

Meet The Teacher



Welcome to Fourth Grade!

My name is Ms. Cadigan and I will be your teacher for the 2018-19 school year.

This will be my 2nd year teaching at St. Peter School!

I have so many exciting things to share with you this year.

I can't wait to meet you!

--- Ms. Cadigan

My Education



I received my Bachelor's Degree in Elementary Education and Counseling Psychology from Wheelock College in 2015. I returned the following fall and earned my Master's Degree in Integrated Elementary and Special Education in 2016. I possess my Massachusetts Elementary License 1-6 as well as my Moderate Disabilities License PreK-8. I plan to return to school within the next few years to study Educational Leadership.

My Favorites

- Food: Lobster Roll
- Color: Pink and purple
- Season: Summer
- Sport: Hockey. Go Bruins!
- Drink: Dunkin Donuts Iced Coffee
- Candy: Take 5
- Animal: Penguins... and my cat Emi!

Contact Me

Email: icadigan@saint-peter-school.org

Grade 4 Student Supply List (required)

- ❖ Folder with 2 pockets in: green, blue, red, yellow, orange, purple, white, black
- ❖ Pencil case with:
 - Pack of pencils
 - Eraser
 - Markers, colored pencils and/or crayons
 - Highlighter
 - Children's scissors
 - Black sharpies (bold and fine)
 - Glue stick
- ❖ 3 Composition notebooks labeled: Reading, Writing, Math
- ❖ Notebook for sketching
- ❖ Water bottle

Grade 4 Classroom Supply List (optional--but greatly appreciated!)

- ❖ Plastic / paper cups
- ❖ Napkins
- ❖ Tissues
- ❖ Paper towels
- ❖ Lysol wipes
- ❖ Expo markers
- ❖ Snacks (pretzels, goldfish, crackers etc)
- ❖ AA and AAA batteries
- ❖ Extra pencils and erasers
- ❖ Band Aids
- ❖ Scotch tape
- ❖ Childrens board games (for indoor recess / free time)

Grade 4 Information Guide

2018 - 19



Health & Safety

- Please refrain from sending any nut products with students for snack as we do have students with nut allergies in our class. We must be as diligent as possible in ensuring the health and safety of each student in our learning community. Thank you for your support.

Growth Mindset

- The growth mindset movement began with the work of Stanford psychologist Carol Dweck in her book *Mindset: The New Psychology of Success*. Dweck found that a person who maintains a "growth mindset" thrives on challenges and sees failure as a chance to grow.
- Over the course of our year together, students will be presented with challenging material which they will need to employ higher level thinking skills to grapple with. With these challenges often can come feelings of doubt or frustration. However, the development of a growth mindset allows children to understand mistakes as opportunities for creative problem solving. The ideals of growth mindset will be a part of all our conversations.
- Books that we will read as a class this year that exemplify growth mindset are: *Your Fantastic Elastic Brain*, *Rosie Revere Engineer*, *The Girl Who Never Made Mistakes*, *The Dot* and *Ish*.

"Bucket Fillers"

- This year I will enthusiastically introduce a new character development program called Bucket Filling based on the book *Have You Filled A Bucket Today?* By Carol Mccloud.
- Bucket filling is an easy-to-understand concept: *Everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad.*
- Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings.
- During this school year we are encouraging, reminding, and recognizing everyone's efforts to be bucket fillers. For more information about Bucket Fillers, feel free to visit www.bucketfillers101.com.

Reading and Writing

- Grade 4 has a literacy block every day that is either reading or writing.
- Reading will be broken into 2 parts.
 - Students will have the opportunity to read in small guided reading groups based on reading level.
 - Students will be using the *Progress in ELA* curriculum. This supplemental program provides standards-based instruction, scaffolded practice, and varied assessment options for grade-specific learning objectives.
- Writing
 - Students will be using the *Voyages in English* writing curriculum this year. Offering unparalleled content and exceptional teacher support, the new program is aligned with Common Core State Standards and correlated to the National Council of Teachers of English Standards. *Voyages in English* ensures mastery of skills and empowers students to become critical thinkers and effective writers, speakers, and listeners.
- The orange two-pocket folder required on the supply list will be your student's literacy folder.

Religion

- St. Peter uses the religion program *Sadlier's We Believe*. It will be used weekly to nurture your child's relationship with Jesus. Students will study 4 units in religion this year: Growing in Jesus Christ, The Commandments Help Us to Love God, The Commandments Help Us to Love Others and We Are Called to Holiness.
- The purple two-pocket folder required on the supply list will be your student's religion folder.

Grammar and Vocabulary

- Vocabulary
 - Grade 4 will continue to use Sadlier's *Vocabulary Workshop* curriculum. This curriculum introduces high-utility and academic vocabulary in context and promote students' understanding of these words with multiple exposures. It also builds Word Study skills through reading, writing, speaking, and listening activities—both in digital and print.
- Grammar
 - This year, there is a new grammar curriculum. Fourth graders will be using the *Voyages In English* curriculum and grammar will be woven into writing.

Math

- Students will take part in a daily math lessons and receive math homework almost every weeknight. This year the fourth graders will be using the new Sadlier-Oxford *Progress in Mathematics* Program. This program will help students discover, master, and apply mathematical concepts.
- Students will focus on topics such as: perimeter, area, volume, decimals, geometry, place value, addition and subtraction concepts, multiplication and division, measurement, statistics/probability and fractions.
- The blue two-pocket folder required on the supply list will be your student's math folder.

Spelling

- This year, fourth graders will be introduced to a new spelling program *Spelling Connections* by Zaner-Bloser.
- *Spelling Connections* is not your typical spelling program. Backed by extensive research, it uses carefully-curated spelling lists to teach patterns, build vocabulary, and develop the skills students need to become proficient spellers. Proficient spelling leads to improved skills in other areas, including more fluent writing.
- The yellow two-pocket folder required on the supply list will be your student's spelling folder. (this will also be shared with vocabulary and grammar)

Science

- The fourth graders will be using the *Nancy Larson* science program. The units covered in grade 4 include: Characteristics Of Cells, Classifying Plants, Characteristics of Animals, Examining Ecosystems, Exploring Energy, and Investigating Electricity.
- The green two-pocket folder required on the supply list will be your student's science folder.

Social Studies

- In social studies, we will be studying the *Pearson MyWorld Social Studies: Regions of Our Country* curriculum. The topics we will study include: Geography of the United States, American History, U.S Government, Our Nation's Economy, and the nation's northeast, southeast, midwest, southwest, and west regions.
- The red two-pocket folder required on the supply list will be your student's social studies folder.

Homework

- Homework will be assigned every night and will be due the next school day, unless otherwise specified. Homework should take between 30 minutes - 1 hour to complete.
- Homework is mandatory for each and every student. (Please see the St.Peter's School family handbook page 9 and contact the principal with any concerns you may have regarding St.Peter's homework policy)
- Reading homework will alternate each month from reading logs to monthly projects.
 - Reading logs: Students will be expected to read for at least 30 minutes a night and complete a reflection in their reading logs Monday through Thursday. Reading logs will be distributed Monday and will be due Friday with a parent signature.
 - Reading projects: Students will be assigned a different genre each month to complete a project on. Students will have the whole month to complete the project and will present it in class on its due date.
- Students will receive math homework almost every weeknight and may also receive additional homework in vocabulary, grammar and other subjects as well.
- Completed homework should be placed in the homework bin each morning.

adequate time during the school day to finish but did not.

Home/School Folders

- The white two pocket folder will serve as your student's Home/School folder. The pockets should be labeled "Keep At Home" and "Return To School".
- Home/School folders should be brought to and from school every day as students will transport their homework, notices and other important items given throughout each school day.
- Students should place their home/school folders in their student mailbox each morning.

Chromebooks

- Fourth graders are able to access Chromebooks this year during the school day in order to work on writing assignments, create digital projects, and activate knowledge in new and exciting ways. The use of Chromebooks will allow me to edit and comment on student work as they are working in real time.

Classroom Newsletters

- Classroom newsletters are such an important part of communication between home and school. I will make every effort to put out my newsletters weekly--on Friday's.
- I will include a summary about what we've been working on and what's coming up in the next week or few weeks.
- It is my hope that this newsletter will encourage you to talk with your student about what they have accomplished, learned and worked on each week at school.

Contact

- I am looking forward to working with you this year! Please feel free to contact me with any questions or concerns you may have via email at jcadigan@saint-peter-school.org. Emails received after 7:30 pm will be returned the following day, however, I will return all emails received prior to 7:30 pm the day they were sent to the best of my ability.
- If you would like to set up a time to conference outside of formal conference times, please let me know and I will gladly do all I can to support your student and family to the greatest degree possible.

Grade 4 Summer Reading Requirements

Shiloh by Phyllis Reynolds Naylor

Over the summer you must read the book *Shiloh* by Phyllis Reynolds Naylor and complete the journal responses as well as a final project. Journal responses can be completed after every chapter(s), and the project will be completed once you are finished reading the book.

Journals and the final project will be due on the first day of school, September 4th.

Journal Topics

You may type your journals and bind them together or hand write them in a notebook.

Chapter 1: Complete the sentence. "If I were Marty, I would..." (5 sentences)

Chapter 2: When Marty tells his dad that Judd mistreats the dog, his dad says "Now you get that out of your head right now. If it's (Judd's) dog, it's no mind of ours how he treats it". What does Marty's dad mean by that? (5 sentences)

Chapter 3: List 4 reasons why Marty does not like Judd.

Chapter 4: Why do you think Judd cares so much about getting Shiloh back? (5 sentences)

Chapter 5: Do you think Marty is doing a good job hiding Shiloh from his parents? Why or why not? (3 sentences)

Chapter 6: Why doesn't Marty want the butcher to think the food he buys is for his family? (3 sentences)

Chapters 7 and 8: List 5 lies Mary tells in the book.

Chapters 9 and 10: Marty's dad says "You've got to go by the law... You don't agree with the law, then you work to change it". Describe a law in your country, or rule in your school or home that you think needs to be changed. Explain why you think it needs to be changed and how you could go about changing it. (5 sentences)

Chapters 11, 12 and 13: Do you think Marty will return Shiloh to Judd? Why or why not? (5 sentences)

Chapters 14 and 15: What kind of person does Judd turn out to be in the end of the book? (5 sentences)

Final Project Choices

Choose 1 of the following projects to complete.

Choice 1: Setting Map

For this project, you will create a map of the setting of the story. Think about the important places in the story. Your map must include at least 10 places. Paper must be at least 11 x 17.

First, plan your map. Where will the most important places be? What landmarks from the story will you include?

Next, think about how you will identify each place. You can use a key, as well as labels on the map itself.

Finally, draw your map. Your map must:

- Cover the whole page
- Be colorful
- Be easy to read
- Have correct spelling and punctuation

Choice 2: Missing Dog Poster

For this project you will imagine that Shiloh is missing and Marty needs you to design a poster that he can put up to help find him.

Think about all the information he would want to put on the poster. Your poster must include at least 10 pieces of information.

You can make up things you are not told in the book like Marty's address, phone number etc. However, details that are specified (town name etc.) should be accurate.

The poster should:

- Be easy to read
- Be colorful
- Include a picture of Shiloh
- Include information about what to do if Shiloh is found.
- Have correct spelling and punctuation

Project RUBRICS

Name _____

Make a Map of the Setting of the Story

Components of Map	Points	Score
Map is large, covers all or most of the paper, and includes all of the most important places in the story.	15	
Map includes a key to explain what symbols represent.	5	
Map includes colorful details that help the reader imagine the setting of the story.	10	
Spelling and punctuation are correct. Map has a title and labels.	10	
Total	40	

Name _____

Create A Missing Dog Poster

Components of Poster	Points	Total
Poster is large and fills most of the paper. Words and pictures are easy to read from a distance.	10	
Picture and description are detailed and help the reader imagine the lost dog.	10	
Information on the poster tells the reader about the missing dog as well as what to do if the dog is found.	10	
Spelling and punctuation are correct. Poster includes a title.	10	
Total	40	