop.

A. Reading Workshop

Reading workshop comprises direct instruction, teacher modeling, whole class read alouds, and independent choice reading.

1. Teacher modeling happens primarily through our shared reading. The teacher selects books to read aloud to the entire class. During the read-aloud, the teacher models think-aloud comprehension strategies. Students also work with teacher support to analyze and write literature responses to the shared text.
2. Monitored independent reading allows students to practice selecting their books according to their interests and reading levels. Students write literature responses to these books weekly, and the teacher gives feedback and support as needed.

B. Writing Workshop

Writing workshops include handwriting, spelling, grammar, direct instruction, teacher modeling, independent writing, and writing conferencing. Grammar and handwriting

are primarily addressed individually with students in the context of their daily writing. Whole-group lessons are taught as needed. Students are placed in groups to help them strengthen specific writing skills according to individual needs. These groups are fluid to respond to student growth and changing needs. Writing lessons will include expository, narrative, and persuasive skills and strategies.

Reading and Writing goals that will be emphasized for fourth-grade students:

- Use active listening skills
- Participate in group discussions
- Use specific vocabulary and vivid word choices to enhance oral communication
- Use grammatically correct language
- Make oral presentations and reports
- Use context to understand the meaning of unfamiliar words
- Read familiar text with fluency and expression
- Describe how the choice of language, setting, and information contributes to the author's purpose
- Explain the purpose of the author, e.g., entertain, inform, or persuade
- Use text organizers to predict and categorize information
- Identify sensory words that describe sights, sounds, smells, tastes, and how they make a reader feel
- Identify major events and supporting details
- Compare the use of fact and fantasy in historical fiction with other forms of literature
- Make inferences and draw conclusions using information from the text
- Identify cause-and-effect relationships
- Use commas in series, dates, and addresses
- Edit writing for correct spelling, grammar, punctuation, and sentence structure
- Write several related paragraphs on the same topic
- Write an autobiographical story for Author's Night
- Create a plan and organize thoughts to convey a central idea before writing
- Use available technology to gather information and to aid in writing
- Write rhymed and unrhymed poetry and patterned poetry such as biographical poems, haiku, and cinquain

III. Math Curriculum:

The Turquoise Room math curriculum combines Simplified Math, Eureka Math, Reflex/Frax, and Tang Math. These sources promote conceptual thinking, discovery-based learning, and real-world connections. I will supplement the curriculum as needed to provide students with opportunities to practice and strengthen their math foundation with basic facts and algorithms.

Math goals that will be emphasized for fourth-grade students:

Number Sense:

- Identify the place value for each digit in a whole number expressed through millions
- Compare two whole numbers through millions, using symbols ($>$, $<$, or $=$)
- Round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand
- Compare and order fractions and mixed numbers
- Represent equivalent fractions and relate fractions to decimals
- Identify the division statement that represents a fraction
- Read, write, represent, and identify decimals expressed through thousandths
- Round decimals to the nearest whole number, tenth, and hundredth
- Compare and order decimals
- Given a model, write the decimal and fraction equivalents

Computation and Estimation:

- Estimate sums, differences, products, and quotients of whole numbers
- Add, subtract, and multiply whole numbers
- Divide whole numbers, finding quotients with and without remainders
- Solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers
- Determine common multiples and factors of whole numbers
- Add and subtract with decimals
- Solve single-step and multistep practical problems involving addition and subtraction with fractions and decimals

Measurement:

- Estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate
- Identify equivalent measurements between units within the U.S. Customary system and within the metric system
- Estimate and measure length and describe the result in both metric and U.S. Customary systems and between units within the metric system
- Estimate and measure liquid volume and describe the results within the U.S. Customary system and between units within the metric system
- Identify equivalent measurements between units within the U.S. Customary system and between units within the metric system

Geometry:

- Identify and describe representations of points, lines, line segments, rays, and angles, including endpoints and vertices
- Identify representations of lines that illustrate intersection, parallelism, and perpendicularity
- Investigate the congruence of plane figures after geometric transformations, such as reflection, translation, and rotation, using mirrors, paper folding, and tracing.
- Recognize the images of figures resulting from geometric transformations, such as translation, reflection, and rotation
- Define polygon
- Identify polygons with ten or fewer sides

Patterns, Functions, and Algebra:

- Recognize, create, and extend numerical and geometric patterns
- Recognize and demonstrate the meaning of equality in an equation

IV. Social Studies Curriculum:

The social studies curriculum will be designed and implemented to help children make connections between people, places, and events. Students will analyze how events came about and work to understand how people relate and respond to each other.

We aim to develop respect and understanding for different viewpoints and cultural beliefs.

Social Studies themes that will be explored this year:

- The Roanoke and Jamestown Colonies
- Thirteen Original Colonies
- Road to Revolution

- Revolution and Change
- Native Virginians through Time
- Virginia Today

V. Science Curriculum:

The purpose of science education is to help students acquire the skills necessary to investigate more thoroughly and systematically. Turquoise roomers will be expected to investigate more thoroughly and systematically. Students will approach instruction through an inquiry-based method. Students will be expected to develop questions and hypotheses linked to previous learning experiences.

All fourth graders will be expected to participate in the annual Science Expo.

Science themes that will be explored this year:

- Scientific Method
- Biomes
- Spaceship Earth
- Stars and Planets
- Watery Planets
- Web of Life

VI. Art, Music, Spanish, and Physical Education:

Students receive regular instruction in Art, Music, Spanish, and Physical Education. These subjects are taught by specialists who BNS employs. Curricula information for these subjects is available on the BNS website.

VII. Assessment:

- Writing: peer/self-editing, writing samples, observation records, rubric evaluation, student-teacher conferencing
- Word Study and Spelling: formal spelling inventory, observations, demonstration of skills in writing, Orton-Gillingham programs

- Reading: Let's Go Learn diagnostic assessments several times during the year, observation records, projects, and independent work related to readings; comprehension questions about science and social studies texts
- Math: formal assessments from teacher and publisher created materials, daily practice, application of skills in whole group lessons and small group problem solving
- Science and Social Studies: projects, observations, class discussions, in-class activities, written assessments, rubric evaluation, research projects, and presentations. Completed projects will be displayed at school and documented for student portfolios.

Parent-teacher conferences are held three times during the school year to review student progress and discuss continuing goals.