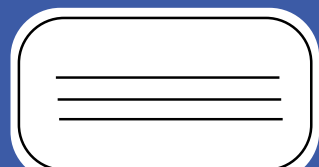
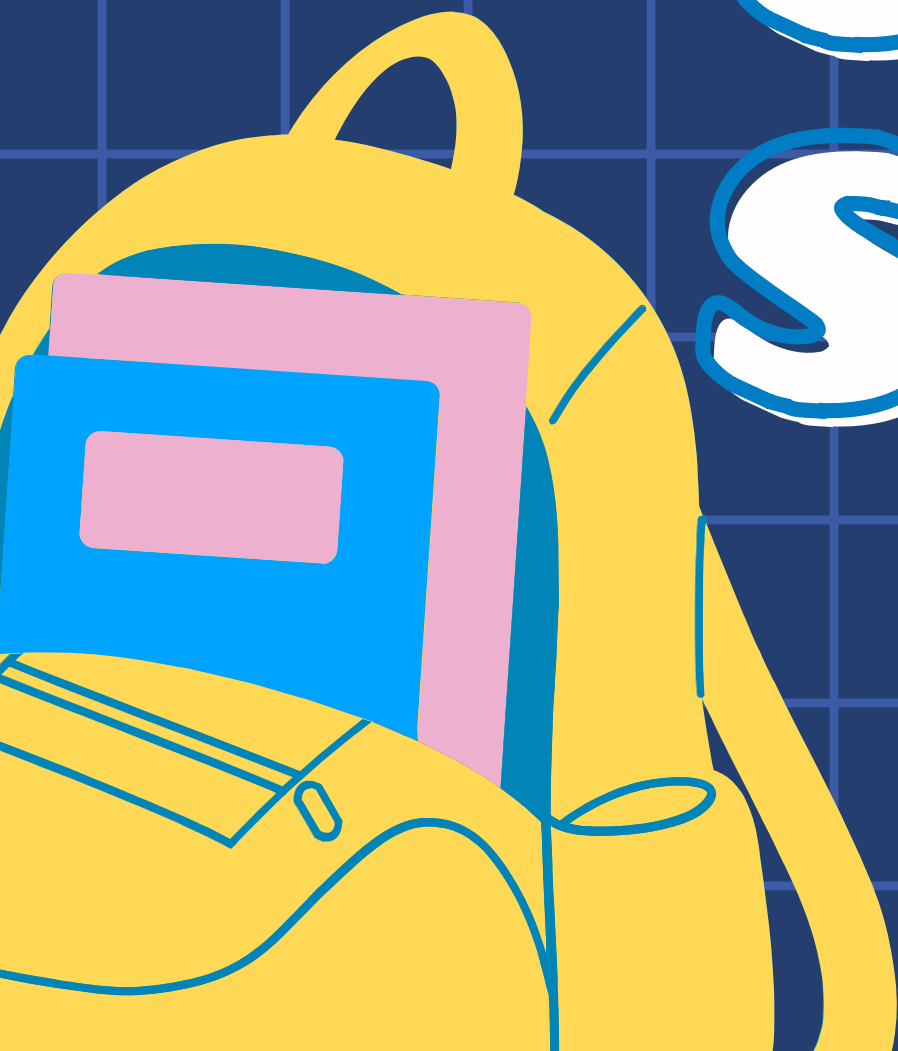


Welcome
Back To
School Night
September 9,
2026





Our schedule for tonight

Sessions

- ★ Classroom presentations
- ★ Resource Fair

Rotation Times

✿ Resource Fair: 6:00 p.m. - 7:00 p.m

✿ 3 Session Rotations:

✿ Rotation 1: 6:30 p.m. - 6:55 p.m.

✿ Rotation 2: 6:55 p.m. - 7:25 p.m

✿ Rotation 3: 7:25 p.m - 7:55 p.m

We are the 4th Grade Team

Mrs. Fox



Ms. Healey



Dra. Penn



Sra. Barahona



English Academy

Spanish Immersion



About Sra. Barahona

I'm Mrs. Barahona, and I am originally from El Salvador. I earned my Bachelor's Degree in Social Studies in El Salvador and my Bachelor's Degree in Early Childhood Education here in Maryland. I have worked with 1st, 2nd, and 3rd grades.

I have also worked as a Continuing Education Instructor at the Institute of Early Childhood Education (INEDUIN) here in Maryland, where I supported adults pursuing professional development in early childhood education.

Fun Facts About Me! 🌸

I studied Cosmetology when I was in my 20's :)

I have 8 Dog and 78 orchids

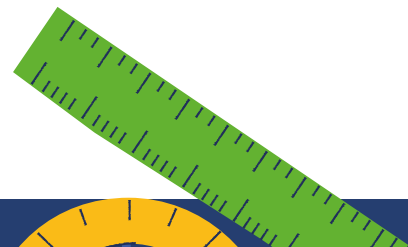




About Dra. Penn

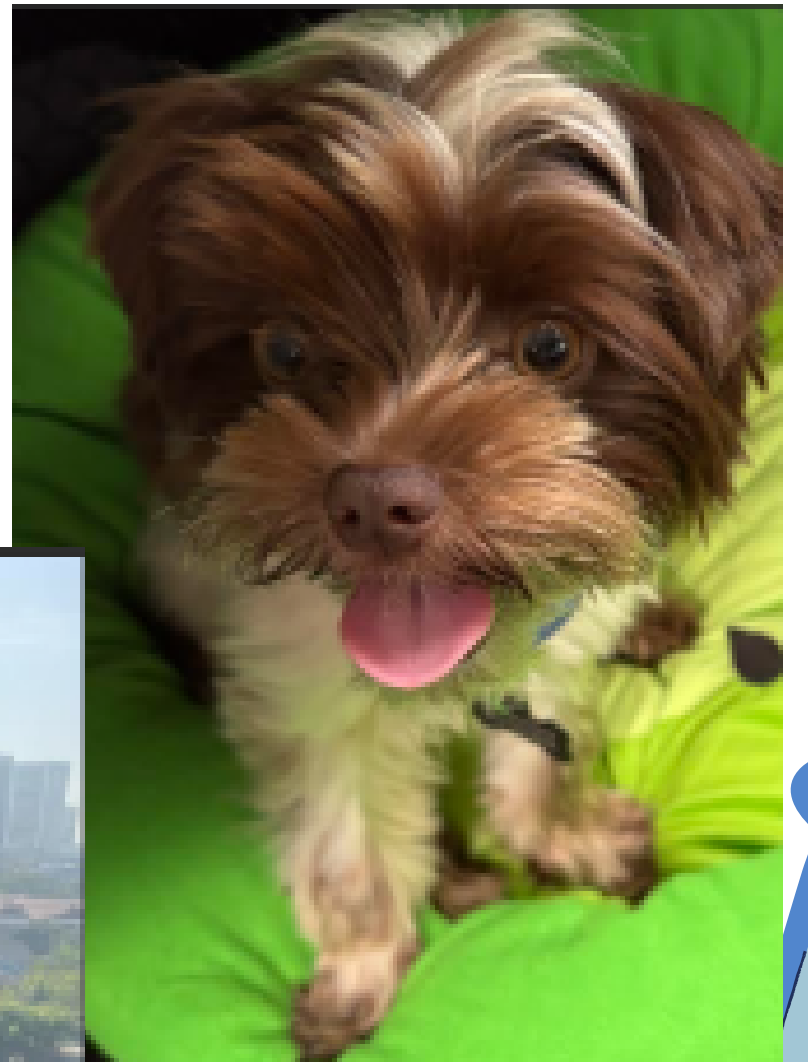


- ✿ I was raised in Montgomery County and attended MCPS K-12
- ✿ Bachelor's in International Business/Marketing with a minor in Spanish.
- ✿ Study abroad experiences
- ✿ Fluent in Spanish and Portuguese.
- ✿ Master's of Science in Management and Master's of Business Administration
- ✿ Ph.D. in Organizational Leadership
- ✿ Certifications: PMP and DEI





About Dra. Penn





Communication

Get the Parent Square app for easy communication with us!

4th grade Newsletter will come to you via Parents Square

Individual teacher messages will be sent on Parent Square.

You can reach us out at:

Dra. Penn - vanita.r.penn@mcpsmd.net

Sra. Barahona- nexi.a.barahona@mcpsmd.net





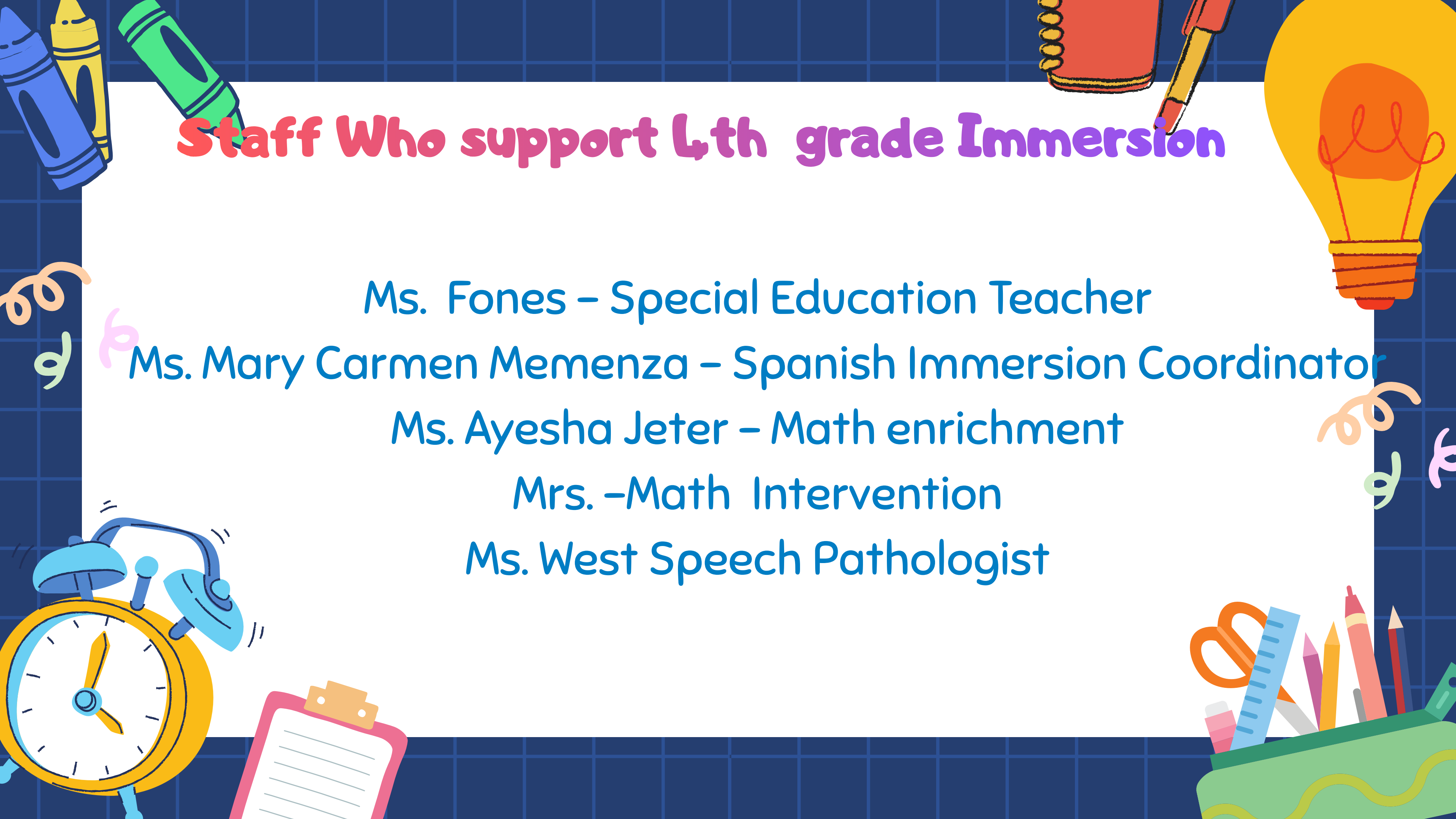
Synergy



1. Grades & assignments- Check your child's grades and academic progress.

1. Attendance - View attendance information





Staff Who support 4th grade Immersion

Ms. Fones – Special Education Teacher

Ms. Mary Carmen Memenza – Spanish Immersion Coordinator

Ms. Ayesha Jeter – Math enrichment

Mrs. –Math Intervention

Ms. West Speech Pathologist

our schudule

Sra. Barahona 4th Grade Spanish Immersion, room H204
8:35 - 9:00 a. m. Arrival and Breakfast
9:00 - 9:30 A.M Sra. Barahona 's Class FIT Time: MATH
9:30 - 10:55- MATH
Transition
10:55 - 11:25 Dra. Penn Class-FIT Time: Math
11:25 - 12:35 p.m. Lunch and Recess
12:35 - 1:25 p. m. <u>Specials</u> Monday - No Specials Tuesday - Art Wednesday- Music Thursday- Media (A) Friday- P.E
1:25 - 2:35 p.m MATH Dra. Penn class
2:35 - 3:20 p.m. SCIENCE / HEALTH A Day - Dr. Penn's class/B Day Mrs. Barahona's class
3:20 - 3:40 p.m: DESMISSAL

Dr. Penn 4th Grade Spanish Immersion, room H205
8:35 - 9:00 a. m. Arrival and Breakfast
9:00 - 9:30 de la mañana Penguin Time: Reading and Writing
9:30 - 10:55 Reading and Writing
Transition
10:55 - 11:25 Penguin Time: Reading and Writing
11:25 - 12:35 p.m. Lunch and Recess
12:35 - 1:25 p. m. <u>Specials</u> Monday - P.E Tuesday - no specials Wednesday- Media (week B) Thursday- Art Friday- Music
1:25 - 2:35 p.m. Reading and Writing Sra. Barahona's Class
2:35 - 3:20 p.m. Social Studies A Day - Dr. Penn's class/B Day Mrs. Barahona's class
3:20 - 3:40 p.m: Dismissal



MATH— Amplify Desmos

The new Pre-K to 12 curriculum program supports teachers in building a classroom of math people who gain lifelong math proficiency. Students in an Amplify Desmos Math classroom can be seen and heard asking questions, debating answers, justifying their thinking, grappling with problems, and working together and independently.

NEW K-12 MATH CURRICULUM

Amplify Desmos Math: a curiosity-driven core program that builds lifelong proficiency in math





MATH— Amplify Desmos



Maryland Standards of Mathematics

The Maryland College and Career Ready Standards (MCCRS) for Mathematics define what students should understand and be able to do in their study of mathematics. The PreK–Grade 8 standards have been revised and adopted by the Maryland State Board of Education in 2026 to ensure that all students are equipped with the mathematical knowledge and skills necessary for success in college, careers, and life.

The Numeracy Development Framework is organized into four interconnected domains:

- Number & Operation Sense
 - Algebraic Thinking
 - Geometric Reasoning & Measurement
 - Reasoning with Data, Statistics, & Probability
- 
- 

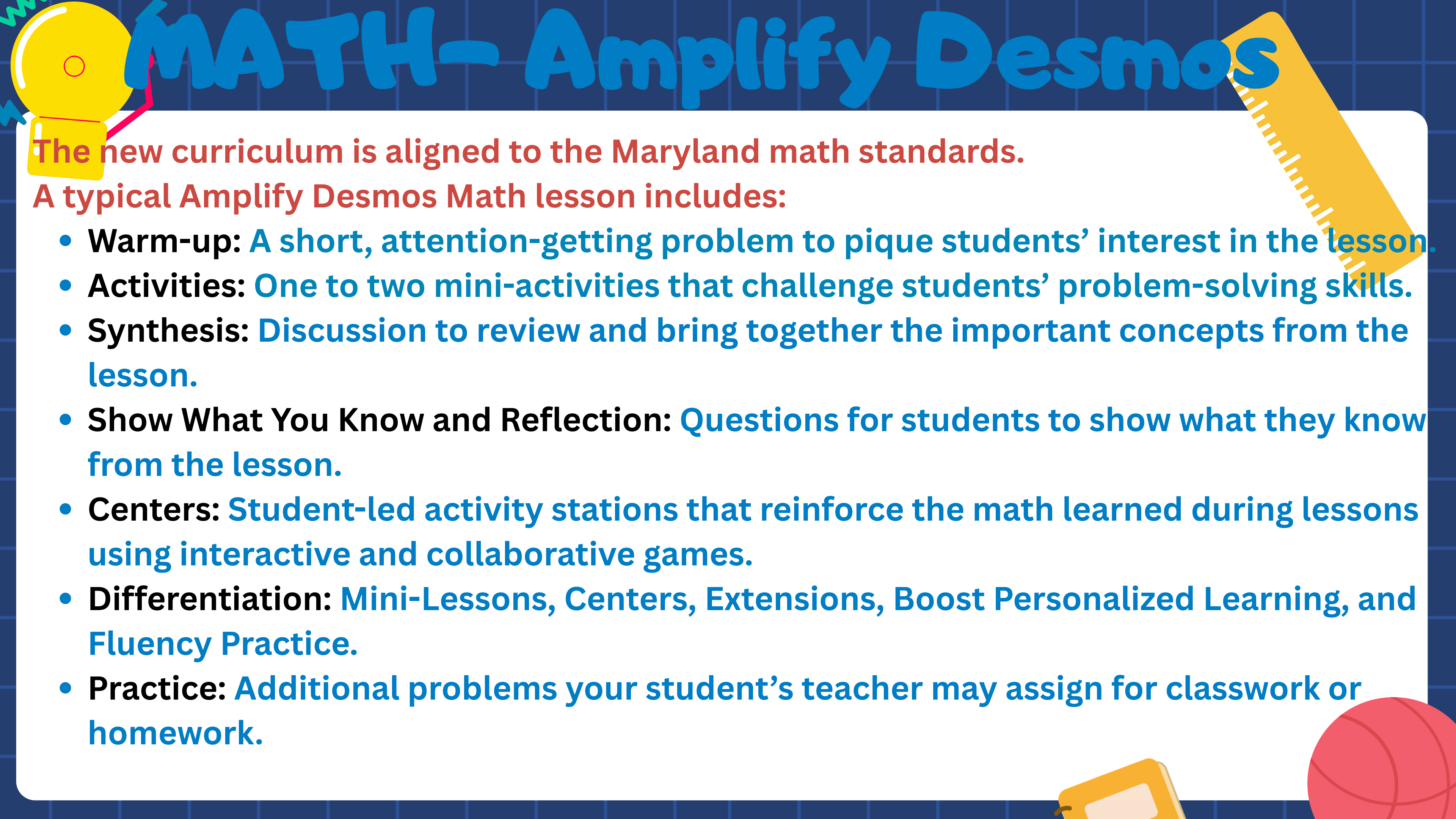


MATH- Amplify Desmos

Maryland Standards of Mathematics

Number & Operation Sense	Algebraic Thinking	Geometric Reasoning & Measurement	Reasoning with Data, Statistics, & Probability
Outlines key milestones in students' development of understanding and fluency with number across four interconnected strands: Numbers & Number Sets, Operations, Estimation, and Fractions & Decimals.	Outlines key milestones in the development of students' ability to represent and reason about mathematical relationships across four interconnected strands: Creating Equations & Inequalities, Solving Equations & Inequalities, Functional Reasoning, and Proportional Reasoning.	Outlines key milestones in students' ability to analyze, describe, and work with shapes, spatial relationships, and measurement across four interconnected strands: Classifying Figures, Measurement, Reasoning with Geometric Structure, and Spatial Reasoning.	Outlines key milestones in students' ability to collect, represent, analyze, and make sense of data across three interconnected strands: Collecting, Representing, & Describing Data, Interpreting & Analyzing Data, and Reasoning about Probability.



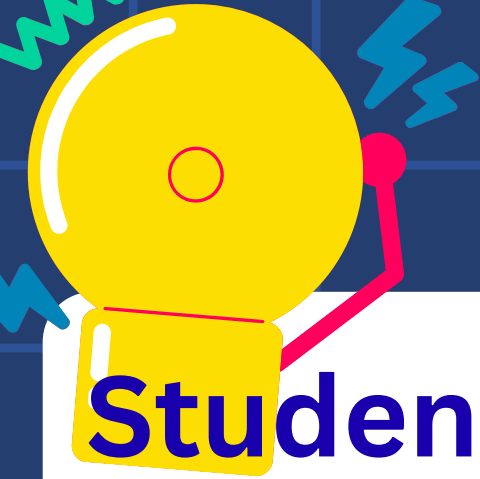


MATH- Amplify Desmos

The new curriculum is aligned to the Maryland math standards.

A typical Amplify Desmos Math lesson includes:

- **Warm-up:** A short, attention-getting problem to pique students' interest in the lesson.
- **Activities:** One to two mini-activities that challenge students' problem-solving skills.
- **Synthesis:** Discussion to review and bring together the important concepts from the lesson.
- **Show What You Know and Reflection:** Questions for students to show what they know from the lesson.
- **Centers:** Student-led activity stations that reinforce the math learned during lessons using interactive and collaborative games.
- **Differentiation:** Mini-Lessons, Centers, Extensions, Boost Personalized Learning, and Fluency Practice.
- **Practice:** Additional problems your student's teacher may assign for classwork or homework.



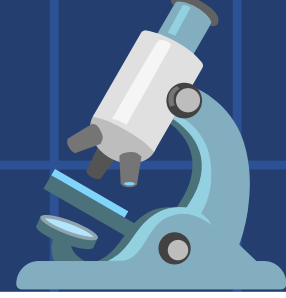
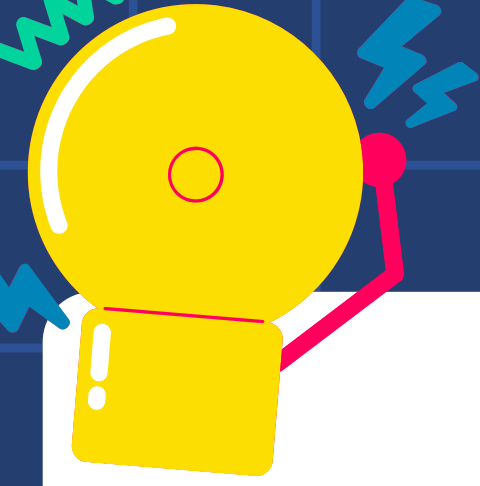
MATH-Assessments



Students will be assessed using several data points throughout the year. You will see the new Maryland standards on interims and report cards.

- **mCLASS (Beginning, Middle, End of Year)**
- **MAP-M or MAP-P (End of Year)**
- **Show What You Know**
- **Pre-Unit Checks**
- **Sub-Unit Quizzes**
- **MSTAR (previous MCAP- End of Year)**
- **End of Unit Assessments**
- **Observational Checklists**





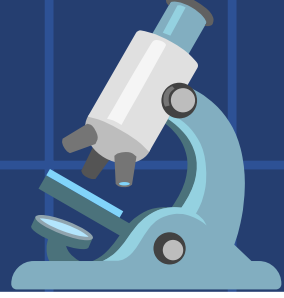
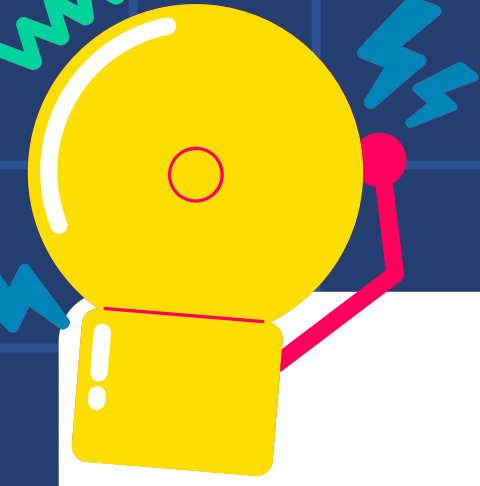
Ciencias



This year, students will learn about:

- ⚡ **Energy and how it transfers**
- 🌍 **Earth and its changes**
- 🌱 **Ecosystems and living things**
- ☀️ **Weather and Earth patterns**
- 🛠️ **Engineering and problem-solving**





Ciencias



This year, students will learn about:

⚡ Energy Transfer & Rube Goldberg Machines

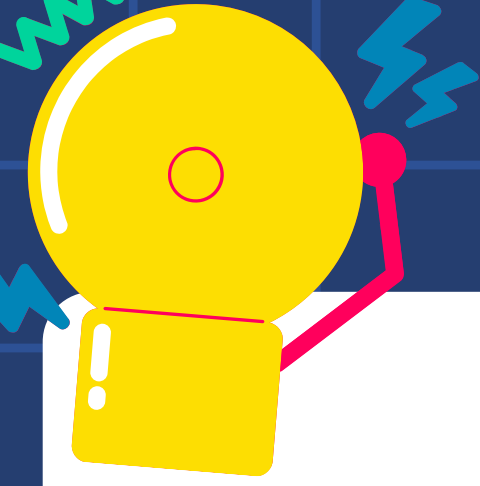
👁️ How Animals Receive and Process Information

🌍 Erosion and Changes to Earth's Surface

⚽ Motion and Forces

Students will investigate scientific questions,
conduct hands-on investigations, analyze
evidence, and explain their thinking.





Salud



Health – 4th Grade



This year, students will learn about:



Mental and emotional health



Physical health and wellness



Social health and relationships



Healthy habits and nutrition



Safety and personal well-being

Students will learn how to make healthy choices and take care of their physical, mental, and social well-being.



Curriculum for Reading and Writing

HMH Arriba la Lectura

Módulos





Pregunta esencial

MÓDULO 1

Semana 1



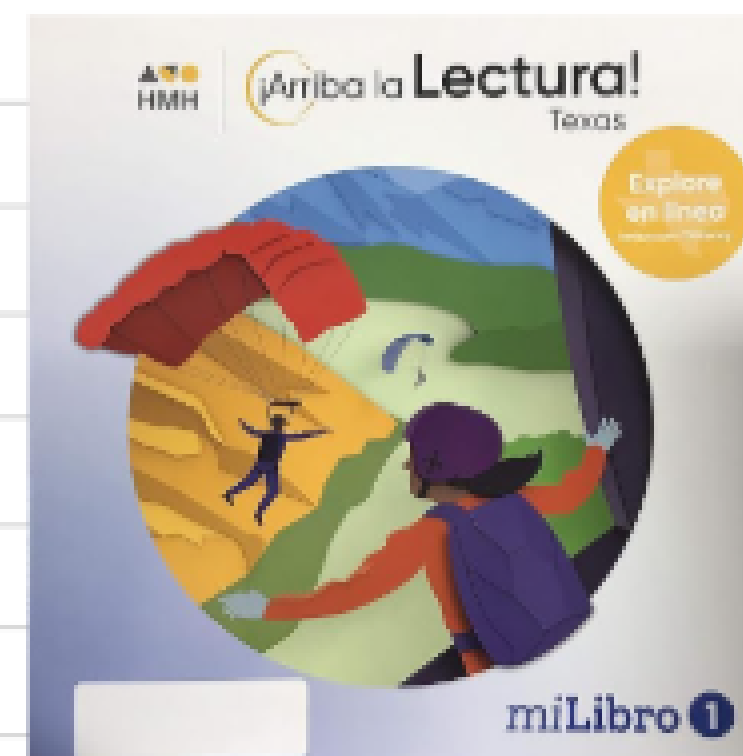
CONEXIÓN CON LOS ESTUDIOS SOCIALES: Identidad

¿Por qué somos como somos?



Pregunta esencial ¿De qué manera tus experiencias forman tu identidad?

Materiales



P 10-15

Enfoque de conocimientos

- Vamos a ver el vídeo "Mentes curiosas".
- Usa la rutina de visualización activa.



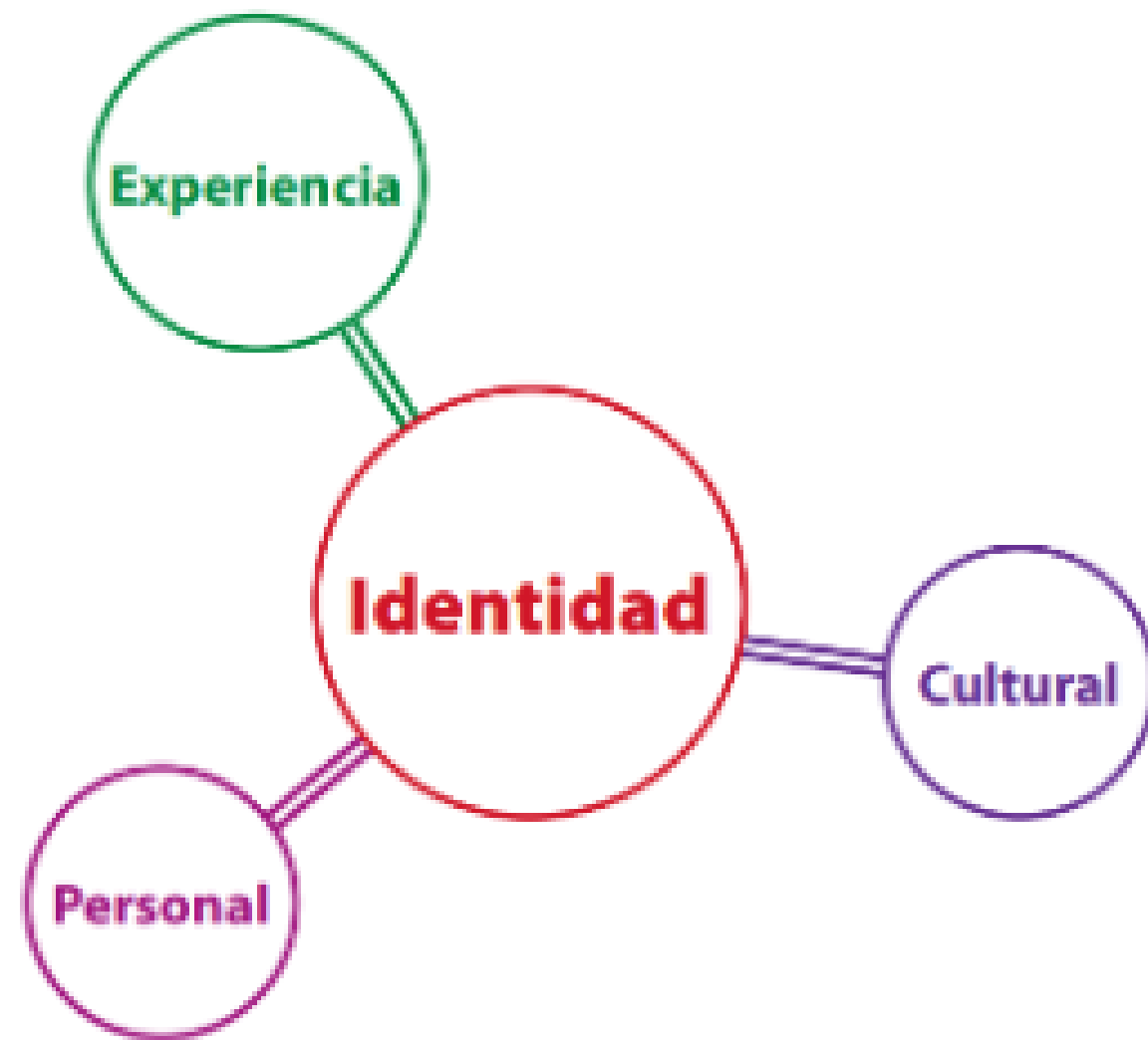
Pregunta esencial

¿De qué manera tus experiencias forman tu identidad?



Visualización activa

→ Las tres ramas entrelazadas representan la **identidad** de una persona.



Palabras de la idea principal

Fotografía	Palabra	Significado	Oración de contexto
identidad 	i - den - ti - dad (es) (sustantivo)	Tu identidad es cómo eres.	El amor por los deportes forma parte de mi identidad.
<u>Conversación colaborativa:</u> Pregúntale a un compañero para describir sus identidades. ¿Cómo te describirías a ti mismo? ¿Qué es importante para ti?			
experiencia 	ex - pe - rien - cia (s) (sustantivo)	Tu experiencia consiste en los acontecimientos y los sentimientos que has vivido en el pasado.	Conocer a mi escritora favorita es una experiencia que nunca olvidaré.
<u>Conversación colaborativa:</u> Con un compañero, piensen en un momento en que tuvieron una experiencia inolvidable. Luego comenta: ¿Qué ejemplo pueden dar de una buena experiencia? ¿En qué caso una experiencia pasada les ha ayudado con una nueva experiencia?			

Palabras de la idea esencial

Fotografía	Palabra	Significado	Oración de contexto
sabiduría 	sa - bi - du - rí - a (s) (sustantivo)	Si tienes sabiduría, eres capaz de aprovechar tu experiencia para tomar buenas decisiones.	Nuestra abuela, que tiene mucha sabiduría, siempre nos da buenos consejos.
<u>Conversación colaborativa:</u> Con tu compañero piensa en alguien que conocen que tiene más sabiduría que vosotros. Luego, comentad estas preguntas: ¿Por qué tiene más sabiduría que vosotros? ¿Le pedirían <u>consejos</u> a esa persona? ¿Por qué?			
meta 	me - ta (s) (sustantivo)	Una meta es algo que quieres lograr o alcanzar.	Trabajamos todas las tardes después de clases para lograr nuestra meta: ganar el trofeo de la feria de ciencias.
<u>Conversación colaborativa:</u> Con tu compañero piensa en una ocasión en que se propusieron alcanzar una meta. Luego, comenten estas preguntas: ¿Cómo lograste tu meta? ¿Qué hubiera sucedido si no hubieras alcanzado tu meta?			



- Aprender las características de un ensayo fotográfico.
- Determinar la idea principal y detalles de apoyo en el texto.

Lectura compartida

Vamos a leer juntos el texto informativo "El cuento de tu vida"

Generos literarios:

- Ficción realista
- **Ensayo fotográfico**
- Fantasía
- Poesía narrativa
- Cuento popular

Nivel de lectura: Q



Taller de lectura

El **ensayo fotográfico** es un tipo de texto informativo. ¿Cuáles son sus características?

Contiene textos que se centran en un tema.

Lectura breve

El cuento de tu vida

1. ¿Alguna vez sentido que eres el personaje de un libro? Bueno, en cierta manera, es así. De hecho, tu eres el **personaje principal** de un cuento: el cuento que narra tu historia. Si se publicara en un libro, podría llamarse **El cuento de tu vida**.

2. ¿Y qué le da forma al personaje principal de **El cuento de tu vida**? Bueno, eso es todo cuanto eres: las **personas**, los **lugares** y los **sucos acontecimientos** que te rodean. También las **ideas**, **emociones** y **acciones**. Todos esos elementos influyen en ti, definen tu **identidad** y te hacen el personaje único que eres.

Personajes

Tu familia y tus amigos son los otros personajes del cuento. Explóralos a fondo en el cuento: el momento en que nacieron. Estas personas acompañan tu **aventura** en vida de las cosas y te cuentan sus propias historias y recuerdos.

Ambientes

Los ambientes de tu cuento son los lugares en los que vives y pasa el tiempo. La escuela te enseña lo que debes aprender. Tu barrio te pone en contacto con adultos que hacen diferentes trabajos. En esos lugares experimentas diferentes ideas, tradiciones y puntos de vista.

Acontecimientos

Los acontecimientos de tu cuento siempre influyen en cómo eres. Son los **sucos acontecimientos** que forman a medida que vives la vida. Incluye todos tus **intereses** y los **planes** que te propones alcanzar por tu cuento o con tu familia.

Piensa en los personajes, ambientes y acontecimientos de tu vida. Luego, cuéntale a alguien el cuento de tu vida!

Contiene fotos o dibujos que se centran en un tema.

Las fotos nos ayudan a comprender rápidamente la información.

Lectura compartida

- La **idea principal** es de lo que trata principalmente el texto.
- Los autores proporcionan **detalles de apoyo** para ayudar al lector a identificar la idea principal.
- Los detalles incluyen el **título** del texto y los **títulos de las diferentes secciones** dentro del texto.
- Mientras lees busca **pistas visuales** que ayuden a explicar el texto, como imágenes, ilustraciones o gráficos.

Online Ed

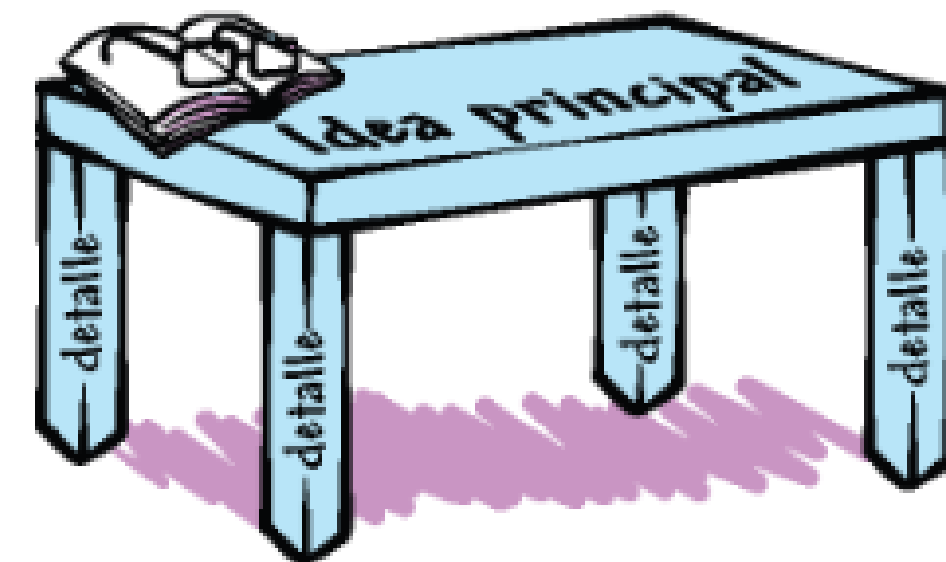
Cartel didáctico 17: Idea principal

Idea principal

La **idea principal** es de lo que se trata el texto mayormente.

Busca
claves en
el texto.

- encabezados
- elementos visuales
- primera o última oración
- palabras repetidas



Evalúa los **detalles** para determinar las **ideas clave** que apoyan la idea principal.

- ejemplos
- hechos
- evidencia
- descripción

El cuento de tu vida

- 1 ¿Alguna vez sentiste que eras el personaje de un libro? Bueno, en cierta manera, es así. De hecho, tú eres el personaje *principal* de un cuento: el cuento que narra tu historia. Si se publicara en un libro, podría llamarse *El cuento de tu vida*.
- 2 ¿Y qué le da forma al personaje principal de *El cuento de tu vida*? Bueno, como en todo cuento, son las personas, los lugares y los acontecimientos que te rodean. También tus ideas, creencias y acciones. Todos esos elementos influyen en ti, definen tu **identidad** y te hacen el personaje único que eres.

³ Ambientes

Los ambientes de tu cuento son los lugares en los que vives y pasas el tiempo. La escuela te enseña lo que debes aprender. Tu barrio te pone en contacto con adultos que hacen diferentes trabajos. En esos lugares encuentras diferentes ideas, tradiciones y puntos de vista.

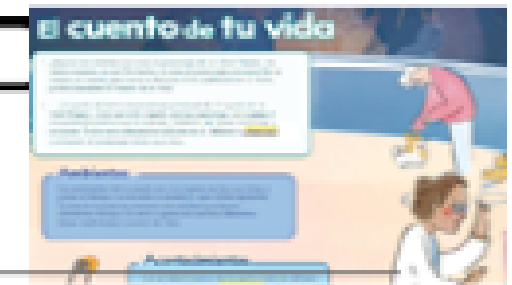


P 16-17

Lee la historia "El cuento de tu vida" y rellena la siguiente hoja de trabajo: idea principal y detalles.

Lectura colectiva: El cuento de tu vida

Instrucciones - Después de leer el texto en tu computadora escribe cual es la idea principal y cuáles son los detalles de apoyo.



Idea Principal

Cada persona es el personaje principal de la historia de su vida.

Detalle

La gente que rodea a una persona influye y da forma a su identidad.

Detalle

Lugares tales como la escuela y el barrio exponen a cada persona a ideas y tradiciones.

Detalle

Los acontecimientos o experiencias en la vida de una persona ayudan a crear su identidad.

Homework

I will send home a homework packet for students to work on every Monday. They will submit the following Monday.

Homework is not graded, but it is important extra practice.





Conferences 2026

We will be sending a link to sign up for conferences starting November 13, 2026.

You can choose to have an in person or a phone call. If you have questions, please send a message on Parent Square.



Grading

A

- Evidence demonstrates a **full** understanding of content, concept, or skill.
- Errors or omissions are absent or do not impact understanding.

B

- Evidence demonstrates a **general** understanding of content, concept, or skill with minimal support.
- Errors or omissions may impact understanding.

C

- Evidence demonstrates **some** understanding of content, concept, or skill with some support.
- Errors or omissions may impact understanding.

D

- Evidence demonstrates **limited or minimal** understanding of content, concept, or skill with significant support
- Errors or omissions may impact understanding.

ASSESSMENTS

READING:

- DIBELS
- Measure of Academic Progress (MAP-R) - (3-5)
- End of Unit Assessments
- MSTAR- Reading

Math:

- mCLASS BOY, MOY, EOY
- Measure of Academic Progress (MAP-M)- (3-5) EOY
- Pre-Unit Check, Sub Unit Quiz and End of Unit Assessments
- Observational Checklists
- MSTAR-Math

Math Homework

- Homework is not mandatory and it will not be graded
- It is good practice, students will be tested on the content, and students will earn penguin points for completing it and returning.

Math - Students are to complete the problems assigned each night. Math homework is due the next day. Students should not spend more than 30 minutes on the math homework each night.

Field Trip Chaperone Procedures for 2026-2027

- Families interested in chaperoning must complete the MCPS volunteer requirements before being considered.
- Grade-level teams will send an interest form to families for each upcoming field trip.
- Teachers will contact families directly if they have been selected to chaperone.
- Please do not pay chaperone fees until you have been notified that you were selected.
- Selected chaperones must follow all MCPS field trip and volunteer expectations.

MCPS Volunteer Requirements

- MCPS Volunteer Requirements for Chaperones
- To be considered as a field trip chaperone, the following requirements must be completed:
- Complete once
- MCPS Fingerprinting & Background Screening. (Valid PreK–12)
- Fee associated with fingerprinting.
- Complete Every 3 Years
- Complete the MCPS Parent/Guardian and Community Volunteer Form (560-58).
- Complete the MCPS Recognizing and Reporting Child Abuse and Neglect Training
- **IMPORTANT: Completing all requirements makes you eligible to be considered as a chaperone. It does not guarantee selection for a field trip.**
- Interested in chaperoning this year? Complete your fingerprinting NOW so you are ready for upcoming field trips.

Birthday Celebrations

- Students receive a pencil, sticker, prize and a book from the front office.
- We do NOT allow cupcakes, balloons or sweet treats. (allergies)
- You may provide non-food items:
- pencils, bookmarks etc. Ex. a goodie bag containing these items given at end of day



PMD: Personal Mobile Devices

Cell Phone and Mobile Device Use in MCPS



Mobile device use
IS ALLOWED



Mobile device use is
NOT ALLOWED

School
Level

Before &
After School

Instructional
or Class Use

Lunch

Between
Classes &
Transitions

Elementary



What is a PMD (Personal Mobile Device)?

- Mobile phones
- AirPods
- E-readers
- Tablets
- personal computers
- smart watches (or other devices equipped with microphones)
- Headphones including AirPods
- Speakers
- cameras.



Suey Brown, Principal
Doreen Wilcox, Assistant Principal

William Tyler Page Elementary
13400 Tamarack Road
Silver Spring, MD 20904
240-740-7360



Cell Phone/Watch Phone Permission Slip

Student Name: _____ Teacher/Grade: _____

MCPS COA-RA: Personal Mobile Devices (PMD) regulation states that elementary school students are allowed to use PMDs only before or after the student day. PMDs are prohibited for instructional use during the school day, during lunch, and recess periods, and between classes/transitional time or in the restroom. Devices can be used to and from school. All students must have a cell phone/watch phone permission slip signed by a parent or guardian.

Students are not allowed to use cell phones or watch phones at school for any purpose, including receiving calls, responding to text messages or sending messages, taking pictures, or recording videos. If you desire that your child carry a cell phone or wear a watch phone for non-school time purposes, the phone must be turned off and kept in their backpack at all times. Any cell phone or watch phone being used during the school day will be confiscated and parents will be contacted. Below are the cell phone/watch phone guidelines. Please review them with your child.

WT Page Cell Phone/Watch Phone Guidelines:

- A student is allowed to have a cell phone or watch phone in his/her possession at WT Page ES.
- During the school day (from the time a student arrives at the school building until the end of school) the cell phone/watch phone must be turned off and if it is a cell phone it must be placed in the student's backpack.
- The school is not responsible for lost, misplaced, or broken cell phones/watch phones.
- This privilege must be renewed each school year.

Consequences if guidelines are not followed:

- 1st time - Communication to parents by classroom teacher
- 2nd time - Referral to office - parent contacted and device could possibly be taken for parent to pick up
- 3rd time - Referral to office - device is taken and parent MUST pick up
- 4th time - Referral to the main office - device is no longer allowed in school (length of time will be determined by administration.)

I have discussed the responsibilities associated with having a cell phone/watch phone and explained to my child the phone must be turned off and, in their backpack, or if it is a watch phone it must be on Quiet Mode.

Parent's Signature: _____ Date: _____

I have discussed the responsibilities of having a cell phone/watch phone with my parents. I understand that my cell phone/watch phone must always be turned off and stored in my backpack or placed on Quiet Mode if it is a watch phone, during the school day. I also understand that my privilege to have a cell phone/watch phone at school will be taken away if I use it during school hours or inappropriately on school grounds.

Student Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

We need your feedback!!
Please Complete Our Survey!!

HOW IT WORKS

GET YOUR PASS

PLAN A TRIP



**Hey fourth graders! See
America's natural wonders
and historic sites for free.**

LET'S GO!



Play outdoors.

Every Kid Outdoors

You and your family get free access to hundreds of parks, lands, and waters for an entire year.

HOW IT WORKS



Thank
you

Gracias

Vuelta
Al Cole

