

**4<sup>th</sup> Grade**  
**HANDBOOK**



**2018-2019**

## **General Information**

### **Monday Folders**

#### Fourth Grade

Monday Folders will be sent home the first of every school week. Included will be the classroom weekly newsletter and a few graded student work samples from the previous week. Please sign or initial your child's folder next to "Parent Comments" and *clear* the folder of *all* contents before sending it back to school the next day. If there are any questions about school, classroom, or volunteer issues, feel free to jot these down under the "Parent Comments" section at any time.

### **Grading Scale**

#### Fourth Grade

A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% and below. Report cards or progress reports will be sent home every 4 weeks.

We will send home four progress reports and four report cards. A progress report is sent home approximately after four weeks in a grading period. The Progress Report is a current record of the progress they have made that quarter thus far. This information can change until the time of the Report Card. Report Cards mark the end of each academic quarter. Report Cards will be marked with grades that have accumulated since the beginning of the grading quarter. On the final Report Card, the quarter grades will be averaged for a final grade in each subject.

## **RtI (Responsiveness to Intervention)**

#### Response to Intervention (RtI)

RtI is the procedure under No Child Left Behind, to provide interventions for students who are not working at grade level. If a student does not respond to the interventions, s/he may be recommended for special education. RtI intervention is a three-tiered process. The three tiers are Universal, Targeted, and Intensive.

#### Universal

Expectation is that 80% of the students in the classroom can perform at or above grade level, with little to no interventions.

#### Targeted

Expectation is that 15% of the remaining students will require some type of outside intervention. Crown Pointe has graphed test results for each student and determined which students are consistently below grade level. We are currently providing small group instruction in struggling areas on top of the general education instruction to see if the "gap" closes. This intervention is provided during specials classes, so students are not taken out of core class instruction. We continually look at new data and graph new results to see if the intervention is making a difference; if so, we continue the intervention, if not, we increase the intervention (more time, more days, etc.).

#### Intensive

If we determine that students are not making progress toward being on grade level, even with a variety of interventions in the targeted level, the student moves to the third tier. This tier provides students with intensive individual interventions. This is also the tier in which teachers can bring all

data to the RtI team and ask that the student be considered for special education. Approximately 5% of the students in each class might need intensive interventions.

The RtI process allows students to receive appropriate interventions to help bring them up to grade level. Most students will be successful. However, we can assume that those students who continue to struggle, even with additional interventions, probably have a true learning disability and need special education services.

## **PEP**

### **Personalized Education Plan**

The Personal Education Plan (PEP) is a developmental tool that establishes a student's goals for the school year. Students are tested in reading and math during the first two days of school. This information, the test results from CSAP and CTB, and student work samples are taken into account when establishing goals and writing the PEP for each student. The PEP is reviewed with the student and parents during the Fall Parent/Teacher Conference. The goals on the PEP will guide instruction focus at school as well as needed at home practice of skills. At the Spring Parent/ Teacher Conference the PEP is reviewed and discussed in regard to meeting goals and/or continuing goals.

## **WOW Days**

Fourth Grade

As a school we have set aside a special day ("WOW Day") for each child. This allows every child to pick a special day to celebrate. (The "WOW" day may be your child's birthday if it falls during the school year). Ideas to bring in on your child's WOW day are pictures, a personal poster collage, a favorite stuffed animal or toy, special items or hobbies, etc. **No pets are allowed.** Healthy snacks can also be a part of this celebration, however, in the best interest of students health and nutrition, and in an effort to meet Wellness Policy guidelines, alternatives are suggested. "WOW" days are celebrated according to each classroom's unique schedule. Refer to your classroom teacher(s) or look for information in their newsletters.

## **Uniforms**

Fourth Grade

Be sure to check the Parent/Student Handbook uniform policy for accepted uniforms. After ten (10) uniform violations and after school detention will be assigned.

## **Water Bottles**

Fourth Grade

Students keep water bottles in backpacks and may get drinks from them upon permission throughout the day. Bottles must be spill proof and contain only water.

## **After School Activities**

Fourth Grade

Students have the opportunity to participate in various after school activities. Watch the Monday folder for offerings.

## **Quick Start**

Fourth Grade

Quick start is offered twice a year: once in the fall and once in the spring. Students attend based upon teacher recommendation according to reading, math, and writing proficiency. Groups remain small and usually contain five to ten students. Sessions last for six consecutive weeks and meet one-two days per week.

## **Planners**

### Fourth Grade

Planners will be provided to students similar to ones given in third grade. There is one planner per child for the entire school year, and we ask your assistance in monitoring it with your child. If for some reason this planner gets lost or damaged, there will be a replacement fee for a new one. The whole year is enclosed in this planner in order to help keep track of upcoming deadlines and long-term projects.

Although we will check to make sure planners are completed before leaving the first few days, this responsibility will soon fall entirely to your child and he/she will be expected to copy down homework assignments into their planner on a daily basis.

## **Science Fair**

### Fourth Grade

Science Fair is not mandatory in Fourth Grade, but is highly recommended. Students may work in a team to do a project. Any student that completes a project will receive extra credit in Science for that quarter. A class project will be done and displayed during the Science Fair.

## **Volunteers**

### Fourth Grade

A parent volunteer survey is sent home with parents at Beginning-of-Year testing to complete. This is very helpful in order to schedule times for parents to help out. A monthly volunteer calendar is sent home in the Monday Folder. Please fill in dates/times you wish to come into the classroom and return the calendar in the Monday Folder the next day. We will then record your responses and send this back to you the next week to keep. Just let us know if any changes/additions need to be made. If you wish to begin volunteer hours before school begins, please ask the office to contact us for necessary arrangements.

## **Field Trips**

### Fourth Grade

Students usually attend three to four field trips during fourth grade. This is subject to change each year.

## **Snacks**

### Fourth Grade

Students may bring a healthy snack to eat during their morning recess.

## **Accelerated Reader**

### Fourth Grade

The Accelerated Reader program constitutes a portion of a student's grade every quarter, not to exceed 20% of their overall Reading grade. Student reading ranges for their independent Accelerated Reading (AR) books are determined from the beginning of the year. Students then receive a bookmark listing their level and reading criteria they must meet before raising their reading level. Students must score at least 85% on each of these books before their level can change. One of the three books must be nonfiction, and at least two of the books must be chapter books. Points must total at least three to move up a level. Student reading zones range by three tenths points. For example, a student's zone may be 3.3-3.6. After meeting the above stated criteria and changing their level, they will receive a new bookmark with an

adjusted reading level, and will then need to follow the same criteria to keep advancing. Students may continue increasing their reading level all year long. They are to keep a reading log in class and turn it in before taking an AR test in class. Students are allowed to bring their log home for you to look at any time.

## Homework

Fourth Grade

**Assignments:** The majority of homework will be in reading and math. On occasion, other homework will be assigned including writing projects or studying for unit tests. Students are also expected to read their AR book at least 15 minutes each night as part of the school reading contract. At the end of each quarter, student AR Reading Logs will be sent home for parent signatures. The logs will indicate whether a student has met their quarterly reading goal. These will be sent home in Monday Folders.

**Projects and tests:** Unit exams for Social Studies and Science occur on occasion. Dates for exams will always be mentioned in the classroom newsletter. Exams are comprehensive and cover material studied throughout the entire unit. Students will receive a typed, organized study guide which summarizes all this content about one week before an exam. Students are expected to study nightly up until the test date. Students will need to obtain parent signatures on these study guides nightly showing evidence of review. They will turn these in daily, receiving them back the same day. Also watch the classroom newsletter for postings of long term projects.

**Late Work:** If a child is absent, two days will be allotted to make up missed work for each day missed. If the work is late for any other reason however, a letter grade (10%) will be dropped for each day the assignment is late. It is therefore pertinent that students turn in work on time. We strongly encourage you to check your child's assignment planner on a daily basis. Homework will be collected each morning and assignments will drop in grade if late. Assignments turned in five or more days late will become a "0."

**If your child forgets** or does not complete homework, he/she will be expected to complete this late work at home, even if it causes a homework pile-up. Students will miss their daily morning recess to complete their homework. If students still have missing work by Friday, students will stay in for recess as well as lose special Friday privileges. It is the student's responsibility to check in with the teacher about missed/make-up work. Parents are expected to check planners nightly, and help their student keep on top of missed work.

## Money

Fourth Grade

Whenever money is sent with your child to school, please seal it in an envelope and label it with **your child's name, amount, and its purpose.**

## Special Events

Fourth Grade

Students will participate in an annual Medieval Festival during late spring. This culminating activity of the Medieval Unit consists of a feast and various craft booths/game stations for students. Further information and details will be included in classroom newsletters during second semester.

# CURRICULUM

## Language Arts

### Reading

#### Textbook

Core Knowledge Language Arts  
Core Literature Texts .

#### Literacy Plans

Students who score below grade level according to evaluation of beginning of the year placement testing, are placed on a literacy plan. The previous year's teacher is consulted for this recommendation and past literacy plans are reviewed for growth and goal attainment. These plans are reviewed and updated throughout the year. They help to drive individual instruction for students throughout the year.

### Spelling

#### Content

Spelling words according to various vowel and consonant patterns, abbreviations, plural nouns, multi-syllable words, special plurals, prefix and suffix patterns, homophones, word endings, number words, easily misspelled words, compound words, and fourth grade level word list

#### Textbook

Core Knowledge Language Arts

### Handwriting

#### Content

Correct finger/ hand placement, paper direction, cursive letters: formations and joinings, lower and uppercase.

#### Textbook

Zaner-Bloser

### Writing/Language Arts

#### Content

Writing, Grammar, and Usage: writing and research, grammar and usage, spelling and vocabulary  
Poetry: selected 4<sup>th</sup> grade poems and poetry terminology  
Six traits of writing: Ideas and Content, organization, word choice, voice, sentence fluency, conventions, and presentation.  
Produce a variety of writing including stories, reports, summaries, descriptions, poems, and letters.  
Gather information from different sources and presenting information in various ways.  
Organize materials into paragraphs, reports, and essays.

#### Textbook

Core Knowledge Language Arts

## Science

### Content

The Human Body: Circulatory and Respiratory Systems  
Chemistry: Basic Terms and Concepts: atoms, properties of matter, elements, and solutions  
Electricity  
Geology: The Earth and Its Changes: The earth's layers, how mountains are formed, rocks, weathering and erosion,  
Meteorology  
Science Biographies

### Textbook

Compilation of teacher created resources from a variety of materials.

## Social Studies

### Content

#### World Geography

Spatial Sense, mountains and mountain ranges  
Europe in the Middle Ages: Background, geography related to the development of western Europe, developments in history of the Christian church, feudalism, the Norman conquest, growth of towns, England in the middle ages.  
The Spread of Islam and the "Holy Wars:" Islam, development of Islamic civilization, wars between Muslims and Christians  
Early and Medieval African Kingdoms: Early African kingdoms, medieval kingdoms of the Sudan, geography of Africa  
China: Dynasties and Conquerors  
The American Revolution: Background: The French and Indian War, causes and provocations, the revolution  
Making a constitutional government: main ideas behind the Declaration of Independence, making a new government from the Declaration to the Constitution, the Constitution of the United States, levels and functions of government (national, state local)  
Early presidents and politics  
Reformers  
Symbols and figures  
Colorado History: symbols, land, early people, Native Americans, explorers, trading, gold rush, government, economy.

### Textbooks/Materials

#### **Core Knowledge History and Geography**

United States and its Neighbors: The World around Us- McMillan Publishing  
Pearson Learning/Core Knowledge History & Geography- Pearson Learning Group  
The Story of Western Civilization: The Middle Ages Book 3- Educators Publishing Service, Inc.  
Colorado Grassroots- Cloud Publishing

## Character Education

### Content

Lessons revolve around these Character Traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

### Textbooks/Materials

Various Materials

# Math

## ABOUT *GO MATH!*

We live in a mathematical world. Never before has the workplace demanded such complex levels of mathematical thinking and problem solving (National Council of Teachers of Mathematics, 2009). Clearly, those who understand and can do mathematics will have opportunities that others do not—and building students’ early foundational skills is essential. An analysis of the results of the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) led researchers to conclude that “countries that want to improve their mathematics performance should start by building a strong mathematics foundation in the early grades” (American Institutes for Research, 2005, p. v).

The Common Core State Standards at the elementary grade levels were written to provide such a foundation for young students. The standards describe the content and skills needed for young students to “build the foundation to successfully apply more demanding math concepts and procedures, and move into applications” (Common Core State Standards Initiative, 2011).

The Common Core State Standards (CCSS) were systematically developed to:

- Be research-based;
- Focus on the critical skills at each grade level;
- Encourage conceptual mastery of key ideas;
- Develop students’ mathematical understanding and procedural skills;
- Prepare students for the demands of the future—in school and work.

The standards detail the knowledge—content and processes—students need at each grade level, but the standards do not describe the instructional approaches needed to meet the standards. Thus, an effective instructional program is needed to bridge between the expectations set out by the standards and the desired student learning and achievement. This alignment between standards, curriculum, instruction, and assessments is critical. Researchers looking at effective educational practices identified nine characteristics of high-performing schools, and reported that several of these relate to standards and standards alignment. High-performing schools have a clear, shared focus; high standards and expectations for all students; and curriculum, instruction, and assessments aligned to the standards (Shannon & Bylsma, 2003).

**Houghton Mifflin Harcourt’s GO Math!** was developed with the Common Core State Standards for Mathematics as a foundation, and uses research-tested approaches to address the rigors of the Common Core. Throughout **GO Math!** alignment with the Common Core is made explicit. At every grade level, the program is organized around the Critical Areas identified in the Common Core. A special color-coded system in the student and **Teacher Editions** make each Critical Area easy to locate and use. The Mathematical Practices are completely imbedded in the lessons. Teachers who use **GO Math!** can be assured of meeting the expectations of the Common Core. Beyond this alignment with the content and practices of the Common Core, **GO Math!** represents a comprehensive system of mathematics instruction that includes multiple instructional approaches, diagnostic and formative assessments linked to differentiated instructional resources and tiered interventions, and technology solutions designed to support and motivate students.

## Content

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

## **Specials**

Elementary students rotate through three specials: P.E., Art, and Music. All special classes are thirty minutes in length. Every class attends an EXPO class one time a week for 30 minutes. Students also attend a Spanish class for 30 minutes each day.

### **Intermediate Physical Education**

#### Content

Grades 3-5 will be working in an individualist movement curriculum guided by the research based SPARK PE program. This will provide lots of variation to meet different needs, and lots of progressive practice to refine skills. Throughout the year students will participate in cooperative games/sports, refine basic movements and gymnastics, engage in a lot of fitness exercises, and finally, learn many different sport/game skills. Students will take fitness tests towards the end of the second semester.

#### Textbook

All students are expected to wear tennis shoes during P.E. class. Girls must have shorts under dresses or skirts (Skorts are ok!).

#### CLASS PROCEDURE

Students perform a structured warm-up, often followed by fitness exercises. Then practice activities or games follow. During class students are expected to:

1. Be safe
2. Be Responsible
3. Be Respectful

## **Art Program**

#### Content

Core Knowledge Standards in visual arts; state standards in visual arts; art topics that correlate to academic learning in the classroom; exposure to a variety of art media and techniques; introduction of art specific vocabulary and techniques; art history related to studio projects; critique famous artwork and classmates' artwork.

#### Textbook

No textbook. Materials include tempera, watercolors, color pencils, markers, oil pastels, chalk pastels, etc.