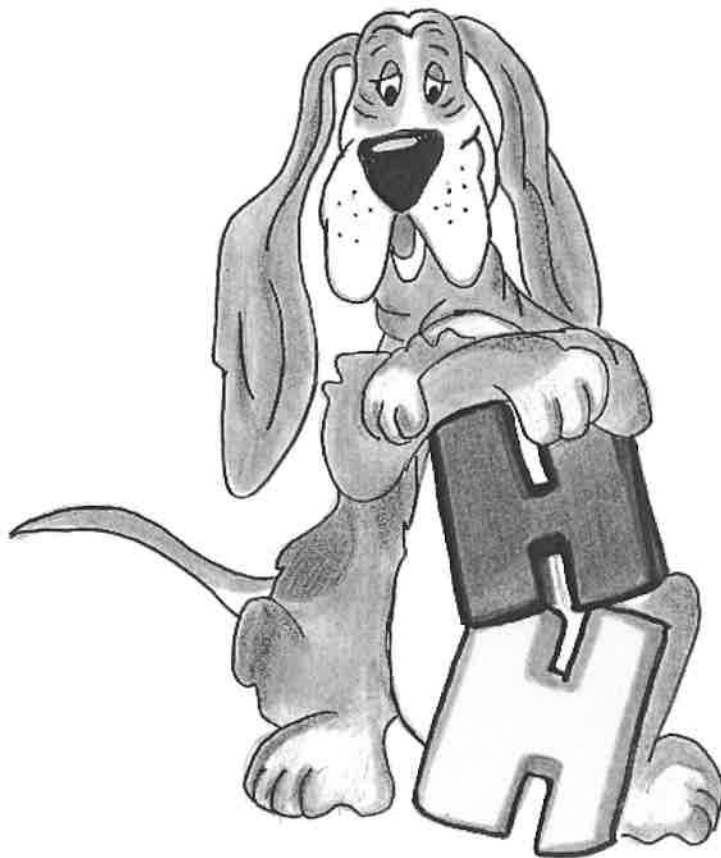


Huckleberry Hill Elementary School

Grade 4
Program of Studies



2018-2019



Fourth Grade Literacy

The primary goal of the Huckleberry Hill literacy program is for students to become proficient readers and writers who enjoy literate lives and have the skills and strategies to become lifelong readers and writers.

Fourth grade literacy instruction at Huckleberry Hill School is designed to embed the Connecticut Core Standards in a balanced literacy approach to reading, writing, word study, speaking, and listening. Using a workshop approach, teachers facilitate a learning environment that helps each student access the Connecticut Core Standards and grow to appreciate the value of a literate life.

Our literacy program relies on students, teachers, and parents/guardians all working together for the same goal: for students to become literate adults who not only love to read and write, but also have the necessary skills for literacy excellence. By working together this can become a reality.

READING

Fourth grade students are developing, practicing, and reinforcing the reading habits of mind, skills, and strategies of comprehension, fluency, vocabulary, phonics, and text structures that will enable them to become mature readers. This goal is accomplished through the careful use of the following reading workshop structures.

Mini-lessons: During these short, focused lessons teachers explain and model skills and strategies students need to progress as readers.

Independent Reading: During independent reading students read appropriately leveled texts and practice the skills and strategies presented in the mini-lesson and unit of study. During this time students build stamina and fluency for reading. Teachers confer with students during independent reading time to review and teach skills and strategies necessary to build reading power.

Small Group Instruction: During small group instruction, teachers meet with small groups of students for a variety of purposes. At times, students may work with other students in a similar text at their instructional level, which is slightly more challenging than their independent reading level. Teachers instruct students in the skills and strategies necessary to successfully comprehend these texts independently. This teaching approach is called Guided Reading. At other times, teachers may see students in small groups for a specific purpose or to work on a strategy or skill that all the students in the group can benefit from.

Interactive Read Aloud: Students actively engage in a text that is read aloud by the teacher while practicing reading skills that are directly aligned to Connecticut Core Standards.

Students in fourth grade read a wide array of texts as they progress through the four units of study. The year begins with a unit that carefully reviews with students the structures of the reading workshop. This enables all students to function successfully in the reading workshop environment and feel like a member of the literate community. Students then explore narrative texts, informational texts, and poetry through a series of four units.

Units of Study:

Fourth grade students are engaged in reading through implementation of the following units of study:

- Interpreting Characters: The Heart of the Story
- Reading the Weather, Reading the World
- Reading History: The American Revolution
- Historical Fiction Clubs

Students make use of a reading notebook to keep track of their learning, responses to what they are reading, and instruction from strategy groups as well as conferring with their teacher. They also use this notebook to record their reading reflections.

Students continue to receive instruction on and practice comprehension skills utilized by all readers, including:

- Making text to text connections
- Wondering (asking questions)
- Picturing
- Noticing
- Figuring out (inferring)
- Synthesizing
- Summarizing



Application of these strategies, combined with targeted instruction, allows all fourth grade students to experience success as readers.

How can parents/guardians help their children with reading?

The most important and also the most rewarding ways to help your children are to read to them and read with them. These activities promote a wonderful dialogue and sharing of ideas. Parents/guardians can ask some of the types of questions listed below when reading to and with their children. These types of questions reinforce Brookfield curriculum and Connecticut Core Standards, and are similar to those asked of students as they “stop and jot” and write in their reading notebooks.

Questions that indicate understanding of the key ideas and details of the story:

- What did you think or wonder about while you were reading the story?
- What is the story mostly about?
- Who are the characters in the story and what are they like?
- Why do you think the main character decided to do what he/she did in the story? Be sure to describe his or her actions.

- How does the main character change from the beginning of the story to the end?
- How did the character's actions in the story affect what happened?
- What is the setting of the story? (Setting includes where and when.)
- What is the problem in the story and how is it solved?
- What important lesson did the character learn in the story?
- Identify one important theme from the story.
- What is the main idea of the article?
- What is the text (or paragraph) mainly about?
- If there is a vocabulary word that the student does not know, try to have the student figure it out from the context.
- Summarize the text.

Questions that indicate that your child is able to analyze the craft and structure of the story:

These questions also involve higher-level thinking skills:

- Make a sequence chain listing the most important events from the story. Describe how the story builds.
- Describe the structure of the story.
- What are the characters' points of view? How are they the same? Different?
- Who is narrating the story? Is it told in first or third person?
- Why do you think the author wrote this book?
- How do the nonfiction text features (e.g. captions, headings) help you understand the text?
- How do the book's pictures, diagrams, charts, etc. add to the book?
- How did the author organize the information in the non-fiction text? Describe the structure of events, ideas or information.
- What was the author's purpose for writing the text?
- Explain what the author means when he/she says "_____".
- Describe the character's point of view in the text. Explain how your point of view is the same or different.
- Using information from the text, what do you think is important to the author? What makes you think that this is important? Do you agree or disagree with the author's point of view?

Questions that indicate that your child is able to integrate knowledge and ideas to deepen his/her understanding of the story:

These questions also involve higher-level thinking skills:

- What part of the story did you think was the most important? Why? Use details from the story to explain why you chose that part.
- Would you recommend this book to someone else? Why or why not?
- Compare and contrast _____ and _____.
- What did you notice about the illustrations? How do they add meaning to the story?
- How does the author support his or her ideas?
- Select one text feature and explain how it helped you make meaning when reading the text.
- What important facts did you learn from the article? How did the author support these facts?

WRITING

Writing occurs throughout the day in all areas of the curriculum, including the content areas. Formal instruction occurs in narrative, nonfiction or informative/explanatory, and persuasive/opinion. Students develop spelling skills, semantic knowledge, and writing mechanics which they apply daily in their writing. The instructional model of writers' workshop gives children the opportunity to draft, revise, and edit their own writing pieces as they practice a strategy or skill taught by the teacher in a focused mini-lesson. Assessment is ongoing and is used to guide instruction of the class and individual students. Such assessment includes analyzing students' journal writing and responses to writing prompts.

Units of Study:

Fourth grade students are engaged in writing through implementation of the following units of study:

- The Arc of Story: Writing Realistic Fiction
- Boxes and Bullets: Personal and Persuasive Essays
- Bringing History to Life
- The Literary Essay: Writing about Fiction

Major Concepts and Strategies:

During writing workshop, students develop the skills to be effective writers. They learn to:

Pre-Write:

- Orally explain thoughts, feelings, etc.
- Use visuals to generate ideas
- Use literature to generate ideas
- Generate ideas for writing in groups and independently
- Use free-writing to develop fluency and ideas
- Use reference materials to gather information for writing
- Independently plan a piece of writing
- Use graphic organizers
- Demonstrate an awareness of purpose, audience, and form
- Use word associations to generate ideas

Draft:

Content/Organization:

- Use different purposes for writing: narrative, informative/explanatory, argumentative
- Write a piece on a given topic
- Select an appropriate title for a piece of writing
- Write in complete sentences and paragraphs
- Use a topic sentence for a paragraph
- Stay on topic
- Develop supporting details for a topic
- Write a rough draft with fluency
- Maintain a logical sequence of events

- Organize written pieces into beginning/introduction, middle, and end/conclusion
- Develop a sequential and logical pattern for a written piece
- Write about content areas of the curriculum

Style:

- Identify and use parts of speech correctly
- Expand simple sentences with adjectives, adverbs, and similes
- Write complete sentences
- Vary sentence structure
- Experiment with different points of view
- Use a variety of words to develop richness of vocabulary
- Use originality and creativity in writing
- Begin to develop clarity and preciseness of language
- Use appropriate details in description
- Experiment with mood

Revise:

- Read own work aloud to others for response
- Clarify meaning, expand word choice, or add details (with help)
- See work as a product that can be changed and improved
- Remodel sentences and paragraphs
- Use reference resources when revising, such as a dictionary and a thesaurus
- Restructure a piece with a specific focus (with help)
- Consider responses of the teacher and/or peers when revising
- Use the information from teacher/peer conferences to help revise a piece of writing

Edit:

- Capitalize the first word in a quotation
- Capitalize titles of newspaper, magazines, and books
- Capitalize names and titles of schools and organizations
- Proofread their own writing for legibility
- Place quotation marks around a speaker's exact words
- Correct fragments and run-on sentences (with help)
- Use correction symbols appropriate to grade level
- Work cooperatively in pairs or small groups to edit pieces
- Indent paragraphs
- Use margins appropriately
- Proofread for clarity and preciseness

Publish:

- Write legibly in manuscript and cursive (after review and practice)
- Use technology to produce final written products

Students continue to develop and improve their narrative writing skills by writing their own stories and by using a variety of writing strategies. Students also complete different kinds of writing such as poetry, personal narratives, opinion pieces, and shared research.

How can parents/guardians help their children with writing?

Children can write letters to relatives who live far away. They can write “thank you” notes for gifts. They can write grocery lists. They can be encouraged to write in a diary or writer’s notebook. They can keep a journal at home, write poems, and share with the family.

SPELLING AND WORD STUDY

Word study is a critical, daily component of literacy instruction for fourth grade students. This time of day is allocated for teaching phonics, spelling, and vocabulary. Teachers will administer a spelling inventory to determine what specific skills to target in their students’ instruction. Using this data, teachers will design small group activities, such as word sorts, that support students at various stages of spelling and decoding. During a word study session, the teacher will often begin with a small group “mini-lesson”. The teachers will then scaffold instruction with guided practice. Students will be provided with time to apply the concepts taught in partnerships. Finally, students will apply these lessons independently in their reading and writing. These lessons are designed so that each student receives appropriate instruction based on his/her specific needs. The goal of word study instruction is for students to transfer these phonics, spelling, and vocabulary skills into their independent reading and writing.

HANDWRITING

In fourth grade, students continue to write legibly in manuscript. They refine and reinforce their cursive writing skills to increase speed and legibility.

How can parents/guardians help their children with handwriting?

Parents/guardians should expect their children’s work to be legible. They can encourage them to be neater and praise them when their papers are neat and legible.

Fourth Grade Math

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The fourth grade math program provides students with a broad background in mathematics. It embeds Connecticut Core Standards in a curriculum that is designed to foster mathematical thinking and understanding of mathematical concepts by relating them to real world experiences. Teachers will use a variety of strategies and approaches for classroom instruction. Our curricular resource is McGraw-Hill’s My Math. Students will also have online access to the resource materials from home.

Program highlights include:

- A problem solving approach

- Partner and small group activities to promote cooperative learning
- Concept and skill development through hands-on learning
- Opportunities to discuss and communicate mathematically

Math Standards:

The fourth grade math program covers the following content:

- **Operations and Algebraic Thinking:** use the four operations with whole numbers to solve problems, gain familiarity with factors and multiples, generate and analyze patterns
- **Number and Operations in Base Ten:** generalize place value understanding for multi-digit whole numbers, use place value understanding and properties of operations to perform multi-digit arithmetic
- **Numbers and Operations in Fractions:** extend understanding of fraction equivalence and ordering, build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, understand decimal notation for fractions, and compare decimal fractions
- **Measurement and Data:** solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, represent and interpret data, understand concepts of angles and measure angles
- **Geometry:** draw and identify lines and angles, classify shapes by properties of their lines and angles

For more information about each of the math units, please read the Family Letters posted on the Fourth Grade website.

Fact Fluency:

“Knowing” the basic number facts is as important to learning mathematics as “knowing” words by sight is to reading.

In math class, memorization of basic facts is referred to as *fact fluency*. By the end of fourth grade children should master multiplication and division facts within 100 and know from memory all of the products of two one-digit numbers, as well as master the addition and subtraction facts (sums and differences) to 20. Children should be able to recall these facts quickly.

Basic number facts are taught and practiced in many different ways including playing mathematical games and working with fact triangles. Students should practice basic number facts for a few minutes every night. Basic number facts will be assessed through times test and a grade will be noted on the report card.

Homework:

Your child will bring home math homework Monday through Thursday. Encourage your child to “teach” you the math skills and concepts he or she is learning. If your child appears to be confused with the homework, please write a note and return it to your child’s teacher. In addition, students will also have access to the IXL website for additional practice.

Fourth Grade Science

The fourth grade science curriculum is closely aligned to national and state standards. This elementary program is designed to motivate students as they gain an essential understanding of key science ideas. Science is taught through various methods, including inquiry and exploration. Topics have been chosen to be age appropriate and to give students a broad knowledge of science concepts and skills. Embedded within our science instruction is a focus on nonfiction literacy skills via leveled texts and science journals.

In fourth grade science students are asked to:

- Make observations and ask questions about objects, organisms, and the environment
- Seek relevant information in books, magazines, and electronic sources of information
- Design and conduct simple investigations
- Employ simple equipment and measuring tools to gather data and extend the senses
- Use data to construct reasonable explanations

Students achieve these goals through studying:

- Food Chains and Webs
- Land and Water Interactions
- Electricity and Magnetism



Fourth Grade Social Studies

The social studies curriculum at Huckleberry Hill is based on the instructional hallmarks of history, social science, geography, citizenship, and global awareness. Our curriculum prepares students to become contributing members of their local, national, and global communities, and emphasizes participation and active learning. Every event has historical background as well as geographic, economic, political, and cultural components. Content integration is essential to create meaning.

Through curriculum, students and teachers will work together to apply 21st century skills to create independent learners who are capable of the following:

- Knowing concepts and information from history and social studies
- Making connections between the social studies curriculum and the past and present
- Building and applying empathetic awareness to understanding historical and contemporary issues

The fourth grade social studies curriculum is divided into three distinct units:

- Connecticut
- Government
- Map Skills and Geography



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Physical Education

"Exercising the Mind and Body"

Grade 4



The Physical Education Program at Huckleberry Hill provides opportunities for children to begin developing a foundation in basic movement skills. These skills help children become aware of:

- How their bodies work
- The many different things they can do with their bodies
- How to develop and maintain desirable levels of physical fitness through a planned program of physical activity

To develop these skills, students will be involved in the following activities:

Fall

Recess Games
Throwing, Catching

Fitness Unit
Cooperative Games

Winter

Net Activities (Volleyball, Badminton)
Striking Skills (Floor Hockey)
Basketball Skills

Gymnastics and Tumbling
Jumping Activities

Spring

Soccer Skills
Track and Field
Backyard Games

Team Handball
PAWS Pride Day

The ingredients we use in teaching these activities are three-fold:

1. **Encouragement**

- a. We encourage all students to do the very best **they** can and not compare themselves to other students.
- b. We concentrate on the positive aspects of a student's performance with remarks such as, "Good job," "Well done," and "Nice going."

2. **Effort/Success**

- a. We do not set rigid standards of expected performance, but rather encourage each student to try to improve on his/her own level of skills.
- b. We expect all students to give their best efforts. With his/her best effort, the performance of every student will be successful.



3. **Enjoyment**

With constant encouragement and successful experiences in his/her performance, this third ingredient naturally follows.

PHYSICAL EDUCATION CLASS

Rules

- Always wear sneakers.
- One person talks at a time.
- Respect: Teacher, Classmates, and Equipment
- Whistle: Stop, Look, and Listen when you hear the whistle.
- Do YOUR best and have FUN!

Parents/guardians can excuse students from participating in physical education for **one or two classes**. Students should bring in a note from a parent/guardian explaining the injury or illness preventing him/her from participating. The note must be submitted to the school nurse by first thing in the morning on the day the student will not be participating in physical education. The school nurse will inform the physical education teachers in regards to the students who need to be excused.

If a student needs to be excused for **more than two** physical education classes then a doctor's note is required explaining the injury or illness. When the student is cleared to participate, another note needs to be submitted to the school nurse who will then inform the physical education teachers.

Parent/guardian and doctors' notes need to be very specific with regards to the level of participation in which students can engage (e.g., no participation, no running) and a return date for full participation.

Dress for Class

- **Sneakers are required.**
- Students should wear comfortable clothes that will ensure safe, unrestricted movement in a variety of activities.
- In late fall and early spring, students should wear warm clothing for outdoor activities.
- Little or no jewelry should be worn during PE class.
- We recommend tying long hair back in a ponytail during P.E. classes so that the hair does not interfere with activities (e.g., getting caught under scooters, blocking line of vision when running around, etc.).

All rules and regulations are designed to ensure that classes are conducted in a safe and orderly manner and encourage maximum participation by all students.

Suggestions for Parents/Guardians

You can help your children lead a more active lifestyle by:

- Encouraging your children to participate in physical activities they will enjoy throughout the year (e.g., dance, soccer, gymnastics, etc)
- Attending as many of your children's activities as possible, demonstrating that you are interested in what your children do
- Being positive in your remarks to your children. Remember, no one wants to do poorly in anything
- Involving the entire family in as many physical activities as possible (e.g. family walks, bike riding, swimming, etc.)
- Being a good role model. If your children see you involved in activities they feel are important, they will join you
- Participating with your children in school based activities, such as the Rise and Shine walking club

The formula we use in physical education at HHES that works well is:

Encouragement * Effort * Success * Enjoyment

Together we can make fitness a way of life.

Physical Education Staff:

Miss Danielle Olivier and Mr. Matthew Cudney

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(203) 777-7675 ext. 7640



Health Grade 4

The Brookfield Public School District is committed to a sound, comprehensive health education program in grades K-12 as an integral part of each student's general education and as required by state statute. The health education program at Huckleberry Hill School gives students information that enables them to promote, maintain, and protect their health, while simultaneously enabling them to acquire the necessary skills to make educated health related decisions and develop positive attitudes about their personal health.

Health instruction is provided to students by Huckleberry Hill School's health and PE teachers through an integrated approach. In addition to specific health lessons, health instruction is embedded within PE instruction whenever appropriate. Students will explore the following topics:

- **Human Growth and Development:** Students will learn about body systems – skeletal, circulatory, and digestive.
- **Refusal Skills:** Students will identify potential troublesome situations and learn the steps to keep their friends, have fun, stay out of trouble, and stay in control.
- **Substance Abuse Prevention:** Students will review how the gateway drugs-alcohol, tobacco, and marijuana-affect the body and mind. Students will identify the consequences of misuse of those drugs.
- **Disease Prevention:** Students will review the three major types of microbes: bacteria, viruses, and protozoa. Students will discuss how microbes can be spread and ways in which to protect their bodies from infection. Students will also review Human Immunodeficiency Virus/AIDS. The lesson on HIV/AIDS will only include discussion related to this disease being a blood borne pathogen. Any discussion on HIV/AIDS will **NOT** include sexuality.

If you have any questions in regard to our health program, please feel free to contact our health and PE teachers.

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and

Mr. Matthew Cudney
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Art Grade 4



Children love to express themselves artistically in many varied ways. Here at Huckleberry Hill, we want to capitalize on that enthusiasm. Our art program enhances students' interests through personal exploration and experimentation.

Students moving from kindergarten through fourth grade develop skills of observation and learn to examine the objects and events in their lives. They will grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts. Students will experiment with art materials and investigate the ideas presented to them.

The art program for grades two, three, and four is set up to develop students' art production skills and provide experiences in art history, aesthetic judgment, and art evaluation.

The students will:

1. Recognize and discriminate among the visual characteristics of the Elements of Art (line, color, value, shape, texture, and space) and the Principles of Design (balance, emphasis, pattern, unity, contrast, movement, and rhythm) in their artwork and the artwork of others.
2. Compare and contrast their ideas and feelings about the visual and tactile qualities in works of art, nature, and objects within the environment.
3. Use drawing and painting techniques in order to organize and depict ideas, feelings, and moods using color theory concepts.
4. Explore craft processes such as modeling, printmaking, weaving, and sculpture.
5. Study a variety of artwork and accomplishments of contemporary, historic, and prehistoric cultures, understanding that art reflects, records, and shapes history and plays a role in every culture.

As parents/guardians, you can:

1. Encourage and compliment your children's creations and have a special place to display them.
2. Take your children to exhibits of any kind and discuss what you see with your children.
3. Purchase a sketch pad and encourage your children to draw what they observe. This is a wonderful activity for car trips and vacations.

Susan Meadows, Art Teacher
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Library Media Center

Grade 4



The library program at Huckleberry Hill Elementary School is designed to support the curriculum of the school district with a focus on helping students become lifelong readers. Students visit the library at specific times on regularly scheduled days. During these times, students learn library skills, choose books to take home, and use technology in a variety of ways. The students may choose from a variety of fiction and non-fiction items including both print and non-print material.

The integration of technology into our students' lives is a large part of the library program. We currently use Google Apps as our productivity software. Students are taught how to collaborate with others using Google and a variety of other resources including the World Book Online Encyclopedia©. E books are an integral part of our students' lives and help our students enhance their technology and literacy skills at the same time.

Students are able to use the library any time during the day to exchange books (in addition to their regularly scheduled class time) as long as they have permission from their teachers. We actively encourage our students to be lifelong readers and seekers of knowledge. We ask for your help in achieving these goals.

Here are some suggested activities for you to do with your child so that we can succeed together:

1. Read to your child every day. Choose a book that is above the independent reading level of your child and reflects your child's interests or help your child find a new interest by reading about something new to him/her.
2. Use a variety of materials with your child when locating information. Most public libraries are now equipped with computers. Ask a librarian for help in teaching your child how to safely access different forms of information.
3. Model good habits for your child — **READ**. Talk about what you are reading and show your own joy when reading for pleasure or knowledge.
4. Let your child choose books or magazines to read to you.
5. Visit the public library with your child. Enjoy exploring the stacks and spending time reading in a quiet corner.
6. Buy your child his/her own books, so he/she can have an individual library. Respect and love for books often comes from ownership of them.

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<https://sites.google.com/brookfieldps.org/hhes-library-media-center/home>

Music Grade 4



At Huckleberry Hill Elementary School, we believe that children learn music through active music making. Singing, playing instruments, dancing, and active listening all have a place in the music classroom. General music classes meet once a week for 45 minutes. The music program at HHES meets and incorporates the National Standards for Music Education as well as the Connecticut Frameworks for Music Curriculum.

General Music Program — An Overview

Singing

Singing plays an important part in all music classes. Through singing, students experience many musical concepts involving pitch, intervals, melody, harmony, and meter. Students are encouraged to use proper vocal technique in their singing of unison music, partner songs, rounds, and some two-part music. Students develop a repertoire of songs from our American culture as well as the music of other cultures.

Playing Instruments — Orff Program/Ukuleles

Orff instruments are xylophones, metallophones, and glockenspiels, named after their designer, Carl Orff. Orff was a 20th century German composer who designed these instruments so that children could have access to high quality, beautiful sounding instruments that would allow them to make wonderful music from an early age. At Huckleberry, these instruments are used in many ways: as accompaniments to songs and dramatizations, to practice note and rhythm reading, for improvisation, and for composition. The instruments also provide children with experiences that help to develop fine and gross motor skills.

We are fortunate (thank to the PTO) to have a full set of ukuleles which will be integrated into the fourth grade program throughout the year.

Movement

Music and movement are very closely connected. Many musical concepts, especially those involving rhythm, are intricately connected with movement. Through traditional folk dances, hand jives, passing games, and expressive movement, students learn about many cultures as well as develop skills involving steady beat, fine and gross motor skills, phrasing, and meter.

Listening to Music

Part of the goal for the music program at Huckleberry is to develop the cultural literacy of our students. Students at Huckleberry are exposed to many listening experiences of

western music (classical music of the western world), American folk music, and the folk music of many other cultures. Connections with historical figures and events, literature, and other arts are made whenever possible. Some musicians experienced in the fourth grade music curriculum include: Aaron Copland, Leonard Bernstein, Paul Winter, Wynton Marsalis, Beethoven, Mozart, Sweet Honey in the Rock, as well as composers from the Caribbean, Russia, Ireland, and Africa.

Reading and Notating Music

Music literacy is an important part of developing independent music makers. Students learn to read music first by developing aural skills using rhythmic and tonal solfege (do, re, mi, etc.). Aural learning is then transferred to musical notation. Students in grade four learn about rhythmic and tonal notation, clefs, time signatures, dynamic markings, proper musical terms, and musical form.

Suggestions for parents/guardians to enhance their child's musical education:

1. Take your child to any performance that you can. The Danbury Symphony, WCSU, and other local groups offer many excellent experiences for you and your children. A bit further away are Woolsey Hall and the New Haven Symphony, the Norwalk Symphony, and several great choral groups.
2. Check out the programming on the PBS and Bravo channels on TV. Often they offer some excellent age appropriate musical experiences for children.
3. Plan dinner music for special evenings that expand your child's musical experiences. Try some jazz or whatever your favorites might be. Give your child a night to plan a program of their music-you might be pleasantly surprised!
4. Ask your child what he/she has been doing in music class. Share your past musical experiences.
5. Enjoy singing as a family. The "Get America Singing ... Again" campaign, sponsored by many musical organizations, has produced a list of songs that every American should know. We will be highlighting these songs in music classes. How many do you know?
6. Log onto MENC.org and click on the Music Friends link for a lot of wonderful activities and information.

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Band

Grade 4

The HHES 4th grade band program is open to all 4th grade students. Students do not need to have **any** musical experience in order to participate, just a willingness to learn something new. Being a part of the HHES Band is a popular activity in 4th grade that many students look forward to since they saw the HHES Band perform for them at Center School! Our mission is to make lots of music and to enjoy learning and practicing our chosen instrument over the course of the year. We work hard to have band be a positive experience for you and your child- we tweak the squeaks and develop good practice habits throughout the year, finally presenting our Spring Concert for all to come and enjoy our progress and pride!

The band program consists of two parts:

1. Weekly Lesson Time

Band students will be assigned to a small group for instrumental instruction. This small group of students will meet once a week during school time for a group instrument lesson. This is when your child will learn the mechanics and skills needed to succeed at their instrument. Constant communication between all teachers make this time a good fit for your child.

2. Band Rehearsal (Large Group)

When students learn enough notes and are strong enough at playing their instruments, they will be invited to play in our HHES Big Band!! (This year students need to have their Orange Band Belt in order to join in the Big Band Practice.) We meet before school on Wednesday mornings at 7:45am. We practice together as an entire group to learn music to perform at our various concerts and parades. This usually begins in November and lasts until May.

3. Wind Ensemble

Students may be selected to play in the HHES Wind Ensemble, a group of students that perform band music that is more challenging. This group is by invitation from Mrs. Fitz, and meets Wednesday afternoons during school time.

The HHES Band Director is Mrs. Fitz and she is assisted by Mr. Rojas. The Band performs at the Brookfield Memorial Day Parade, presents a Spring Concert and takes an exciting field trip to Center School to play for the "little kids" each year.

Margaret Fitzgerald- fitzgeraldm@brookfieldps.org.

LET'S GO BAND!!!!

HHES CHOIR
GRADE 4
THURSDAY MORNINGS IN THE MUSIC ROOM
7:45-8:40

Welcome to 4th grade!! All 4th graders are invited to join the fun in Chorus. Do you like to sing? Hum along? This is the place for you. Choir will start after the beginning of school, sign ups will be sent out to everyone in Grade 4.

If you are interested in doing band AND doing choir, that is GREAT!!! The more music, the better!

The 4th grade choir performs at Stew Leonard's in December for their tree lighting celebration, and does a Spring Concert with the HHES Wind Ensemble in the beginning of June.

Look for more information coming to a backpack near you about Choir.

Looking forward to a musical year!!

Mrs. Orzolek

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Spanish Program

Grade 4

¡Bienvenidos!



Our World Language program

All elementary Spanish classes are based upon the five C's of language learning: "Communication, Cultures, Comparisons, Connections and Communities." These goals were developed through the collaborative effort of the U.S. Department of Education and the American Council of the Teaching of Foreign Languages (ACTFL). Curriculum design supports the ACTFL Standards for Foreign Language Learning and aligns with the Common Core State

We use a multi-modal lessons method, that hone students' reading, writing, speaking and listening skills.

- ❖ Instruction during class is conducted in Spanish, without the use of English for explanations or translations.
- ❖ Being surrounded by a Spanish language-rich environment provides students the opportunity to learn Spanish similar to the very first learned their first language. Spanish instruction includes a strong emphasis on listening and speaking skills.
- ❖ Students receive approximately 45 minutes of instruction once a week.
- ❖ Our curriculum is comprised of units, with each unit consisting of lessons that teach Spanish vocabulary and communication within the context of a theme and culture.
- ❖ Each unit includes skill-acquiring activities and skill-using activities, with emphasis on skill-using activities. Through songs, games, drama, art, and movement exercise our students learn to understand and communicate in Spanish.
- ❖ Science, math, and social studies will also be included in our Spanish lessons.