



Welcome to
4th Grade

Lisbon Elementary
2023-2024

Our Team

4th Grade

Amy Ashmore (ITL)
Heather Swanek
Elizabeth Finn
Paraeducator (to be hired)

GT

Jodi O'Connor
AJ Nath

RELATED SERVICES

Beth Singo
Valerie Johnson (Paraeducator)
Chloe Brown (Paraeducator)
Alicia Hansen

Schedule

9:05-9:15	Arrival
9:15-10:30	Math
10:30-11:30	Content (snack)
11:30-12:30	Related Arts
12:30-12:45	SEL
12:45-1:15	Language Arts
1:15-1:45	Lunch
1:45-2:15	Recess
2:15-3:40	Language Arts
3:40-3:45	Pack Up
3:45	Dismissal



Snack Procedures

- Nut-free
- Working while we eat
- Snack Ideas
 - Pretzels/crackers/chips
 - Grapes
 - Veggies
 - Granola bars



Canvas: What to Expect



Course Homepage:

Overview

Student privacy information

Resources

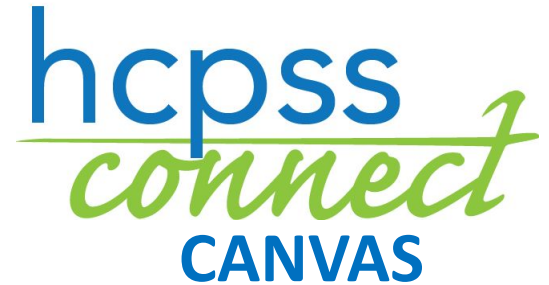


Calendar dates/events

Assignments and Gradebook

Announcements

Direct Messaging (Inbox)



Canvas courses for preK-8 students have a more simplified interface than high school. When selecting a child, you will see the same layout as that child sees in Canvas.

Canvas help for Parents and Students:

<https://hcppss.instructure.com/courses/9495>

Have Canvas Questions? Click the **Canvas Student & Parent Orientation** link under the Help icon on the Canvas homepage



Help

Procedures for

Take Home Daily

- ▷ Take Home Folder
 - School/PTA information
 - Homework Record Book
- ▷ Math folder, and/or Math journal

4th Grade

Homework

- ▷ Reading Mon. - Thurs.
- ▷ Math Mon.-Thurs.
- ▷ Read nightly!
- ▷ Approx. 40 minutes total each night.
- ▷ Homework Record Book kept in the take home folder and used daily.

4th Grade Weekly Homework Record

Student Name: _____ Week of: _____

Students record assignments at the end of each class period. A parent/guardian signs this record on Thursday evenings.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Math</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>Math</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>Math</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>Math</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>Math</u></p> <p>_____ Assignment was late/ilncomplete</p>
<p><u>ELA</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>ELA</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>ELA</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>ELA</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>ELA</u></p> <p>_____ Assignment was late/ilncomplete</p>
<p><u>Other</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>Other</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>Other</u></p> <p>_____ Assignment was late/ilncomplete</p>	<p><u>Other</u></p> <p>*Please sign and return on Friday:</p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><i>Parent/Guardian Signature</i></p>	<p><u>Other</u></p> <p>_____ Assignment was late/ilncomplete</p>

Organization for

Binders/Folders

- ▷ 2 Binders
 - Writing & Science
 - 1 set of Dividers
- ▷ 4 Colored Folders
 - Blue: Math
 - Green: Content
 - Red: ELA
 - Yellow: Take Home

4th Grade

Other Materials

- ▷ 3 Spiral Journals, 2 composition notebooks
 - Math
 - Readers Notebooks
 - Social Studies/Health
- ▷ OTHER:
 - Pencils, Eraser, Highlighter, Scissors, Markers, Colored Pencils

What Your Child Will Learn Guides



On Canvas via
HCPSS Connect

www.hcpss.org/connect

Curriculum content
overview for each

- Grade (PreK – 5)
- Subject area

Language Arts



Reading

- ▷ Increased Text Complexity
 - ▷ Close Reading
 - ▷ Flexible Grouping
 - ▷ Text Dependent Questions:
 - ▷ Selected response/written response
 - ▷ Essays
 - ▷ Focused independent reading and writing
 - ▷ Language Mechanics
 - ▷ Foundational Skills
-



Writing

- ▷ Narrative
 - ▷ Informative
 - ▷ Opinion
 - ▷ Speech
 - ▷ Poetry
-

Language Mechanics



- ▷ Grammar usage when writing and speaking
- ▷ Capitalization, punctuation, and spelling when writing
- ▷ Use knowledge of language and its conventions when writing, speaking, reading, and listening

Math

~Flexible Grouping~

OGI

- ▷ Whole Numbers
- ▷ Fractions
- ▷ Multiplication and Division
- ▷ Decimals
- ▷ Measurement and Data
- ▷ Patterns
- ▷ Geometry

- ▷ Canvas Overview Page with Resources

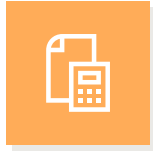
AGL=
5th Gr
Standards

GT= 6th
Gr
Standards

- ▷ Place Value and Decimals
- ▷ Fractions
- ▷ Division with Fractions
- ▷ Measurement
- ▷ Geometry
- ▷ Numerical Expressions and Patterns

Social Studies

Quarter 1



- ▶ Worlds Collide

Quarter 2



- ▶ Colonization, and European Expansion, North America

Quarter 3

- ▶ American Revolution



Quarter 4

- ▶ Financial Literacy, Maryland in Business



Science



Quarter 1
Energy

Quarter 2
Waves

Quarter 3
Earth's
systems:
shaping the
earth

Quarter 4
Structure,
Function, &
Information

Health

Social and
Emotional
Health



Violence
Prevention



Personal
Health



Disease
Prevention



2023-2024

We **ROAR**
with pride!

Respectful
Organized
Always Safe
Responsible



What is PBIS?



PBIS is a **framework** or approach for assisting school personnel in **adopting and organizing evidence-based behavioral interventions** into an integrated continuum through defining, teaching, and acknowledging **behavioral expectations**.



By **reinforcing positive behaviors**, schools find that **teachers spend more time teaching**, as class disruptions, office referrals and suspensions are reduced.

PBIS = Positive Behavioral Interventions & Supports

The Howard County Public School System
has been involved with PBIS since 1999.



PBIS supports the success of all students.



More information at:
<http://www.pbismaryland.org/>

ROAR!

RESPECTFUL:

- Take turns talking
- Listen politely
- Treat others' ideas, feelings, and property with kindness and courtesy
- Use encouraging, polite, and kind words
- Respect others and yourself



ROAR!

ORGANIZED:

- Make sure you are prepared and have all necessary materials
- Keep materials in the appropriate places
- Help clean up materials that have been used



ROAR!

ALWAYS SAFE:

- Keep hands and feet to self
- Stay in assigned seats and areas
- Use furniture and supplies appropriately
- Follow safety procedures



ROAR!

RESPONSIBLE:

- Follow directions
- Be honest
- Follow the rules



ROAR Behavior Hierarchy

- ROARing Positive Behavior
- Verbal Warning
- Reset #1
- Suggest Break Space
- Self Check (not a consequence)
- Incident Referral (admin tracks and reviews these)

Break
Space



Break Space Use

- A space to decompress or think about making better choices
- Available in each room
- Not a consequence
- Student or teacher initiated
- Timer
- All students visit during first 2 weeks of school



Self-Check Form





Lisbon Elementary School
Student Self-Check Form
 (intermediate grades)



Student Name: _____ **Date:** _____ **Time:** _____

This self-check form is a way for students to work with a staff member to improve and strengthen ROAR expectations in the school setting. It **IS NOT** a consequence. A self-check allows students to stop and think about choices as well as share with families at home areas we are working on at school. With our help and support, we can work together to help teach your student the expectations so that our student may learn in the school setting to his/her fullest potential. Your help and support is appreciated!

This is what happened:
Circle the school expectation involved (<i>circle all that apply</i>):
Respectful Organized Always safe Responsible
Explain why you responded the way you did by finishing the sentence: I wanted... <input type="checkbox"/> attention from an adult or another child <input type="checkbox"/> to let _____ know I was angry. <input type="checkbox"/> help with my work. <input type="checkbox"/> to get away from _____. <input type="checkbox"/> something that someone else had. <input type="checkbox"/> to avoid doing my work. <input type="checkbox"/> help doing my work. <input type="checkbox"/> other (describe what you wanted): _____
This is how I plan to make a better choice the next time I feel the same way:
Student Signature: _____ Staff Member Signature: _____

Staff Interventions Attempted Before Self-Check Form (to be completed by staff member)

___ Redirection ___ Verbal Warning ___ Other: _____

Staff Comments: _____

Parent/Guardian Signature: _____ (*Please sign & return form to school*)

Self-Check Form

What it Is/Isn't

- Communication tool used for conversation, record keeping, & family notification.
- Not a consequence: used to guide discussions regarding behaviors.
- Provides students with a way to reflect on their behavior & how to intentionally change it.

Incident Report

(replaces what was known as a M.I.R.)





Incident Report/Staff Documentation

Date Entered: ___/___/___

Student Name: _____ Grade: ___ Date of Incident: ___/___/___ Time: _____

Referring Staff Member: _____ Class: _____ Location: _____

* If the student has an IEP, 504, BIP or receives Alternative Education services, staff should consult with the student's case manager.

Staff Action(s) prior to assigning an Incident Report

- | | | |
|--|--|--|
| <input type="checkbox"/> Reminder(s)/Prompting | <input type="checkbox"/> Community Building | <input type="checkbox"/> SEL Instruction |
| <input type="checkbox"/> Offer Help/Support | <input type="checkbox"/> Parent/Guardian Phone Call | <input type="checkbox"/> Skill Building with SST Staff |
| <input type="checkbox"/> Private Conversation | <input type="checkbox"/> Consultation with SST Staff | <input type="checkbox"/> Other: _____ |

Observed Behavior

- | | | |
|--|--|---|
| <input type="checkbox"/> Absent from Class without Permission | <input type="checkbox"/> Drugs - Controlled Substances | <input type="checkbox"/> Sexual Attack |
| <input type="checkbox"/> Academic Dishonesty | <input type="checkbox"/> Drugs - Inhalants | <input type="checkbox"/> Sexual Discrimination/ Harassment/Misconduct |
| <input type="checkbox"/> Alcohol Violation | <input type="checkbox"/> Electronics - Inappropriate use | <input type="checkbox"/> Stalking |
| <input type="checkbox"/> Arson/Fire Violation | <input type="checkbox"/> Explosives | <input type="checkbox"/> Tardiness |
| <input type="checkbox"/> Attack on Staff | <input type="checkbox"/> Extortion | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Attack on Student | <input type="checkbox"/> False Alarms/Threats | <input type="checkbox"/> Threat to Adults |
| <input type="checkbox"/> Bullying, Cyberbullying, Harassment, Intimidation | <input type="checkbox"/> Fighting | <input type="checkbox"/> Threat to Students |
| <input type="checkbox"/> Destruction of Property | <input type="checkbox"/> Gambling | <input type="checkbox"/> Tobacco Violation |
| <input type="checkbox"/> Discrimination | <input type="checkbox"/> Gang Activity | <input type="checkbox"/> Trespassing Violation |
| <input type="checkbox"/> Disrespect: Adult or Peer | <input type="checkbox"/> Leaving School Grounds without Permission | <input type="checkbox"/> Truancy |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Serious Bodily Injury | <input type="checkbox"/> Weapons - Other Guns |
| <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Sexual Activity | <input type="checkbox"/> Weapons - Other Weapons |

Staff member's description of the incident in observable terms (please refrain from using other student names):

Referring Staff Member and Student Discussion

* Student has the option of speaking with an administrator or student services staff member

Student's description of the incident in their own words (staff may write for the student if the student requests):

Discussion Summary (What do you need moving forward? How can staff support you? Is there anything you need to do to make things better?) _____

Discussed with: _____

I decline to process the situation (written and/or verbal). Student Name/Signature: _____

Action(s) Taken: Phone Call | Spoke to: _____ | I left a message for: _____

- | | | |
|---|---|--|
| <input type="checkbox"/> Extended School Day: | <input type="checkbox"/> Loss of Privileges | <input type="checkbox"/> Parent/Guardian Formal Conference |
| <input type="checkbox"/> Before <input type="checkbox"/> Lunch <input type="checkbox"/> After | Explain: _____ | |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> School Community Service | <input type="checkbox"/> Other: _____ |

Exclusion - Location: _____ Duration: _____ Minutes (cannot exceed 30 minutes)

Referral to School Administration

Administrator Follow-Up (if applicable) Administrator Name: _____

Action Taken: _____

Determined to be Office Disciplinary Report Yes No

Staff signature _____ Parent/guardian signature (if box is checked) _____ Date: ___/___/___

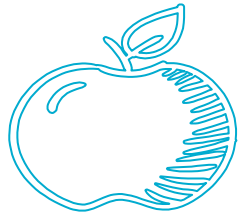
Distribution: White - Parent/Guardian Yellow - School Use Pink - Referring staff member SA 4701-01-39502022

Incident Report

- New for 2023-24
- County-wide, the Incident Report replaces the Minor Incident Reports (MIR).
- Staff completes with the student AFTER multiple resets, conversations, and a Self-Check form has been provided.
- Families will receive a phone call from the teacher regarding the incident & the form will be sent home for a guardian's signature.
- While tracked by administration, this does not become part of the student's permanent record.

Related Arts

2023  2024

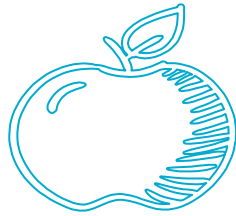


Hello!

This is a preview of Related Arts

To learn more, please contact your child's related arts teachers.

Related Arts will continue the RAINBOW schedule.



October 2023

Calendar is subject to change. Please visit www.kmsd.org for the most recent version.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 yellow	3 green	4 blue	5 red	6 orange	7
8	9 Professional Learning Day Schools closed for students	10 yellow	11 green	12 blue	13 red	14
15	16 orange	17 yellow	18 green	19 blue	20	21
22	23 red	24 orange	25 yellow	26 green	27 blue	28
29	30 red	31 orange	<small>BOE Meeting 4 pm</small> <small>Schools close 3 hours early. End of first marking period. No half-day Pre-K/RECC.</small>			

Related Arts

Library Media

Mrs. Hastings +
Mrs. Patrick (para)

Integrated lessons; radical
researching; engineer design;
sharing a love of literature

Technology

Mrs. Bennett

Google Docs, Coding Robots,
Breakout Boxes engineering
challenges and more!

Art

Mrs. Giro

Experience all different
kinds of art mediums and
art styles.

Instrumental Music

Mr. Carter

STRINGS - Open to all
3rd, 4th & 5th students.

BAND - Open to all
4th & 5th students.

Physical Education

Mrs. Lindauere +
Mrs. Wasson

Participation in
Fundamental Movement,
Creative Movement and
Skill-Themed Activities.

Music

Mrs. Trueblood

K-5 singing, dancing, and
playing classroom
instruments!

CHORUS * BAND * ORCHESTRA

****Chorus Director: Mrs. Trueblood****

****Band and Orchestra Director: Mr. Carter****

CHORUS

Available to all 4th and 5th grade students

BAND

Available to all 4th and 5th grade students

ORCHESTRA

Available to all 3rd, 4th and 5th grade students

Registration information will be sent home the first week of school.

Donations

Sticky notes, tape,
index cards, dry
erase markers, and
tissues
are very much
appreciated
throughout the year!

Other supplies
will be advertised
by
Canvas or email.

Helping @ Home

Create & print a Daily/Weekly Schedule to help keep you and your child organized.

Provide a designated homework space for your child.

This can be a small table, a small tv tray, a corner table in a kitchen, etc.

We recommend that this area has a “permanent” spot in the house.

Have a **school-box** or bin for crayons, pencils, scissors, glue and markers.

READ with your child!

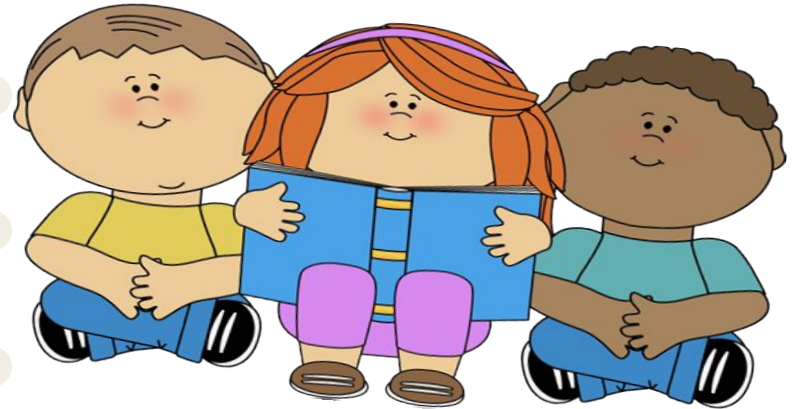
Ask questions about the books they're reading. Remember to use the analogy of riding a bike:

- “coast” with some easier books
- pedal through with some on-level books
- “feel the uphill burn” of books a slightly above their independent reading level

Encourage your child to advocate for their needs by talking with their teachers!

Open House

- Fri. 8/25 @ 11:15AM-12PM
- What Happens?!
 - See the classroom & friends
 - Find student desks
 - Drop off supplies



**Thank
you!**

Questions/Concerns

- ▷ Phone calls
 - Leave a message with the office
- ▷ Canvas Inbox/Email
 - elizabeth_finn@hcpss.org
 - amy_ashmore@hcpss.org
 - heather_swanek@hcpss.org
 - elizabeth_singo@hcpss.org

