

## Grade 4 Monthly Newsletter March 2024



# Twin Ridge Elementary

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### Upcoming Events

**March 7- Class Picture Day**

### [Announcements](#)

**\*\*Starting this school year, parents/guardians will need to report all absences and attendance requests (early dismissals) through the following email address:**

**[tres.attendance@fcps.org](mailto:tres.attendance@fcps.org)**

*Please save this email address in your contacts list so that you can easily access it when needed. We ask that you copy your classroom teacher(s) on all attendance related emails.*

**\*\*Volunteering or Chaperoning a Field Trip:** In order to volunteer or chaperone a field trip, you need to complete a volunteer training course. Please click on the link to complete the course.

**[https://fcps-volunteers.ezcommunicator.net/edu/fcps-volunteers/login\\_form.aspx?app=0](https://fcps-volunteers.ezcommunicator.net/edu/fcps-volunteers/login_form.aspx?app=0)**

**\*\*Every student deserves a safe and supportive space to learn and grow. In Frederick County Public Schools, one of our core goals is the safety and well-being of all students. FCPS fosters an environment of respect, responsibility and trustworthiness. We ask that all families take the time to review the FCPS Student Code of Conduct and to view the attached video.**

**Code of Conduct Video:** <https://www.youtube.com/watch?v=wiq2BC5UTbw>

**FCPS Student Code of Conduct:** [https://www.fcps.org/student-services/files/documents/students/StudentCodeofConduct\\_2023-24.pdf](https://www.fcps.org/student-services/files/documents/students/StudentCodeofConduct_2023-24.pdf)

**Code of Conduct One Sheeter:** <https://campussuite-storage.s3.amazonaws.com/prod/33903/86de7fb0-3a18-11e6-b537-22000bd8490f/2630722/ac6c25ee-24d7-11ee-a8cc-028ca856f669/file/CodeofConductOurExpectations.pdf>

**\*\*Parent Handbook: Please be sure to read the parent handbook. The link is attached.**  
**TRES PARENT HANDBOOK 23-24**

**\*\*Our School Website is TRES School [Web Site](#) (click on the link)**

## **CURRICULUM UPDATES** **ENGLISH LANGUAGE ARTS**

Over the next three weeks, our class will build their knowledge about natural wonders, with a focus on the informational text genre. We will read texts and view videos about what makes Earth's natural wonders exciting and unique. Children will also write an expository essay about what makes Earth's natural wonders exciting and unique.

### **Bring it home!**

- Set aside time daily for your child to share with you what he or she is learning.
- Ask about the texts your child is reading and what he or she has learned from them.

**Explore the Genre** - The genre focus in this module is informational text. Discuss with your child the characteristics of this genre, such as it gives facts and information about a topic. Ask your child to read to you each day and make time to read together. Look for texts that:

- spark your child's curiosity.
- tie to the module topic.
- provide interesting facts and details.
- have unique formats and graphic features.

**Build Vocabulary** Use these ideas to help your child build a rich vocabulary.

**The Big Idea:** Reinforce the topic words scenic, landscape, canyon, and landform in conversations with your child. Use prompts like these: What is your favorite landform, and why? Describe a landscape.

**What Does It Mean?** Have your child keep a growing list of the Critical Vocabulary words. Quiz each other on their meanings.

**Word Hunt** Look for words with the Greek roots auto, bio, photo, graph the suffixes –ness and –ment; and the prefix inter– in books and online texts.

### **MATH: Unit 4 - Fractions, Decimals, and Measurement Addition, Subtraction, and Multiplication**

In this unit, students have opportunities to:

- Compare fractions with unlike denominators.
- Add and subtract fractions with mixed numbers.
- Multiply a fraction by a whole number.
- Write decimals as fractions and write fractions as decimals.
- Compare decimals.
- Solve problems about measurement.
- Agree or disagree with ideas in discussion about fractions, decimals, and measurement and explain why.

### **Social Studies: Worlds Collide**

In Worlds Collide students explore the compelling question, “How does exploration impact people and the environment?” Students begin their journey as historians by learning about what historians do. Then they examine the environmental and cultural influences on the lives of the early societies in North America, Western Europe and Western Africa. They make claims and provide evidence to support their claims as they examine the lives of the people in these three regions prior to the Age of Exploration. In the second half of the unit students will learn key historical events that led to the Age of Exploration, what motives Europeans had for exploring the Americas, who some of the important explorers were, what countries sponsored the European Explorers and the impact European exploration had on the world.

### **PATHs UPDATES**

In Paths we will work on **Feelings** by:

- Teaching children that everyone experiences feelings.
- To help children identify, understand and discuss basic feelings and their causes.
- To increase children's vocabulary regarding emotions and emotional states (so children can express their feelings)

