

Fourth Grade



Curriculum Night
2019-2020
5778-5779

Morah Laura Pupillo
Morah Caroline Stapleton

How to contact us

- We will try to get back with you as soon as possible, but please allow 24 hours for replies during the school week.
- If you have a pressing question over the weekend, we will do our best to get back with you as soon as possible on Monday morning.
- We are happy to meet with you M-F about your child. Please email to set up a time to meet. We are available during most plan periods and sometimes after school. If you need something earlier or later in the day, please let us know and we'll work together to find a time that works for everyone. :)

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Teacher: Laura Pupillo

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45	Typing	Math Journal	Spelling	Typing	Fun Friday
8:45 - 9:00	T'fillah/Chug	T'fillah	T'fillah/Chug	Torah	Social Studies
9:00 - 9:15					
9:15 - 9:30	Math	Math	Math	Math	
9:30 - 9:45	Math	Math	Math	Math	Writing
9:45 - 10:00	Math	Math	Math	Math	
10:00 - 10:15	Recess	Recess	Recess	Recess	
10:15 - 10:30	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:30 - 10:45					
10:45 - 11:00					
11:00 - 11:15	Literacy	Literacy	Writing	Literacy	Literacy
11:15 - 11:30					
11:30 - 11:45					
11:45 - 12:00	Handwriting	Art	Band	Handwriting	Class Legislator
12:00 - 12:15	Music			PE	PE
12:15 - 12:30					
12:30 - 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 - 1:00					
1:00 - 1:15	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Recess
1:15 - 1:30	Writing	Judaics/Math	Judaics/Math	Judaics/Math	Judaics/Math
1:30 - 1:45					
1:45 - 2:00					
2:00 - 2:15	Band Rotation 1	PE	PE	Social Studies	Science
2:15 - 2:30	Spelling/Grammar				
2:30 - 2:45	Band Rotation 2	Science	Math Facts/Pack Up		
2:45 - 3:00	Spelling/Grammar			Recess in the Woods	Pack Up/Jobs
3:00 - 3:15	Band Rotation 3		Drama		Kabbalat Shabbat
3:15 - 3:30	Spelling/Grammar	Pack Up/Jobs		Pack Up/Jobs	

Teacher: Caroline Stapleton

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45	Morning Work	Morning Work	Morning Work	Morning Work	Fun Friday
8:45 - 9:00	T'fillah/Chug	T'fillah	T'fillah/Chug	Torah	Writing
9:00 - 9:15	T'fillah/Chug	T'fillah	T'fillah/Chug	Torah	Writing
9:15 - 9:30	Writing	Writing	Literacy	Literacy	Music
9:30 - 9:45	Writing	Writing	Literacy	Literacy	Music
9:45 - 10:00	Writing	Writing	Literacy	Literacy	Writing
10:00 - 10:15	Recess	Recess	Recess	Recess	Read Aloud
10:15 - 10:30	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:30 - 10:45	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:45 - 11:00	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
11:00 - 11:15	Judaics	Judaics	Band	Judaics	Judaics
11:15 - 11:30	Judaics	Judaics	Band	Judaics	Judaics
11:30 - 11:45	Judaics	Judaics	Band	Judaics	Judaics
11:45 - 12:00	Literacy	Literacy	Art	Handwriting	Class Legislator
12:00 - 12:15	Literacy	Literacy	Art	PE	PE
12:15 - 12:30	Literacy	Literacy	Art	PE	PE
12:30 - 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:15	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Recess
1:15 - 1:30	Social Studies	Math	Math	Math	Math
1:30 - 1:45	Social Studies	Math	Math	Math	Math
1:45 - 2:00	Social Studies	Math	Math	Math	Math
2:00 - 2:15	Band Rotation 1	PE	PE	Social Studies	Science
2:15 - 2:30	Spelling/Grammar	PE	PE	Social Studies	Science
2:30 - 2:45	Band Rotation 2	Science	Drama	Social Studies	Science
2:45 - 3:00	Spelling/Grammar	Science	Drama	Pack Up/Jobs	Pack Up/Jobs
3:00 - 3:15	Band Rotation 3	Science	Math Facts	Recess in the Woods	Kabbalat Shabbat
3:15 - 3:30	Spelling/Grammar	Pack Up/Jobs	Pack Up/Jobs	Recess in the Woods	Kabbalat Shabbat

Mathematics

Basic Math Facts

Basic facts are the building blocks for all areas of mathematical content. The process of mathematical thinking is hindered when students do not have immediate access to a math fact. In order to build automaticity for basic facts, we will be using a myriad of resources at school, involving fact family number bonds, games, flash cards, sprints, and iPads. As students work on facts, they will bring home flash cards that support their learning development. Please help your child by encouraging practice. Students should practice their facts for at least five minutes, for a minimum of three nights weekly. We will formally assign homework one night a week. In addition to flash card practice at home, we will periodically send home helpful links to online games or apps that you might want to explore for additional practice.

Mathematical Projects

In addition to Singapore Mathematics and weekly fact practice, we will have unit projects in which we connect other academic disciplines to mathematical study. By participating in projects, students will strengthen connections while experiencing real-world mathematics that pertain to current academic studies and Singapore math skills.

Singapore Mathematics - Math in Focus

Goal:

Teaching students to be effective thinkers and mathematical communicators

Defining Characteristics:

- Math in Focus emphasizes the development of strong number sense (using the base-10 system), excellent mental-math skills, and a deep understanding of place value.
- The curriculum is based on a progression from concrete experience—using manipulatives—to a pictorial stage and finally to the abstract level or algorithm. This sequence gives students a solid understanding of basic mathematical concepts and relationships before they start working at the abstract level.
- Singapore Math includes a strong emphasis on model drawing, a visual approach to solving word problems that helps students organize information and solve problems in a step-by-step manner.
- Concepts are taught to mastery, then later revisited but not re-taught.
- The Singapore Math approach focuses on developing students who are problem solvers.

- Lessons are interactive and incorporate technology (SmartBoard), manipulatives, and gross motor in addition to paper and pencil tasks.

Singapore Math in Focus Progressions

4A Textbook

1. Working with Whole Numbers

Numbers to 100,000

Comparing Numbers to 100,000

Adding & Subtracting Multi-Digit Numbers

2. Estimation and Number Theory

Estimation

Factors

Multiples

Multiplying Using Models

3. Whole Number Multiplication & Division

Multiplying by a 1-Digit Number

Multiplying by a 2-Digit Number

Modeling Division with Regrouping

Dividing by a 1-Digit Number

Real-World Problems: Multiplication & Division

4. Tables and Line Graphs

Making & Interpreting Tables

Using a Table

Line Graphs

5. Line Graphs

Average

Median, Mode, and Range

Stem-and-Leaf Plots

Outcomes

Probability as a Fraction

Real World Problems: Data and Probability

6. Fractions & Mixed Numbers

Adding Fractions

Subtracting Fractions

Mixed Numbers

Improper Fractions

Renaming Improper Fractions & Mixed Numbers

Renaming Whole Numbers when Adding and Subtracting Fractions

Fraction of a Set

Real-World Problems: Fractions

Line Plots with Fractions of a Unit

4B Textbook

7. Decimals

- Understanding Tenths
- Understanding Hundredths
- Comparing Decimals
- Rounding Decimals
- Fractions & Decimals

8. Adding & Subtracting Decimals

- Adding Decimals
- Subtracting Decimals
- Real-World Problems: Decimals

9. Angles

- Understanding & Measuring Angles
- Drawing Angles to 180
- Turns & Angle Measures

10. Perpendicular and Parallel Line Segments

- Drawing Perpendicular Line Segments
- Drawing Parallel Line Segments
- Horizontal & Vertical Lines

11. Squares & Rectangles

- Squares & Rectangles
- Properties of Squares and Rectangles

12. Conversion of Measurements

- Length
- Mass, Weight, & Volume
- Time
- Real-World Problems: Measurement

13. Area & Perimeter

- Area of a Rectangle
- Rectangles and Squares
- Composite Figures
- Using Formulas for Area & Perimeter

14. Symmetry

- Identifying lines of Symmetry

Rotational Symmetry
Making Symmetric Shapes & Patterns

15. Tessellations

Identifying Tessellations
More Tessellations

✓ If your child is struggling with math homework, please let us know so we can help.

Language Arts

Within the Language Arts curriculum, students will read literature and follow the steps of the writing process. They will compose narrative, expository text and poetry that will touch them spiritually, emotionally, and intellectually so that the learning will be meaningful to them. The Language Arts program this year is divided into two components:

Writing Workshop

During Writing Workshop, we will follow a specific structure:

- Connections—through mini-lessons, students will learn how the day’s instruction relates to their work.
- Active Engagement—students will practice the “mini-lesson” strategy in their writing notebook.
- Conferences—teachers will meet regularly with individuals and small groups to support their writing needs.

Mini-lessons will include: generating ideas, logical organizational strategies, utilizing voice to create strong characters, varied sentence structure, research skills and diverse word choice.

We will engage in many different types of genres including: realistic fiction, research papers, opinion pieces, and poetry.

Reading Workshop

Reading workshop is a time for students to explore literature and work with words. During reading workshop, students will deepen their reading comprehension skills through the use of reading strategies, book clubs, independent reading, book reports, current events & Time For Kids. Students will improve their grammar and vocabulary through weekly mini lessons, and practice. Furthermore, students will do what all great readers do – develop a love for great books! To help us share our love for reading, students will have the opportunity to share three book reports a year starting in September. Using their own book teasers, students will share a short summary of a chosen book, while sharing why they recommend it! Through book reports, students will have the opportunity to share their own love for books while helping their peers create a reading list for future reading.

Book Clubs

Students will read a variety of self-selected and teacher-selected texts. They construct meaning and make personal and textual connections as they learn from and about reading. Some of the literature units will be linked to our social studies & science curriculum. In those instances, students will gain a greater understanding of the historical and cultural aspects of the story through a cross-curricular approach.

Time for Kids

Time for Kids will provide a great landscape for current event study, while encouraging comprehension skills and critical thinking. Students will also work on *Time For Kids* once a week in their homework.

Grammar

Each week, students will explore grammar skills and make meaning using a myriad of resources and techniques. Furthermore, students will enhance their grammar through powerful mini lessons and writing practice. Students will use a textbook of Daily Language Review.

Spelling

Students will work with spelling through The Words Their Way curriculum. Using Words Their Way, students will get just-right spelling words every other other week. Students will improve their spelling using word sorts, patterns and phonics. Students will also build their vocabulary as they learn the meaning of their words. Students will work on their spelling during both our small group spelling time and independent morning work. We will have a bi-weekly test in which they spell their words and use them in a sentence. After winter break, we will move to a weekly spelling test schedule.

Typing

Students will practice typing formally once a week at school, but will also need to practice typing at home. We will assign typing once a week and ask that your child practice typing for ten minutes using the program **typing.com**.

Handwriting

The student workbook is part of the Handwriting without Tears "Can-Do Cursive" level. This level is designed for independent work reviewing cursive skills, with an emphasis on difficult connections. A variety of writing exercises are used, including those that reinforce other language arts skills such as grammar, Greek/Latin root words, paragraph writing, poetry, writing thank-you notes, and more.

Social Studies

Because of the increasing complexity of our society, it is vital that our country have an informed, responsible, and contributing citizenry. Social studies is that part of the curriculum which uses the facts, concepts, generalizations, and skills of history and the social sciences to promote responsible citizenship in our students' lives. In the Social Studies curriculum for 4th grade, we will address 5 major topics. These topics will provide students with a whole picture of the world they live in and help them to form an idea of the type of world they *want* to live in by learning from our country's past.

Social studies education provides students the opportunities to gain and apply historical knowledge and to perform the skills as indicated below.

The students will:

- Develop critical-thinking skills--responsible decision-making, competency in problem solving, interpreting data, and differentiating between fact and opinion
- Prepare to participate competently and productively as concerned citizens in society
- Become aware of their roles as citizens in society and prepare to participate actively, competently, and productively
- Utilize literature, community resources, and technology

Missouri History

Students will...

- Have an essential understanding of significant individuals in Missouri history
- Research how Missouri state history contributes to American history
- Discover and understand Missouri's journey to statehood

Map Skills

Students will...

- Understand the shape of our state and the regions
- Recognize the cardinal directions
- Identify a variety of types of maps and how to use them
- Analyze and create maps using topographic skills
- Evaluate National Park topography and maps

The United States Government

Students will...

- Study how democracy is structured in the United States
- Analyze parts of the constitution of the United States
- Research the three branches of government
- Identify citizens' rights of voting and lobbying and the basic understanding of the Bill of Rights
- Students will write a letter to their Missouri representatives
- **Students will visit Jefferson City (date TBA)**

Westward Expansion & Lewis and Clark

Students will....

- Understand how Westward Expansion helped to create the country we live in today
- Explore the impacts of Westward Expansion on Native American tribes
- Be a part of a wagon train and experience a simulated trail experience
- Understand what being a pioneer means in America and in Israel
- Have an essential understanding of the Louisiana Purchase
- Identify the key roles of Meriwether Lewis, William Clark, and Thomas Jefferson
- Discover and understand the evolution of Missouri's journey to statehood
- Understand how the Corps of Discovery recorded their evidence along their journey

Science

Science is an active enterprise, made by the student's capacity to observe, question and infer. Through engaging inquiry, students generate explanations while engaging in critical thinking. Our fourth graders will continue to build upon previous studies as they continue their path as scientists. We will work with students to recognize essential scientific reasoning, while building understanding of scientific processes.

Field Trip to Shaw Nature Reserve and Cave: April or early May (more information coming soon)

Erosion & Water Quality

Students will...

- Analyze erosion
- Evaluate erosion evidence and determine the type of erosion present
- Work with Litzsinger Road Ecology Center to study erosion and create plans for local land restoration
- Apply scientific processes to official site analysis and rain garden restoration plans
- Communicate plans with local leaders
- Organize restoration project and collect data on changes throughout year
- Evaluate how erosion impacts the environment and ecosystem
- Evaluate how humans impact the environment in both positive and negative ways
- Evaluate and test water quality with 6th grade buddies (macroinvertebrates & pH values)
- Explore cave biology
- Explore how water can change a surface overtime

Renewable Energy

Students will...

- Analyze renewable and nonrenewable energy
- Conduct real world investigations
- Evaluate energy usage and create plans for improvement, including at home
- Create working renewable energy models while using scientific processes to investigate their functions
- Take a class field trip to a local renewable site
- Engineer and test wind powered machines

Gardening

Students will...

- Explore sustainability
- Analyze and evaluate garden practices
- Analyze plants, their specialized structures & anatomy
- Evaluate soil quality and maintain garden health
- Design and create a schoolyard garden
- Educate others on garden & compost practices
- Evaluate the difference between heirloom and hybrid plants and create a fictional hybrid using scientific thinking
- Engineer a vertical garden space
- Use the scientific method to grow a food of choice

Reproductive Health Session

Your children will participate in a discussion about their changing bodies in the spring. In separate rooms, boys and girls will learn about the changes they are experiencing and the ones they can expect. Dr. Andy Zuckerman, a pediatrician, will facilitate the boys' discussion, and Cyndee Levy, a registered nurse, will facilitate the girls' discussion. The discussion for each group is intended to give students an understanding of what to expect as they go through puberty. Although our intention is not to discuss sensitive topics, questions sometimes arise. Our facilitators will advise students to ask their parents for more information. We encourage you to address this topic with your child prior to our discussions at school.

Judaics-

Fourth grade Judaics will focus on four areas of study:

- **Torah**--From the birth of Yakov and Esau through Joseph's reuniting with his brothers and the death of Isaac.
- **Prayer Study**--Mastering pronunciation and understanding of selected thematic content of Jewish prayers.
- **Torah Trope**--Students will learn and practice the melodic punctuation system used to read Torah publicly.

Torah Study

Fourth grade Judaics curriculum will focus on the second half of *B'reishit* (Genesis). We will study the biblical text, variations in translations, and themes that connect the Torah to our own lives. Mirowitz has adopted a standards-based approach to Torah instruction. Our adopted **standards** reflect our overarching goals for our students, while our chosen **benchmarks** contain clear language articulating our instructional objectives for our students. Our system of standards and benchmarks come from the The Jewish Day School Standards & Benchmarks Project, guided by The Jewish Theological Seminary and The AVI CHAI Foundation. Within our chosen approach we are also guided by **Big Ideas**--umbrella statements that bridge values or ideas--to help our students connect their Torah learning across stories and subject areas and **Essential Questions**--open-ended, overarching, values-based questions--designed to spark deeper emotional engagement and higher order, reflective thinking about our texts.

The Torah portions we will study in depth are as follows:

- *Toldot* (Genesis 25:19-28:9)
- *Vayetze* (Genesis 28:10-32:3)
- *Vayishlach* (Genesis 32:4-36:43)
- *Vayeishev* (Genesis 37:1-40:23)

Guiding Fourth Grade Standards and Benchmarks

STANDARD 1 *Students will become independent and literarily astute readers of the biblical text in Hebrew.*

BENCHMARKS

- Students will be able to identify and understand verb prefixes and suffixes.
- Students will recognize Hebrew roots--*שורשים*--within selected texts.
- Students will demonstrate mastery of key Biblical Hebrew vocabulary.
- Students will be able to differentiate between narrative, dialogue, and inner quotations within a teacher-selected Hebrew TaNaKH text.
- Students will comprehend verses and short blocks of verses from the TaNaKH in Hebrew.

STANDARD 2

Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world.

BENCHMARKS

- Students demonstrate ability to interpret TaNaKH texts in ways that are specifically, personally meaningful.
- Students can analyze moral dilemmas as complex, sometimes irresolvable questions.
- Students can suggest “Big Idea” or “Essential Question” titles for TaNaKH passages.

Guiding Fourth Grade Big Ideas and Essential Questions**BIG IDEAS:**

- Studying other families’ relationships can help us better understand our own.
- Family conflicts often arise when we misunderstand each other.
- Studying the different ways in which our Biblical ancestors connected with G-d can help us connect with G-d.
- Understanding our dreams can connect us with G-d.

ESSENTIAL QUESTIONS:

- How can reflecting on the conflicts between our Biblical ancestors help us learn more about ourselves?
- How can working to resolve conflict help us to connect with G-d?
- How does reflecting on conflict help us better understand our own personal values and the values of others?
- What makes conflict productive?
- What makes conflict destructive?

Holidays:

Fourth grade students will study important stories, histories, and traditions associated with the holidays and read texts that have shaped the ways in which we celebrate our holidays today.

Prayer Study

Students will learn key words, delve into the meanings of the prayers, and practice reading the prayers. In *T’fillah* we will be looking closely at *Birkhot Ha-Shachar*, *Aleinu*, and *Kaddish*. We will explore the fascinating history and meaning behind the prayers, and learn to read them correctly and emotionally.

In fourth grade we will be studying a variety of prayers. Our primary focus will be on studying the Torah service.

Each week a group of 4-6 students from grades 3-5 will lead the service. Fourth graders will lead as well as write and share *kavvanot* on the following dates:

10/8/2019 Hallel Arnov, Josh Cohen, Dahlia Goldstein-Larocco, Max Kushnir, Ethan Rakhmanov, Noah Roberts

10/29/2019 Dylan Becker, Shira Dean, Sophia Kourbatova, Liam Peters, Gage Wibracht

- 11/5/2019 Isaac Hodess, Spencer Levison, Adam Raviv, Sam Shanker, Eva Thimangu
- 11/26/2019 Kai Green, Ruti Inberg, David Olson, Marni Rosen, Malaya Sheevam
- 12/3/2019 Rutie Inberg, Spencer Levison, Adam Raviv, Marni Rosen, Eva Thimangu
- 3/17/2020 Hallel Arnow, Josh Cohen, Sophia Kourbatova, Ethan Rakhmanov, Gage Wibracht
- 3/24/2020 Dylan Becker, Shira Dean, Dahlia Goldstein-Larocco, Max Kushnir, Liam Peters, Noah Roberts
- 3/31/2020 Adam Raviv, Marni Rosen, Sam Shanker, Malaya Sheevam, Eva Thimangu
- 4/7/2020 Kai Green, Ruti Inberg, David Olson, Isaac Hodess, Spencer Levison

We would love to have you join us!

Torah Trope

Fourth grade students will work with Reb Scott to read Torah--meeting with him to practice the Hebrew and cantillation, and to gain a deeper understanding of the text. Students' scheduled Torah dates and readings are as follows:

11/7/19	Hallel Arnow, Josh Cohen	Lech Lecha (Genesis 12:1-3) http://miowitztorahreading.weebly.com/lech-lecha.html
11/14/19	Dylan B & Shira D	Vayera (Genesis 18:1-3) http://miowitztorahreading.weebly.com/vayera.html
12/5/19	Max K, Liam S, Noah R	Vayeitzei (Genesis 28:10-12) https://miowitztorahreading.weebly.com/vayeitzei.html
12/12/19	Gage W, Sophia K	Vayishlach (Genesis 32:3-5) http://miowitztorahreading.weebly.com/vayishlach.html
12/19/19	Dahlia G-L, & Ethan R.	Vayeishev (Genesis 37:1-3) https://miowitztorahreading.weebly.com/vayeishev.html
1/9/20	Kai G, Rutie I	Vayechi (Genesis 47:28-30) https://miowitztorahreading.weebly.com/vayechi.html
1/16/20	David O, Eva T	Shemot (Exodus 1:1-3) https://miowitztorahreading.weebly.com/shemot.html
1/23/20	Spencer L, Sam S	Va'era (Exodus 6:2-4) http://miowitztorahreading.weebly.com/vaera.html
1/30/20	Marni R, Adam R	Bo (Exodus 10:1-3) http://miowitztorahreading.weebly.com/bo.html
2/6/20	Malaya S, Isaac H.	Beshalach (Exodus 13:17-19) https://miowitztorahreading.weebly.com/beshalach.html

Ivrit - Hebrew

What does it look like?

Hebrew classes this year are combined between 4th and 5th grades. Class placements are flexible and can be adjusted during the year as needed. Students in Hebrew class participate in activities that engage the language modalities of reading, writing, speaking and listening. The materials used in class are vivid and attractive representations of Israeli culture, including books, stories, skits, songs, projects, presentations and the Hebrew environment. Students progressively increase their vocabulary, grammatical and communication skills while also developing thinking, learning and life skills.

What are students learning?

In the upper elementary years, students continue to strengthen their abilities to connect in Hebrew both with classmates and with other Hebrew speakers and learners. Topics of study include the immediate surroundings and activities of students and begin to expand to include the broader community. In addition to texts and videos produced specifically for Hebrew students, learning materials also include authentic materials produced for native speakers of Hebrew, such as songs, stories, poems and videos.

With each additional year of learning, students continue to develop skills and abilities to use the Hebrew language for more effective and higher-level communication, the demands of which increase exponentially. It is our goal that by the end of the year most students reach the “Novice-High” to “Intermediate-Low” levels of proficiency in reading, writing, listening and speaking on the language proficiency scale established by the American Council on the Teaching of Foreign Languages. At these levels students begin to rely less on memorized words and phrases. They develop their abilities to understand longer and more detailed text and to create their own utterances, which then increase in length, complexity, and quality. They are able to understand and use language in higher-level tasks, moving from simply listing towards describing, asking questions and handling a simple situation.

Look for more specific information about your child’s class soon in an email from your child’s Hebrew teacher.



Our Mission

Saul Mirowitz Jewish Community School provides the highest quality of secular and Jewish education, empowering students to become life-long learners and leaders, and to apply Jewish values to all aspects of life.

Our Vision

A vibrant, socially responsible and inspired Jewish community led by educated, capable, energetic, joyous, compassionate, ethical and inquisitive leaders.

Philosophy

The Judaic studies curriculum revolves around the rich intellectual, cultural and historical legacies of our Jewish heritage. Mirowitz students participate in respectful discussions, and understand that there are many ways to make meaning of Torah lessons and stories. Ultimately, TaNaKH and Rabbinic texts become a guide for just and ethical living, and a means of understanding our role as a link in an ongoing chain of Jewish living. Graduates emerge with a profound knowledge of Judaism, a level of Jewish self-assurance, and a profound commitment to Israel and the Jewish people.

Our curriculum includes both Jewish studies and Jewish integration; promotes a love of Torah study for its own sake; and:

- engages students in experiential learning about Jewish life with emphasis on
 - TaNaKH (Torah, Prophets, Writings)
 - Avodah (liturgy)
 - G'milut Chasadim (acts of kindness)
 - Rabbinic texts
 - Israel
 - *Mitzvoth*
 - Holidays
 - Jewish observance
 - Hebrew language
 - Jewish history
- fosters a strong, positive connection to Israel and the centrality of Israel in Jewish life.
- promotes an understanding what unites us and have an appreciation for our diverse beliefs
- encourages children to question and build confidence in personal expression
- explores a personal God theology
- embraces a joyful expression of Jewish life

These foci are accomplished by digging into biblical and rabbinic texts, examining the story of our people, grappling with the dilemmas of our ancestors, dissecting them with a rabbinic lens, connecting them to our lives and applying its messages to guide our behavior. Relevancy and meaning inspire life-long learning and exploration.



T'fillah Philosophy

“Daily *t'fillah* can offer an opportunity to breathe, to take stock and to prepare as only humans can prepare for the challenges and opportunities of a new day.”

Wachs, Saul, *Towards a Theory of Practice: Conducting Services for and with Children and Teens in Jewish Day Schools*. SSDS Association, New York, 2009.

We believe that the time our students spend in *t'fillot* is a crucial part of their school experience. Students are being trained to be both engaged in and knowledgeable about *t'fillot* from multiple viewpoints within the Jewish tradition. It is an opportunity to experience spiritual, transformational moments as they understand the origin and intent of each blessing and its message for personal growth and commitment to making our world a better place.

Our goal is for students to see *t'fillot* as an enriching part of the day which can lead to self-reflection and has the potential to inspire them to “live justly, love mercy and walk humbly before God.”

Students will be able to:

- Lead a weekday service in their home synagogue,
- Navigate a *siddur* in any synagogue,
- Connect prayers and blessings with deep emotional experiences,
- Explore a personal relationship with God,
- Connect everyday experiences with Jewish expressions of thanks through blessings,
- Feel comfortable exploring and questioning the meaning and origin of prayers, and
- Be a participant in discussions about the meaning of personal and community prayer.

Homework Policy

Students will have homework each school night and you can help establish a routine that includes a time and place for homework. Homework is intended to provide additional, independent practice for concepts introduced each day in school. Students have nightly assignments to support their continued development of time management, organization, and personal responsibility.

With this in mind, students in fourth grade are expected to complete no more than 40 minutes of homework each night, including reading, Hebrew and band. Students will receive **daily homework assignments and are responsible for returning the completed work the following day.** Band is assigned 1-2 nights a week. We will be checking to ensure that reading, Hebrew and band homework has also been completed. **Students are responsible for handing in their completed homework each morning between 8:20 a.m. and 8:30 a.m.**

Until your child is meeting homework expectations independently, please check that the student planner is up-to-date, that your child reads each night and that materials needed for school are organized. It is not a parent's responsibility to check for accuracy and mark errors; however, **it is important that teachers are informed of homework struggles at home.** A note from you on the homework assignment explaining difficulties can go a long way in helping to individualize instruction for each student.

Projects

Throughout the year, we will plan special at-home projects in which your child will engage in an interactive learning experience that will connect to a study at school. These projects will be given in advance and include pacing guides to help students manage their time. **Below, you will find a list of some of the projects for the year.** We will send out project information as each one approaches.

Bottle Buddy, Bill Project, Adobe Spark Presentation

Book Reports

Students in fourth grade work on 2-3 book reports a year. We will work with students before each cycle to choose a just-right book and discuss ways to share their learning. Students will be asked to share their reading in an engaging way to help classmates expand their interest in new books. Choices for sharing and a rubric will be shared with students during each book report cycle.

Odds and Ends

Movement

Based upon research, movement is key for academic success in the classroom. We will be incorporating aerobic movement as active learning techniques during each lesson.

Snacks

Students are encouraged to bring a small, healthy, snack and water bottle each day. Although we will encourage a mid morning snack during read aloud, students have permission to eat as needed. Suitable snacks include: nut-free granola bars, raisins, apples, veggies, nut-free trail mix, grapes, baked chips or crackers, etc. Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value. **PLEASE REMEMBER, WE ARE A PEANUT AND TREE NUT FREE SCHOOL.**

Attendance

Please plan to have your child arrive at school by 8:20. If they arrive at school before 8:20, it is important that they go directly to before care for recess and movement with friends. Students will start their day by turning in homework and mentally preparing for the day ahead. Class work begins promptly at 8:30 with morning work. Arriving on time sets the pace for the day and allows for a successful transition from home to school. **If your child arrives late, they must enter the building with an adult and be signed in in the school office.**

Classroom Community

We will strive all year to make our community a welcoming community. Through team building games, partner activities, and class share time, we hope that the students will become good friends. The students will also feel supported and safe to express their academic, social, and emotional needs.

Ritual Wear

If you would like your child to wear a kippah either all day or at T'fillah, please let us know. This way, we can remind them to wear it or come up with a plan to help them remember. We do have extra kippot in the classroom or in the office.

Field Trips

This year, fourth grade will be embarking on many field trips. We hope to add additional field experiences to our list as the year progresses and new opportunities emerge. We will be sure to provide at least a two-week notice for upcoming trips. In addition to field trips, we plan to have a myriad of guest speakers visit to share their expertise. **If you have an area of expertise and would like to share, we would love to have you – just let us know!** If you would like to drive on a field trip, you will need to have a copy of your driver's license and current automobile insurance card on file with Kara and Mary in the office.

Here are the Mirowitz guidelines:

- Children may not ride in the front seat of a car, unless it is your child.
- Drivers must abide all traffic laws, including the speed limit.
- Due to students' allergies, you may not serve food in your car.
- While driving students, you may not talk on your cell phone.
- You may not make any unauthorized stops while driving Mirowitz students.
- Please use discretion when selecting music or radio stations.
- The number of children in the car shall not exceed the number of shoulder-strap seat belts in the vehicle.
- If there is ever a cause to be concerned about the safety of the car or the people in the car, the driver is encouraged to pull off the road, remind the children of the rules for appropriate field trip and carpool behavior, rearrange the children in the car and/or, if necessary, call for help.

Medications

If your child needs to take medication, please be sure to check in with the office. **All medications need to be in the original container.**

Celebrations

We plan to have a couple celebrations the year in which we'll invite families. Be sure to check the newsletter for upcoming events. We try to post celebration events at least three weeks in advance and hope you will be able to join us for a couple this year!

