

WELCOME TO SFES!

Home of the Stallions!



MEET THE TEAM



The 4th Grade Teachers



Mr. Lewis



Ms. Hasslinger



Ms. Moxley



Mrs. Overeem



Mrs. Howell

TALK TO THE TEACHER

When and How

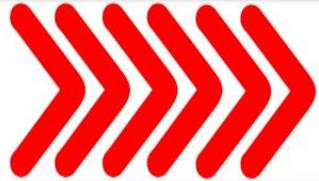
- Email is best
- Responses within 24 hours
- Unable to respond during instruction
- Teacher Hours
 - 8:30 - 4:00

Mrs. Overeem's Weekly Schedule 2022-2023

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:20	Morning Meeting				
9:20-10:00	Social Studies/Science/Health				
10:00-10:10	Transition time to reading				
10:10-11:00 Specials	Class Meeting/SEL	Art	Music	PE	Media B Week/Class Meeting(12:40-1:30)
11:00-11:40	Recess	Recess	Recess	Recess	Recess
11:40-1:30	Reading/Writing	Reading/Writing	Reading/Writing	Reading/Writing	Reading/Writing
1:30-2:00	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-3:20	Math	Math	Math	Math	Math
3:25-3:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

MRS. OVEREEM'S SPECIALS

SCHEDULES



SPECIALS

- Monday: SEL/Class Meeting
- Tuesday: Art
- Wednesday: Music
- Thursday: P.E
- Friday: Media B/Class meeting



Welcome to Enriched Literacy Curriculum



What is Enriched Literacy Curriculum (ELC)?

The Enriched Literacy Curriculum is a humanities-based program designed for students that need advanced, rigorous instruction comparable to the learning experiences of students in the Center for Enriched Studies and housed at the local school.



Enriched Literacy Curriculum is . . .



Conceptual, thematic, interdisciplinary



Quick-paced with advanced materials



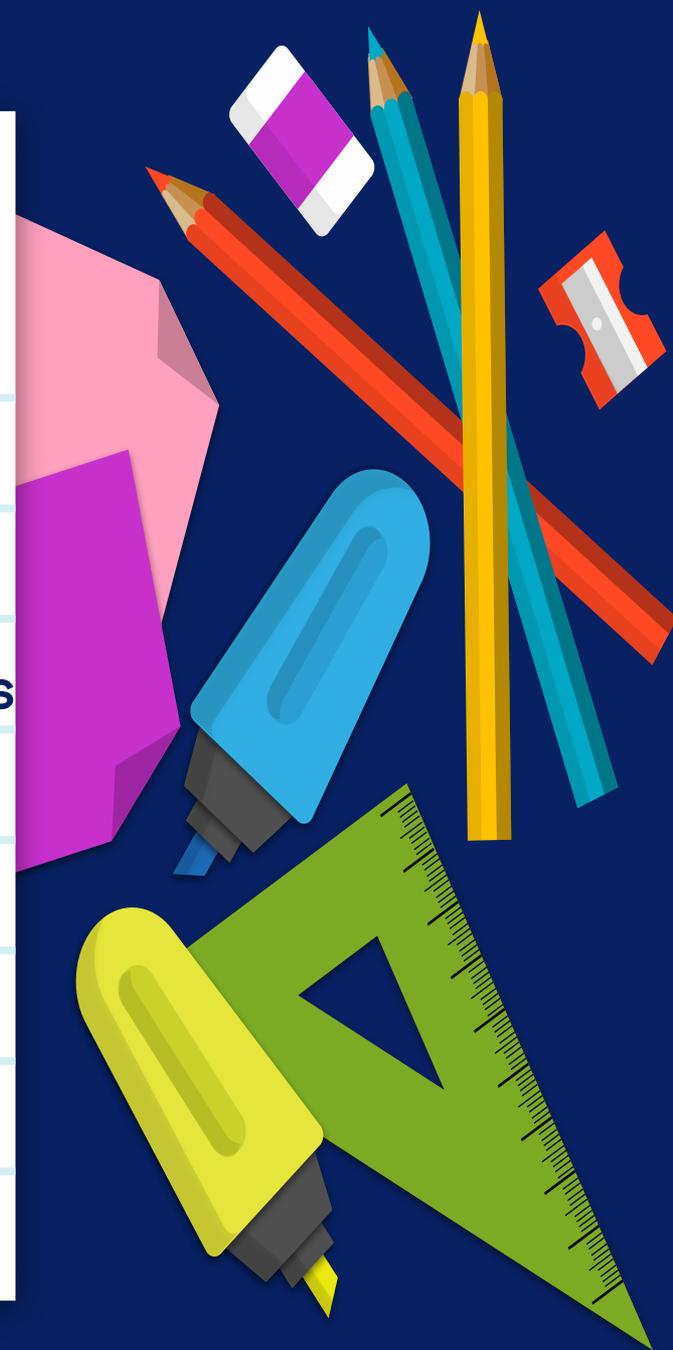
Based on Maryland College and Career Ready grade level standards



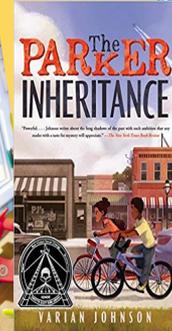
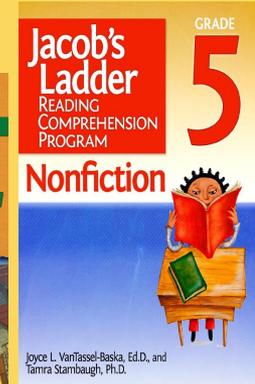
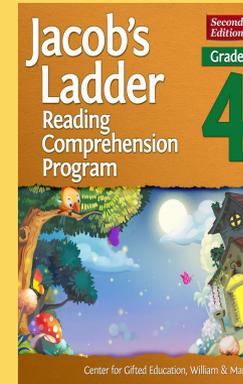
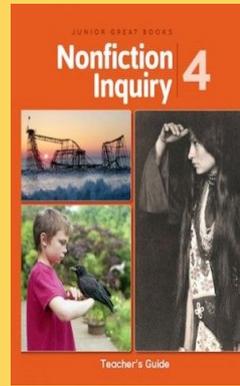
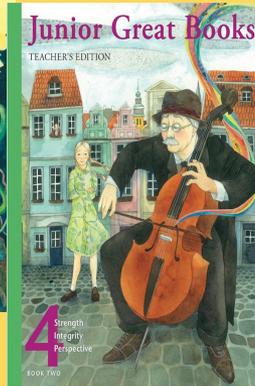
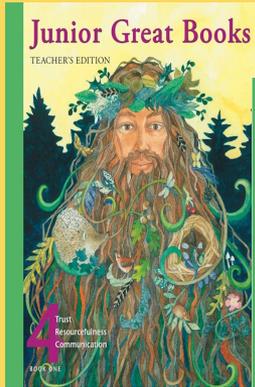
Enriched with depth and breadth of topics

Instructional Approach

- Encourages critical and creative thinking skills
- Emphasizes transfer of skills and strategies
- Utilizes inquiry, problem-solving, communication, self-expression
- Explicitly teaches application of skills to all content areas
- Uses technology tools
- Values differentiation for all learners



Instructional Resources



ELC4 Units

Unit 1

What does it mean to be strong?

Unit 2

What makes communication successful and what makes it unsuccessful?

Unit 3

How does studying authors help us reflect on our own heritage, culture, and life?

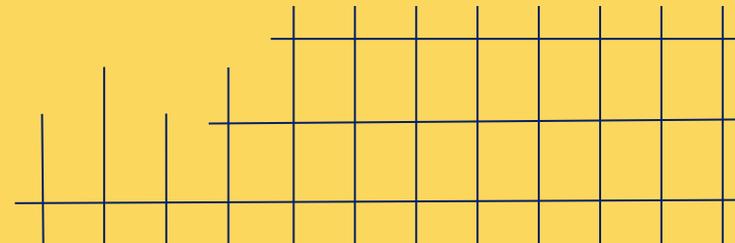
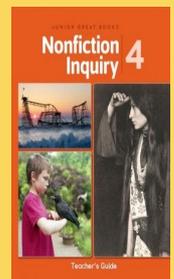
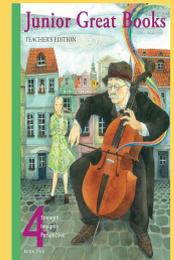
Unit 4

Why might someone try to see something from a different perspective?

Junior Great Books

Your child will experience...

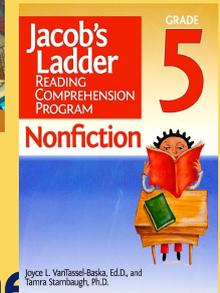
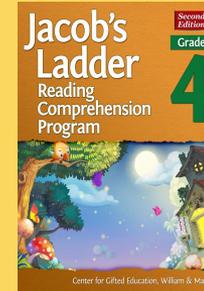
- Reading high quality, challenging texts written by diverse authors
- Discussing complex ideas through questioning, interpretation, and supporting their ideas with evidence from texts
- Extending comprehension with in-depth reading, thinking, writing, and projects



Jacob's Ladder Reading Comprehension Program

Your child will learn to...

- Develop literary analysis skills
- Employ higher level thinking skills
- Discuss a text with meaning and depth
- Apply strategies to enhance reading comprehension
- Demonstrate understanding through written communication



William and Mary ELA Unit

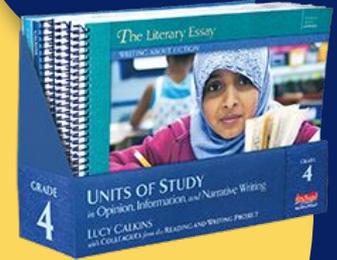
Autobiographies and Memoirs



Your child will acquire knowledge about...

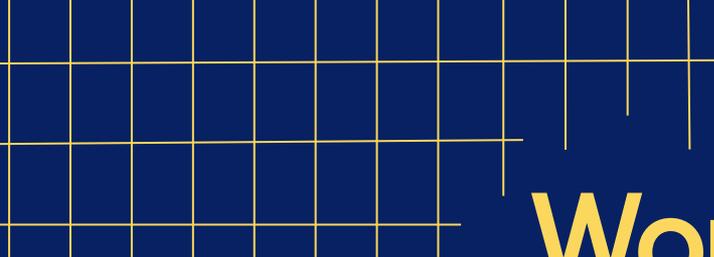
- Conceptual understanding and complex themes
- Connectedness of reading and writing
- High demand questions that lead to deep comprehension
- Research to produce quality written products
- Reflective thinking about texts, discussions, and feedback

Units of Study in Writing



Your child will experience...

- Daily writing for authentic purposes and audiences
- Writing various products on topics of choice
- Learning qualities and strategies of good writing for opinion, informative/explanatory, and narrative pieces
- Cycling through the writing process in writing workshop
- How to set goals based on teacher and peer feedback, and self-reflection



Word Study in ELC

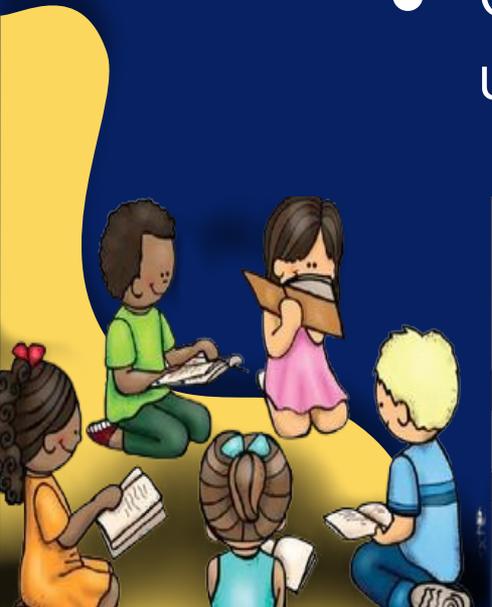
Phonics + **Spelling** + **Vocabulary** = Word Study

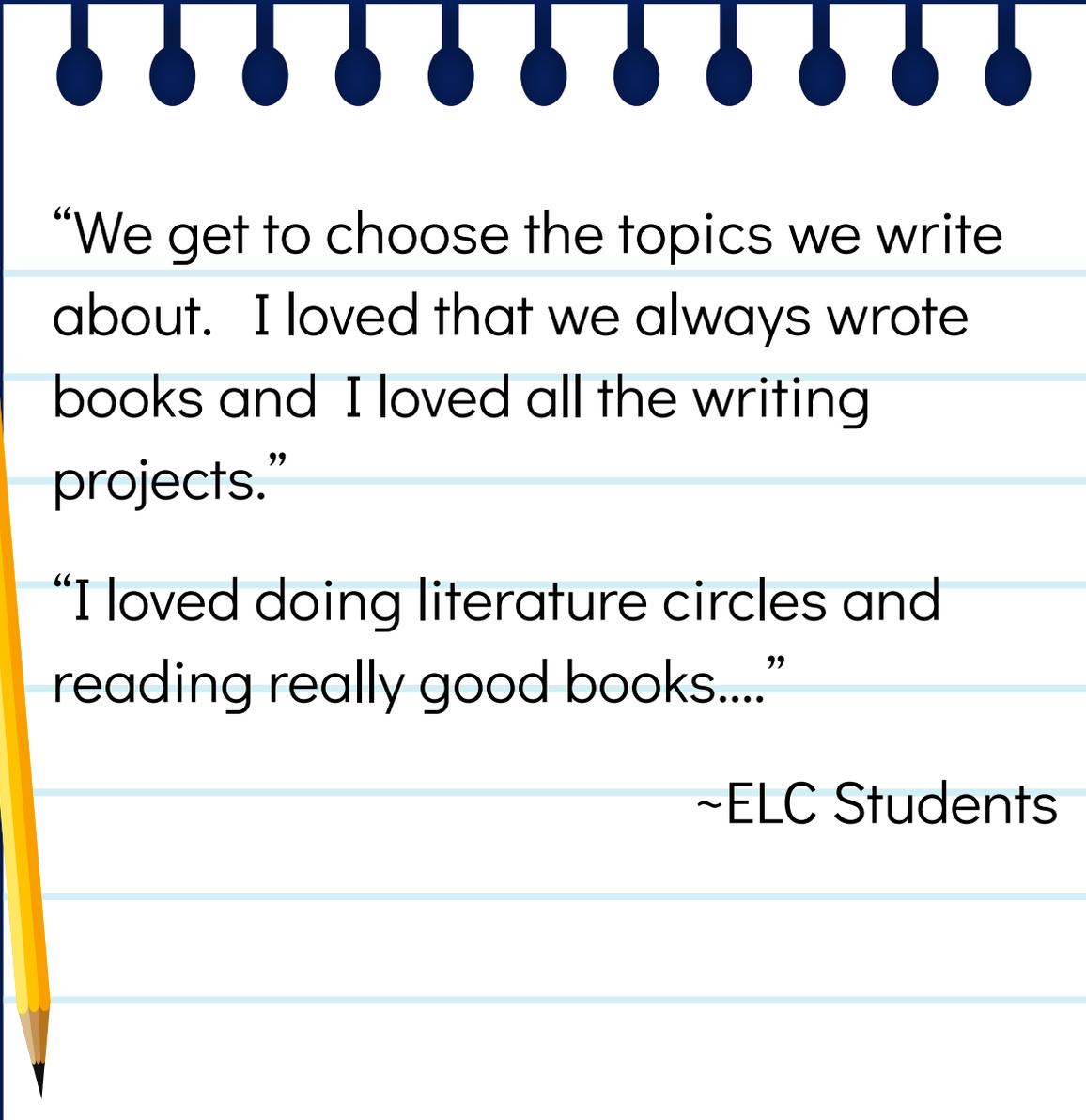
- Inquiry-based instructional approach
 - Targeted phonics skills by week
 - Principles and patterns of oral and written language to spell words
 - Builds vocabulary acquisition
- 

Literature Circles

Students choose, read, discuss, and study novels every unit. Benefits include:

- Developing critical thinking skills
- Comprehending at an in-depth level
- Studying author's craft and techniques
- Collaborating with peers to strengthen understanding

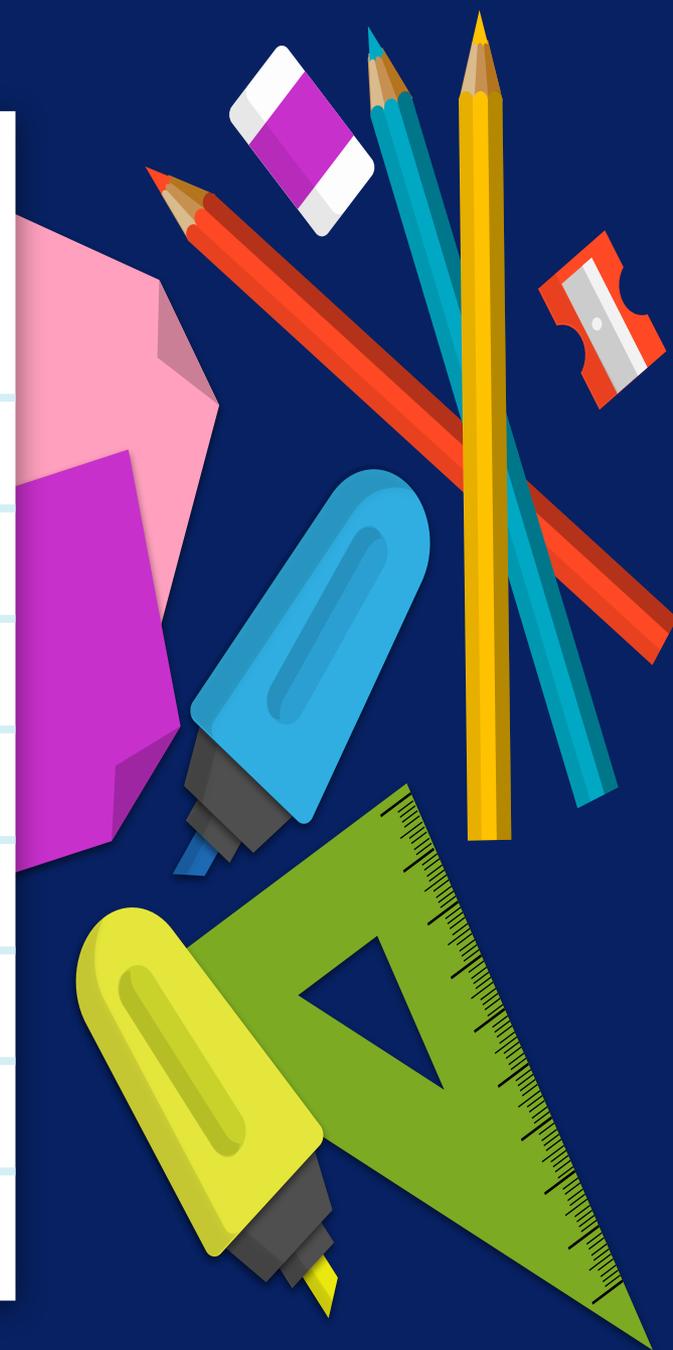




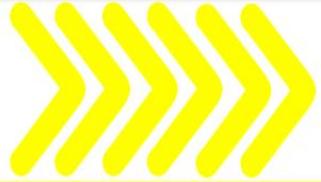
“We get to choose the topics we write about. I loved that we always wrote books and I loved all the writing projects.”

“I loved doing literature circles and reading really good books...”

~ELC Students



EUREKA MATH



Curriculum

1.

fluency

Staying sharp on previously learned skills

2.

application
problem

Opportunity to apply learning in a new way.

3.

concept
development

New content being studied

4.

debrief

Debrief the problem set
Review objective

How is Eureka different?

It focuses on “mathematizing.”

**EUREKA
MATH™**

Answer-getting

- Math as a verb.
- “Process of modeling reality with the use of mathematical tools.”
- “Process of constructing meaning.”
- Process of applying mathematical ideas to a problem.



“Mathematizing”

Counting trees

1. If Tom draws a 10x10 square round some trees and counts how many old and new there are. There are 50 rows and 50 columns altogether so he must multiply by 25. He could do this a few times to check and then take the average.

2.

53 old	x 25	=	1325 old	
28 new	x 25	=	700 new	
19 spaces	x 25	=	475 spaces	
<u>100</u>			<u>2500</u>	

$1325 + 700 \div 2 = 1262.5$
 $700 + 475 \div 2 = 787.5$

check

48 old	x 25	=	1200 old	So about 1263 old trees and 788 new trees
35 new	x 25	=	875 new	
17 spaces	x 25	=	425 spaces	
<u>100</u>			<u>2500</u>	

The goal is to have students **mathematize**- not just follow an algorithm to solve. Enrichment may be given when a student is able to mathematize skills within a concept, and shows proficiency with conceptual understanding, fluency, AND application of concepts

Lesson Structure

Each lesson in Eureka is comprised of four critical components. Each component serves a distinct purpose.

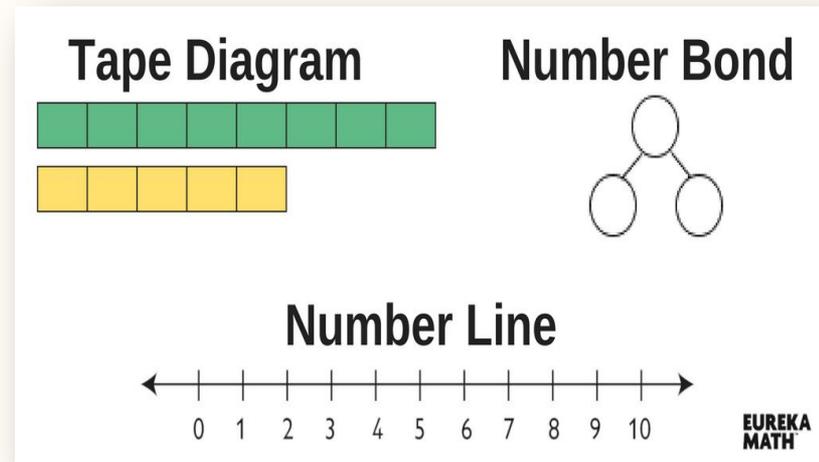
- **Fluency practice** - to gain fluency with grade level skills and number sense
- **Application problem**- to apply learned concepts to real world problems
- **Concept development** (including the problem set) - to learn a new concept and develop models and procedures for solving
- **Student debrief** (including the Exit Ticket)- to summarize and make meaning of the lesson to further learning in the future

Together they promote **balanced and rigorous instruction and mathematizing.**

Models

★ Students must be able to use models to conceptualize and solve problems.

★ Eureka uses same models in each grade but uses for each model builds and progresses in each grade.

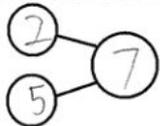
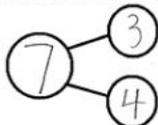


Common Model: Number Bonds

1st grade: Totals within 20
Grade: Conversions of Units

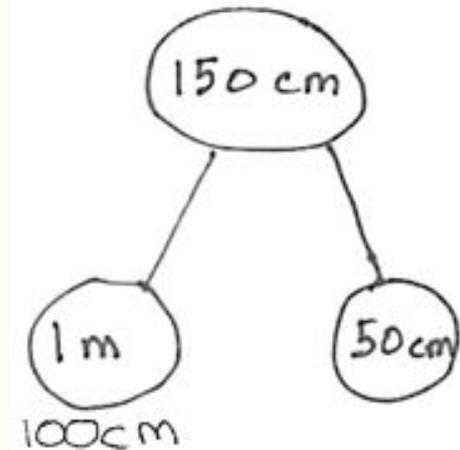
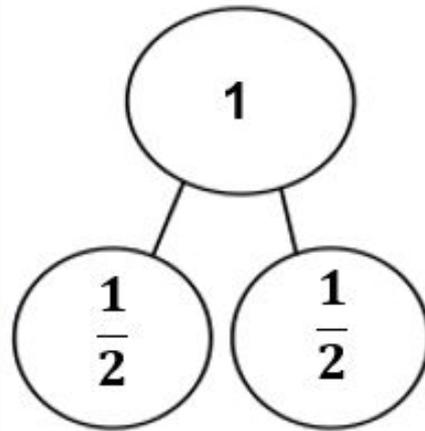
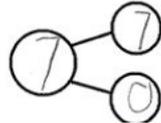
3rd Grade: Fractions 4th

$$\begin{array}{r} \boxed{3} + \boxed{4} \\ \boxed{4} + \boxed{3} \end{array}$$



$$\begin{array}{r} \boxed{2} + \boxed{5} \\ \boxed{5} + \boxed{2} \end{array}$$

$$\begin{array}{r} \boxed{7} + \boxed{0} \\ \boxed{0} + \boxed{7} \end{array}$$



Common Model: Tape Diagrams

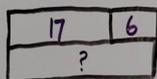
2nd Grade

4th

Grade

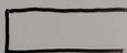
TAPE DIAGRAMS

modeling 2-digit
addition & subtraction

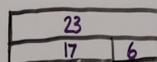


add

$$17 + 6 = 23$$



There are 23 students in
Miss Nord's class. 17 students
are present today. How many
students are absent?

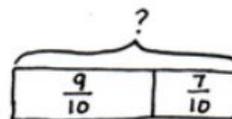


subtract

$$23 - 17 = 6$$

6 students are absent

Sue ran $\frac{9}{10}$ mile on Monday and $\frac{7}{10}$ mile on Tuesday. How many miles did Sue run in the 2 days?



Sue ran $1\frac{6}{10}$ miles.

Enrichment

- ❑ Some students are in Math $\frac{4}{5}$, which is an accelerated course option: 1 $\frac{1}{2}$ years in 4th ($\frac{4}{5}$) and 1 $\frac{1}{2}$ years in 5th ($\frac{5}{6}$) so by end of 5th grade, has completed K-6th grade math
- ❑ Grade 4 Math students also benefit from Eureka's rigor and enrichment built into lessons
 - ❑ Each module increases in complexity throughout the module
 - ❑ Each problem set within the lesson increases in complexity
 - ❑ Students must be proficient with all three components of rigor: conceptual understanding, procedural skill & fluency, application

Procedural Skill & Fluency

Students develop efficiency and accuracy in computations.



Application

Students identify the appropriate concepts and skills to tackle novel problems and tasks.

Conceptual Understanding

Students build a deep understanding of the how and why of mathematics.

***Students who demonstrate full proficiency with all components of rigor may be given opportunities to work with a modified problem set for additional enrichment (using Eureka materials)**

Tips for helping your child



- Have your child explain what concepts they are learning.
- Ask questions:
 - *Can you explain?*
 - *What strategy did you use?*
 - *How else can you solve it?*
- Be positive about your child's math education.

EUREKA MATH TIPS FOR PARENTS

KEY CONCEPT OVERVIEW

Welcome to Grade 8! In the first topic of Module 1, students will be learning about operations (mathematical processes such as addition and subtraction) with terms that have **exponents**. They will learn how to use definitions and properties, often referred to as the laws of exponents, to perform these operations. Students will start by investigating the properties of exponents using only positive exponents (e.g., 8³ or (-7)³), and then they will extend their knowledge to exponents of zero (e.g., 8⁰) and **negative exponents** (e.g., 5⁻³ or (-3)⁻⁷).

You can expect to see homework that asks your child to do the following:

- Write a **repeated multiplication representation** using exponents.
- Recognize when standard numbers are showing an exponential pattern. For example, 2, 4, 8, 16, and 32 are equal to 2¹, 2², 2³, 2⁴, and 2⁵, respectively.
- Change a given number to an **exponential expression** with a given **base**. For example, 25 to 5².
- Determine whether an exponential expression is positive or negative.
- Simplify expressions using the properties/laws of exponents, including the **zeroth power** and negative powers.
- Explain his work and prove that two expressions are equivalent by referencing the definition or property/law used.

SAMPLE PROBLEM (From Lesson 6)

$5^{-3} = \left(\frac{1}{5}\right)^3$
 $= \left(\frac{1}{5}\right) \cdot \left(\frac{1}{5}\right) \cdot \left(\frac{1}{5}\right)$
 $= \frac{1}{125}$

By definition of negative exponents
 By definition of exponential notation
 By 1st law of exponents
 By definition of negative exponents

Properties of Exponents/Laws of Exponents

For any numbers a , b , and all integers n , m , and p , the following rules apply:

Name of Rule	General Form	Another Example
1 st Law of Exponents	$a^m \cdot a^n = a^{m+n}$	$2^3 \cdot 2^4 = 2^{3+4} = 2^7$
2 nd Law of Exponents	$\frac{a^m}{a^n} = a^{m-n}$	$\frac{4^5}{4^2} = 4^{5-2} = 4^3$
3 rd Law of Exponents	$(a^m)^n = a^{m \cdot n}$	$(3^2)^3 = 3^{2 \cdot 3} = 3^6$
Zeroth Law of Exponents	$a^0 = 1$	$5^0 = 1$
Reciprocal Law of Exponents	$a^{-n} = \frac{1}{a^n}$	$2^{-3} = \frac{1}{2^3} = \frac{1}{8}$
Product of Powers	$a^m \cdot a^{-n} = a^{m-n}$	$3^5 \cdot 3^{-2} = 3^{5-2} = 3^3$
Quotient of Powers	$\frac{a^m}{a^{-n}} = a^{m+n}$	$\frac{4^3}{4^{-2}} = 4^{3+2} = 4^5$
Power of a Power	$(a^m)^n = a^{m \cdot n}$	$(2^3)^4 = 2^{3 \cdot 4} = 2^{12}$
Power of a Product	$(a \cdot b)^n = a^n \cdot b^n$	$(3 \cdot 4)^2 = 3^2 \cdot 4^2 = 9 \cdot 16 = 144$
Power of a Quotient	$\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}$	$\left(\frac{5}{2}\right)^3 = \frac{5^3}{2^3} = \frac{125}{8}$
Definition of Negative Exponent	$a^{-n} = \frac{1}{a^n}$	$5^{-2} = \frac{1}{5^2} = \frac{1}{25}$

Additional sample problems with detailed answer steps are found in the Eureka Math Homework Helper books. Learn more at [GreatMinds.org](http://Great Minds.org).

For more resources, visit Eureka.support

Science



What to Expect

In each Quarter we will be investigating the following in our science units

- Questioning & Info
- Modeling & Investigation
 - Data and Analysis
- Explanation & Argumentation



SOCIAL STUDIES



What to Expect

Social Studies-Grade 4 Overall Grade				
Civics	■	■	■	
Culture	■	■		■
Economics	■		■	
Geography		■	■	
History	■			■

MP 1: Geography: American Settlements and Native Americans

MP 2: Economics and History

MP 3: Culture and History

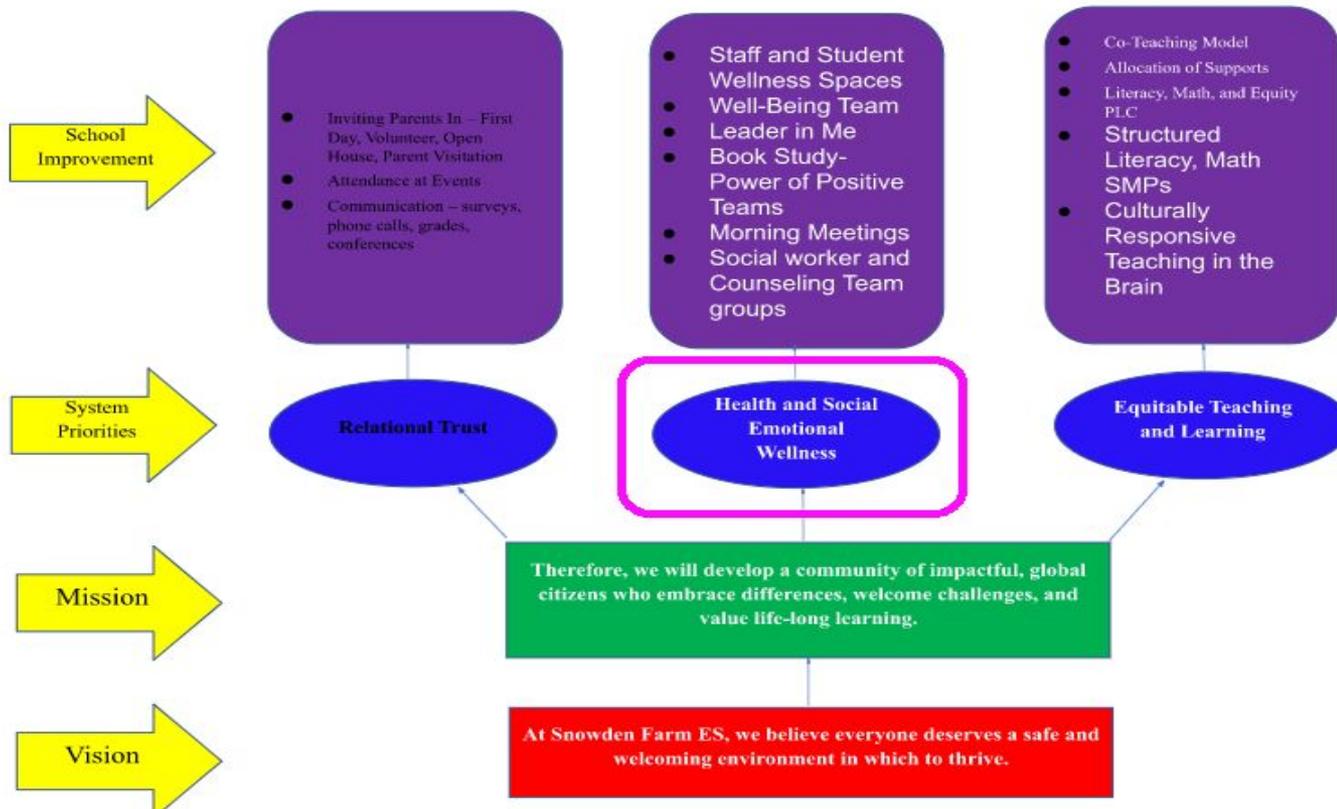
MP 4: Civics

LEADER IN ME/PBIS/RJ



What to Expect

LIVING THE VISION AT SNOWDEN FARM ELEMENTARY SCHOOL



Blend of Systems...

PBIS

to set and reinforce the *expectations...*(*Safe, Studious & Synergetic*)

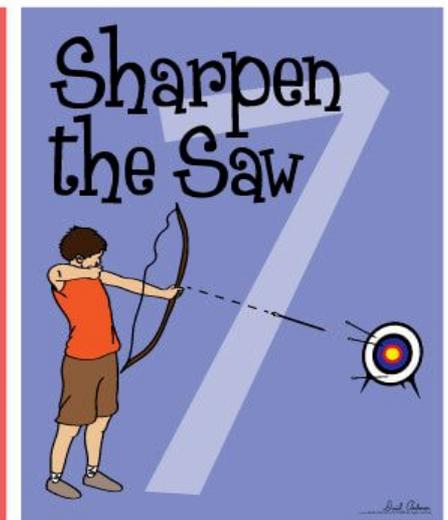
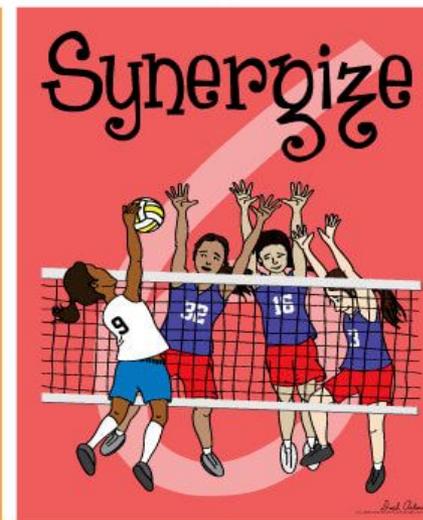
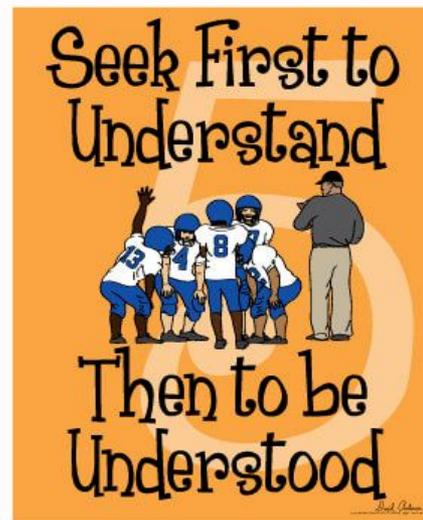
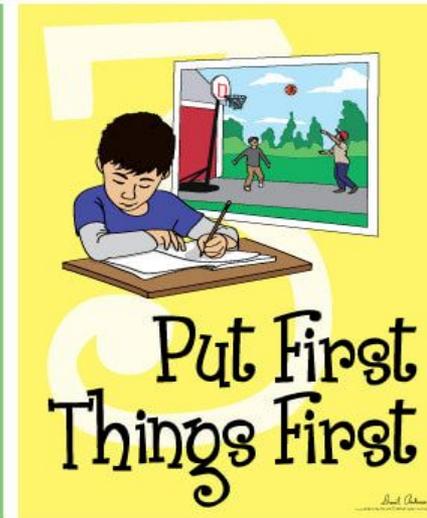
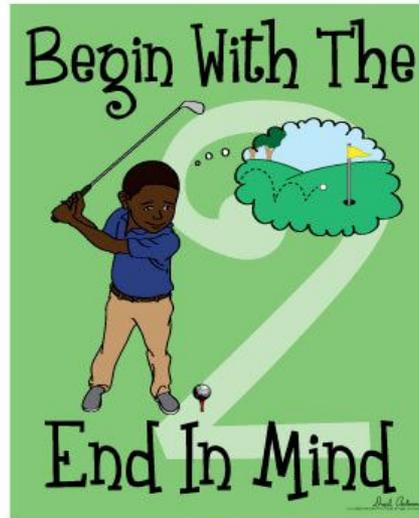
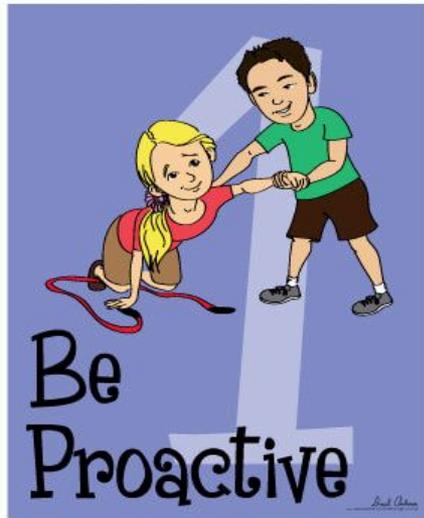
LIM

to teach the *skills* needed to independently meet those expectations

RJ

is woven throughout it all- to *repair and maintain trust and positive relationships* amongst all stakeholders (students, staff, parents, community)

Stallions strive to be
Safe, Studious and Synergetic by...



Homework



What to Expect

- Practice and Review of Material
- Daily Eureka Math
- Read for 20-25 minutes - log in agenda book
- Check agenda book each day for information.
- Encourage risk taking!
 - Mistakes help inform our instruction

FIELD TRIPS



Possibilities this year

- St. Mary's County
- Imagination Stage
 - Mad Science
- Sandy Spring Museum
 - Anapolis
- Baltimore Aquarium
 - Black Hills Park
- Croydon Creek Park

PBIS

Snowden Farm's Student Expectations:

Be safe

When I am safe, I make good choices to take care of myself and others.

Be studious

When I am studious, I am ready and open for learning to achieve my goals.

Be synergetic

When I am synergetic, I work cooperatively with others to make my school a better place.

Snowden Farm Stallions



Classroom/Specials

Be Safe

- ★ Transition appropriately
- ★ Treat property/ materials appropriately
- ★ See something, say something
- ★ Keep the classroom clean and organized

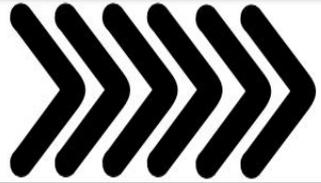
Be Studious

- ★ Use whole-body listening
- ★ Have materials ready for learning
- ★ Be an active participant
- ★ Welcome challenges with a growth mindset

Be Synergetic

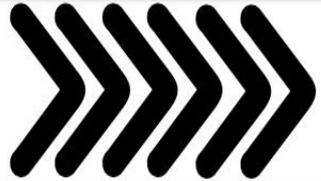
- ★ Greet everyone with a smile
- ★ Use appropriate language, tone, and gestures
- ★ Work with and include others

Chromebook Expectations



Students will be responsible for bringing their chromebooks to school and home each day. Please make sure that they are charged and they bring their charger.

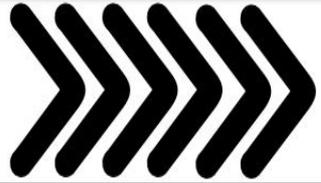
Volunteers



Volunteer Opportunities for school activities

Volunteer for the 4th grade
class at home or in school

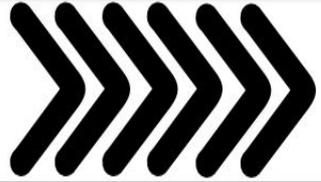
Digital Consent Form



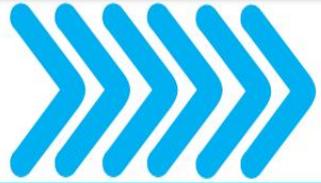
Please complete the online
digital consent form

Coming soon

Questions??



Benchmark Advanced



Curriculum

1.

Whole Group

2.

Phonics

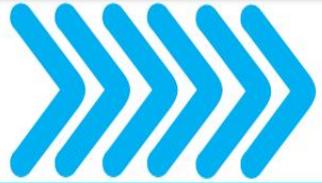
3.

Small Group

4.

Writing

Benchmark Advanced



Parent Resources

1. [Benchmark Advance Parent Letter](#)
2. [Benchmark Advance Parent Video](#)
3. [ELD Distance Learning Instruction Parent Video](#)

Key Components

- Vertical alignment of College and Career Ready Standards across grades K-5
- Three-week units centered around knowledge strands (***this has been adjusted to 4 weeks during distance learning due to a 90 minute literacy block in this format***)
- Write-in text sets + digital access to materials
- Writing aligned to reading
- Foundational skills instruction
- English learner scaffolds
- Targeted intervention tools
- Built-in assessments



Before Unit 1: **Review and Routines (3-5)**

- First 10-12 days of instruction to allow students to learn the classroom procedures through direct instruction, rather than through trial and error. (This was modified from the traditional 15-20 due to our distance learning schedule.)
- Time to explicitly model, teach and practice literacy behaviors and expectations students will use consistently throughout the year.
- Parents should not expect to see homework or graded work coming home during this time.
- Teachers will gather anecdotal and formative data in order to assess students' reading skills for placement in small, flexible, needs-based groups, but will not report reading or writing grades until Unit 1 begins.

Vertically Aligned Standards

Notice the staircase of complexity and progression of learning that occurs across the grade levels.

Unit	Knowledge Strand	GRADES							
		K	1	2	3	4	5	6	
1	Government and Citizenship	Rules at Home and School Why do we have rules?	Being a Good Community Member Why do people get involved in their communities?	Government at Work Why do we need a government?	Government for the People Why do people participate in government?	Government in Action How can government influence the way we live?	The U.S. Constitution: Then and Now Why do laws continue to evolve?	Beyond Democracy Why might societies form different types of government?	
2	Character	Every Story Has Characters How are characters different?	Many Kinds of Characters How do we learn about characters?	Characters Facing Challenges What can we learn when we face problems?	Ways Characters Shape Stories How do our actions influence our lives?	Characters' Actions and Reactions How do we reveal ourselves to others?	Developing Characters' Relationships Why do we value certain qualities in people?	Characters at Crossroads How can people inspire and change us?	
3	Life Science	Plants and Animals Have Needs Why do living things have different needs?	Plants and Animals Grow and Change Why do living things change?	Plants and Animals in Their Habitats How do living things get what they need to survive?	Animal Adaptations How do living things adapt to change?	Observing Nature How do we respond to nature?	Cultivating Natural Resources How do we decide which resources we should develop?	Relationships in Nature What roles can we play in the balance of nature?	
4	Point of View	Writers Tell Many Stories Why do people tell stories?	Stories Have a Narrator How do people create stories?	Many Characters, Many Points of View How can a story change depending on who tells it?	Comparing Points of View What makes people view the same experience in different ways?	Understanding Different Points of View What do we learn when we look at the world through the eyes of others?	Recognizing Author's Point of View How can other perspectives help us evaluate the world?	The Reader's Perspective How does the journey through life influence a person's point of view?	
5	Technology and Society	Technology at Home and School Why do we use technology?	Technology at Work How can technology make a difference in our lives?	Solving Problems Through Technology Where do ideas for inventions come from?	Advancements in Technology What is the value of innovation?	Technology for a Green Future How do we make decisions about developing new technology?	Technology's Impact on Society What value does technology bring to people's lives?	Technology in the 21st Century How do we take responsibility in making advances in technology?	
6	Theme	Stories Have a Message How do we know what is right?	Stories Teach Many Lessons What can we learn from a mistake?	Tales to Live By What can different cultures teach us?	Making Decisions What helps us solve problems?	Confronting Challenges How do we overcome obstacles?	Up Against the Wild What compels us to survive?	Legendary Journeys What inspires a quest?	
7	History and Culture	Holidays and Celebrations Why do we celebrate people and events?	Past, Present, and Future Why is the past important?	Investigating the Past How does understanding the past shape the future?	Communities Then and Now What is a community?	Developing a Nation How do communities evolve?	Civil War Era How does conflict shape a society?	Achievements of Ancient Cultures Why do we consider certain civilizations "great"?	

Close Reading

Short Read 2

Remember to
annotate as
you read.

The San Francisco Earthquake, 1906:

An Eyewitness Account

by Emma Burke

At 5:12 a.m. on April 18, 1906, residents of San Francisco, California, were jolted out of their beds by the first shock of a violent earthquake. More than a century later, this quake still ranks as one of the most significant geological events of all time. Emma M. Burke, who lived on Waller Street near Golden Gate Park at the time of the earthquake, published this account of her experiences that fateful day.

- 1 No one can comprehend the calamity to San Francisco in its entirety. The individual experience can probably give the general public the clearest idea. I was one of the fortunate ones, for neither personal injury nor death visited my household. But what I saw and felt I will try to give to you.

Sacramento Street in
San Francisco during the
1906 earthquake



In **Grades 2-5**, students annotate each text and take notes in the margins as they read closely to answer questions and gather evidence.

Using Text Evidence in Writing

Using Text Evidence in Writing

During writing to sources mini lessons in Grades K–1, students learn how to find and use key details from a text they have read to support an idea or opinion. Students also use texts as inspiration for their creative writing.

Beginning in Grade 2, students write informational, opinion, and narrative texts based on one or more sources they have read. Through engaging prompts and explicit mini-lessons, they become proficient in the kind of writing they will be required to do on new assessments.

Writing to Sources

Opinion

In the play “The True Jack?,” each character shares his or her opinion of Jack, the main character in “Jack and the Beanstalk.” Which character’s point of view do you most agree with? State your opinion, and support it using details from both texts.

Sample Grade 3 Writing to Source prompt