



# Fourth Grade Newsletter

Issue #3

P.S. 24 QUEENS

Nov. 2016

Ms. Alestra [Aalestra@schools.nyc.gov](mailto:Aalestra@schools.nyc.gov) Ms. Batterton [Hbatterton@schools.nyc.gov](mailto:Hbatterton@schools.nyc.gov) Mrs. Berry [Kberry2@schools.nyc.gov](mailto:Kberry2@schools.nyc.gov)  
 Mrs. Eggers [Pegggers@schools.nyc.gov](mailto:Pegggers@schools.nyc.gov) Ms. Li [Hli6@schools.nyc.gov](mailto:Hli6@schools.nyc.gov) Mrs. Kaur [Rkaur13@schools.nyc.gov](mailto:Rkaur13@schools.nyc.gov)  
 Mrs. Lauten [Rreiland@schools.nyc.gov](mailto:Rreiland@schools.nyc.gov) Ms. Silverman [Rsilverman@schools.nyc.gov](mailto:Rsilverman@schools.nyc.gov) Ms. Tang [Ktang5@schools.nyc.gov](mailto:Ktang5@schools.nyc.gov)  
 Ms. Yovino [Tvovino@schools.nyc.gov](mailto:Tvovino@schools.nyc.gov)

SUBJECT	TOPIC	SUGGESTIONS FOR SUPPORT AT HOME
Reading	Non-Fiction Reading the Weather	<ul style="list-style-type: none"> <li>✓ During December, we will be concluding our study of non-fiction reading, through the topic of weather and weather related natural disasters. Students will be collecting and synthesizing within a text and across multiple texts on the same topic.</li> <li>✓ To support their learning at home students can research natural disasters on <a href="http://nationalgeographic.com">nationalgeographic.com</a> or sign on <a href="http://BenchmarkUniverse.com">BenchmarkUniverse.com</a> to access a variety of nonfiction texts by reading level.</li> <li>✓ Don't forget about the PS 24 Portaportal where you can also find a variety of nonfiction reading texts and articles.</li> </ul>
Writing	Personal & Persuasive Essay	<ul style="list-style-type: none"> <li>✓ Students can revisit their writer's notebook looking at people, places, and things that are important to them listing reasons <b>why</b> they are so special to them.</li> <li>✓ Follow this up by citing stories when they were with this person, visiting this place, or using their favorite thing. You can tell stories to your child about when they were with their favorite person or visiting their favorite place.</li> <li>✓ All kids want something. Have your child try to persuade you why they should have that thing by citing why it is important, how it is useful, or how it would make their life so much better. They could also try to think of ways how what they want might be harmful.</li> </ul>
Math	Division & Fractions	<ul style="list-style-type: none"> <li>✓ Students will be continuing to explore division through different models as well as working with factor and multiples. You can help your child at home by ensuring they know their multiplication facts and practice their multiples. For example: the multiples of 4 are: 4, 8, 12, 16, and so on.</li> <li>✓ We will also be beginning our study of fractions as part of a whole.</li> <li>✓ At home, students can practice on <a href="http://www.fun4thebrain.com/division-html">http://www.fun4thebrain.com/division-html</a></li> </ul>
Science	Plants & Animals	<ul style="list-style-type: none"> <li>✓ During December, students will be learning about plant systems and how plants get nutrients. We will also study lifecycles in different ecosystems and examine how they differ from creature to creature.</li> <li>✓ You can support this work at home by researching plants and animals on <a href="http://kids.nationalgeographic.com/kids">http://kids.nationalgeographic.com/kids</a></li> </ul>
Social Studies	Early Explorers & Colonists	<ul style="list-style-type: none"> <li>✓ We will be concluding our study the three colonies looking at economic, geographic, religious, political and cultural actors that shaped the colony of New Netherlands. We will also be looking at early explorers of New York.</li> <li>✓ At home students can have fun returning to the colonial times by watching the video: <a href="http://www.havefunwithhistory.com/HistorySubjects/colonialAmerica.html">http://www.havefunwithhistory.com/HistorySubjects/colonialAmerica.html</a></li> </ul>

### Focus of the Month: Close Reading of Complex Science Texts

Students gain a deeper understanding of a text by close reading. Students have been practicing the steps of close reading beginning with a quick or supported read to determine the overall main idea of the text and generate ideas they have pertaining to the topic. They then dive deeper into the text by asking questions making inferences, and annotating the text as they read. Students identify the author's purpose for writing the text, identify his main ideas, and examine how the author uses details to support his ideas. Students may use their Nonfiction Text Annotation bookmarks to help them annotate as they read. They are also encouraged to look at how the text is structured. Is the text in a question/answer format? Is it cause and effect? Is it sequential? Or is there a problem and solution? Students can use the text structure to help them choose and create a Thinking Map, which may help them further understand the text. Finally, since reading and writing go hand in hand, students will be using their annotated texts to write about the ideas they are having on the topics they are learning. Students will practice supporting their ideas with text evidence (In the text it says...).