



# Welcome to 4th Grade

Lisbon Elementary  
2025-2026

# Our Team

## 4th Grade

Amy Ashmore (ITL)  
Heather Swanek  
Elizabeth Finn  
Paraeducator: Breanne Shaw

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## GT

Laura Register

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## RELATED SERVICES

Special Educator: Melissa Hilliard  
Reading Specialist: Alicia Hansen  
(Sub-Amy Olson)

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# Schedule

9:00-9:15 Arrival

9:15-10:10 Content

10:10-10:25 SEL (snack)

10:25-11:25 Related Arts

11:25-12:00 ELA Writing

12:00-1:15 Math

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
- 15 minute time limit
- 1 snack, no buffets
- Snack Ideas
  - Pretzels/crackers/chips
  - Grapes
  - Veggies
  - Granola bars



# Procedures for

## Take Home Daily

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

# 4th Grade

## Homework

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

## 4th Grade Weekly Homework Record

Student Name: \_\_\_\_\_ Week of: \_\_\_\_\_

*Students use the Homework Record to organize and plan nightly homework and other activities. Homework is checked for completion and contributes to a student's Learning Behaviors grade. Homework is not counted in a student's letter grade for any subject area!*

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Math</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>
<u>ELA</u>	<u>ELA</u>	<u>ELA</u>	<u>ELA</u>	<u>ELA</u>
<u>Other</u>	<u>Other</u>	<u>Other</u>	<u>Other</u>	<u>Other</u>

# Organization for

## Binders/Folders

- ▷ 1 Binders
  - Writing
  - 1 set of Dividers
- ▷ 4 Colored Folders
  - Blue: Math
  - Green: Content
  - Red: ELA
  - Yellow: Teacher Choice

# 4th Grade

## Other Materials

- ▷ 3 Spiral Journals, 3 composition notebooks
  - Math
  - Science
  - Into Reading
  - Word Work
  - Content #6- teacher choice
- ▷ OTHER Supplies:
  - Pencils, Eraser, Highlighter, Scissors, Markers, Colored Pencils, notebook paper

# Canvas: What to Expect



Course Homepage:



Overview



Student privacy information



Resources



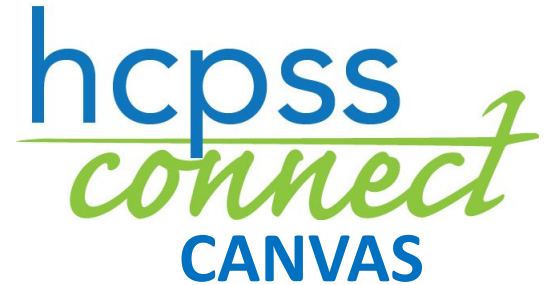
Calendar dates/events



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



# What Your Child Will Learn Guides



On Canvas via  
HCPSS Connect

[www.hcpss.org/connect](http://www.hcpss.org/connect)

Curriculum content  
overview for each

- Grade (PreK – 5)
- Subject area

# Language Arts



## Into Reading

- ▷ Researched based
- ▷ Comprehensive
- ▷ Foundational Skills
- ▷ Text Dependent Questions:
- ▷ Selected response/written response
- ▷ Focused independent reading
- ▷ Whole-group and small-group instruction
- ▷ Flexible Grouping

## Being a Writer



- ▷ The Writing Community
- ▷ The Writing Process
- ▷ Personal Narrative
- ▷ Opinion
- ▷ Informational
- ▷ Fiction
- ▷ Functional Writing

## 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

- ▷ Illustrative Math- NEW!
  - 8 Units
  - Unit 1- Finding Volume

# New Curriculum Resource for 5th Grade



## **Problem based curriculum:**

“In a problem-based curriculum, students spend most of their time in class working on carefully crafted and sequenced problems. Teachers help students understand the problems, ask questions to push their thinking, and orchestrate discussions to be sure that the mathematical takeaways are clear.”

**UNIT 1**

## Finding Volume

- Family Support Materials

**UNIT 2**Fractions as Quotients and  
Fraction Multiplication

- Family Support Materials

**UNIT 3**Multiplying and Dividing  
Fractions

- Family Support Materials

**UNIT 4**Wrapping Up Multiplication and  
Division with Multi-Digit  
Numbers

- Family Support Materials

**UNIT 5**Place Value Patterns and Decimal  
Operations

- Family Support Materials

**UNIT 6**More Decimal and Fraction  
Operations

- Family Support Materials

**UNIT 7**

## Shapes on the Coordinate Plane

- Family Support Materials

**UNIT 8**

## Putting It All Together

- Family Support Materials

# Students are able to...



Build  
conceptual  
understanding

Apply  
knowledge  
to new  
situations

Collaborate  
with peers

Communicate  
with others to  
justify their  
thinking

Critique the  
reasoning of  
others

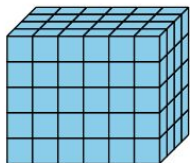
## Finding Volume

### Finding Volume

In this unit, students find the volume of rectangular prisms and figures composed of two prisms.

#### Section A: Unit Cubes and Volume

In this section, students learn to call the amount of space an object takes up **volume**. Volume is measured in cubes. For example, this prism has a volume of 120 cubes.

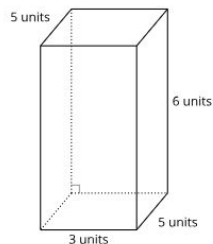


To find the volume of any prism, students can find the number of cubes in one layer and multiply that number by the number of layers. In this example, students might describe this prism as having 5 layers of 24 cubes.

They can find the number of cubes by multiplying 5 and 24. So,  $5 \times 24 = 120$ .

#### Section B: Expressions for Finding Volume

In this section, students find the volume of a rectangular prism by multiplying the side lengths or by multiplying the area of the base by the height.



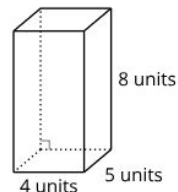
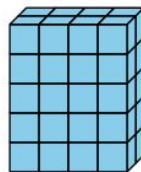
For example they can multiply the length by width by height, or  $3 \times 5 \times 6$  or they can find the bottom area by multiplying  $3 \times 5$  to get 15 and then multiplying 15 by 6. The volume of this rectangular prism is 90 cubic units.

## For Each Unit:

- Explanation of the unit, with examples
- Activities to try at home
- Questions to ask students as they work

Try it at home!

Near the end of the unit, find the volume of these figures with your student.



Questions that may be helpful as they work:

- How are the 2 problems the same? How are they different?
- Can you explain or show me how you found the volume?
- How did you know you needed that number or piece of information?



[https://im.kendallhunt.com/k5/families/  
grade-5/units.html](https://im.kendallhunt.com/k5/families/grade-5/units.html)



# 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



Disease  
Prevention



Personal  
Health



# What Do Academic Grades Look Like?

Progress toward meeting grade level standards will be reported based on multiple measures including, but not limited to, teacher observation, formal and informal assessments, classwork, and projects.

**A - *Consistently*** meets expectations (90% or higher)

**B - *Frequently*** meets expectations (80% - 89%)

**C - *Making sufficient progress*** toward expectations ( 70% - 79%)

**D - *Making insufficient progress*** toward expectations (40% - 69%)

**E - *Limited / No progress*** toward expectations (39% or below)

# Learning Behaviors

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LEARNING BEHAVIORS	1	2	3	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

We **ROAR**  
with pride!

2025-  
2026



Respectful

Organized

Always Safe

Responsible





# PBIS = Positive Behavioral Interventions & Supports

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

HCPSS 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



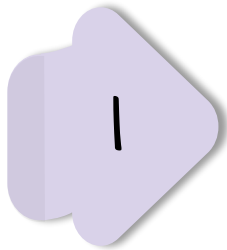


ROAR

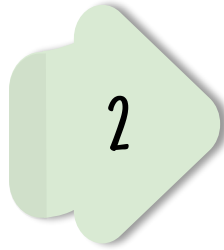
Responsible:

- Follow directions
- Be honest
- Follow the rules

# ROAR Behavior Hierarchy



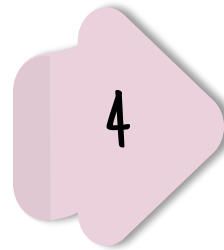
ROARing  
Positive  
Behavior



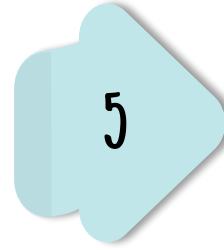
Verbal  
Warning



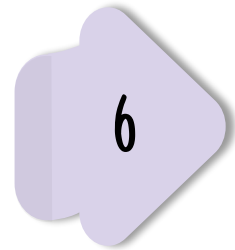
Reset #1



Suggest  
Break Space

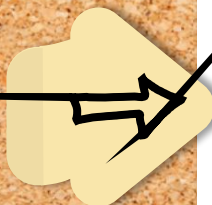


Self Check  
(not a  
consequence)



Incident  
Report (admin  
tracks and  
reviews)

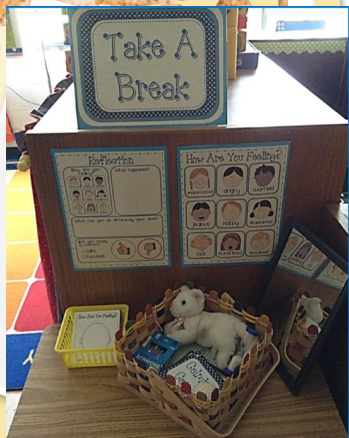




# Break Space Use



- 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

- 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.



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 (*circle all that apply*):

Respectful

Organized

Always safe

Responsible

Explain why you responded the way you did by finishing the sentence: **I wanted...**

☐ attention from an adult or another child

☐ to let \_\_\_\_\_ know I was angry.

☐ help with my work.

☐ to get away from \_\_\_\_\_.

☐ something that someone else had.

☐ to avoid doing my work.

☐ help doing my work.

☐ 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*)

Distribution: Parent - white Staff Member - yellow LES PBIS: Self Check Form, intermediate grades/2022



# Incident Report

- 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.
- If Administrator follow-up is requested by the teacher and your student's action is determined to be an Office Referral, administration will follow up with you. This does become a part of the student's permanent record.



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

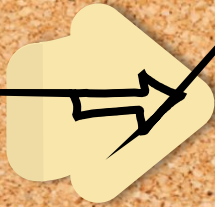
Staff signature \_\_\_\_\_

☐ Parent/guardian signature (if box is checked)

Date \_\_\_\_\_

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





# ROAR Coupons

## HOWARD COUNTY PUBLIC SCHOOL SYSTEM

- ☐ Respectful
- ☐ Organized



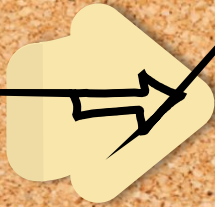
- ☐ Always Safe
- ☐ Responsible

**LISBON ELEMENTARY**

## ROAR Store

- In class, non-tangible rewards
- Menu of prizes created by classroom/grade level; ideas include:
  - Bring a stuffie to school
  - HVV pass
  - Use a pen for a day
  - Sit at the teacher's desk
  - Lunch bunch with teacher





# Pride Awards

## Quarterly Celebration

### Acknowledging:

- ROARing behaviors
- Honor roll
- Principal's honor roll

## Students receive:



- Paw: No Incident Report forms
- Gold Pencil: Honor Roll
- Blue Pencil: Principal's Honor Roll






# Celebrations



## Happy Go Home Notes



**Happy Go Home Note**

Just a note to say...

\_\_\_\_\_ had an  
**outstanding day!**

**Behavior:**

<input type="checkbox"/> Demonstrated Morning Meeting Topic of the Week	<input type="checkbox"/> Followed Directions
<input type="checkbox"/> Listened Attentively	<input type="checkbox"/> Shared With Others
<input type="checkbox"/> Hands and Feet to Self	<input type="checkbox"/> Quiet at Work Time
<input type="checkbox"/> Took Turns	<input type="checkbox"/> Quiet in the Hall
<input type="checkbox"/> Helped a Friend	<input type="checkbox"/> Used Kind Words
<input type="checkbox"/> Cleaned Up Area	<input type="checkbox"/> Tried Hard to Learn
<input type="checkbox"/> Used Materials Safely	<input type="checkbox"/> Showed Respect
<input type="checkbox"/> Worked Neatly	<input type="checkbox"/> Showed Safety
<input type="checkbox"/> Showed Responsibility	

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teacher:** \_\_\_\_\_

## Birthday Announcements

- Announced during the morning announcements
- Pencil/Sticker from teacher
- Summer birthdays:
  - August birthdays will be announced during the first week of school in 2024
  - late June/ July birthdays will be announced during the last week of school in 2025



# More Celebrations

## Golden Lion

- Only Golden coupons will be used
- Day focuses on specific desired behavior
- Random winners chosen from class and grade level baskets
- 1 Ultimate Lion + 4 Golden Lions, per grade, per day
- Tentative Dates:
  - Week 1: mid-December
  - Week 2: mid-March
  - Pop Up Days

## Lion Day

- Celebration at the end of each quarter
- Activities may include:
  - Grade level celebration
  - Team building activity
  - Cross-age buddy activities
  - Development & presentation of individual awards





# SEL



Allows the class to greet one another and work on common goals

Focuses on social-emotional development

Offers student voice

Allows for the opportunity to further develop empathy and belonging in the classroom

Occurs daily to discuss classroom goals and to work on social problem solving skills

# Related Arts

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## Library Media

Mrs. Hastings +  
Mrs. Patrick (para)

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

## Art

Mrs. Giro

Experience all different  
kinds of art mediums and  
art styles.

## Physical Education

Mrs. Lindauere +  
Mrs. Wasson

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

## Technology

Mrs. Bennett

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

## Instrumental Music

Mr. Carter

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

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

## Music

Mrs. Trueblood

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

Related Arts will continue the RAINBOW  
schedule.

# September 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Schools & Offices Closed* Labor Day	2 RED	3 ORANGE	4 YELLOW	5 GREEN	
7	8 BLUE	9 RED	10 ORANGE	11 YELLOW	12 GREEN	
14	15 BLUE	16 RED	17 ORANGE	18 YELLOW	19 GREEN	

# 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 4th and 5th grade students

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

# Helping @ Home

## Check the Take Home Folder Daily

Provide a designated homework space for your child.

**READ** with your child daily!  
Ask questions about the books they're reading! Talk about them!

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

The fastest way for students to get assistance from a teacher-talk directly to them!



# Stay Connected with Talking Points!

- Talking Points is a free tool for teachers and families.
- Send and receive messages in your language.
- Messages are translated automatically.
- You can reply in your language.



# ¡Manténgase conectado con Talking Points!

- Talking Points es una herramienta gratuita para profesores y familias.
- Envía y recibe mensajes en tu idioma.
- Los mensajes se traducen automáticamente.
- Puedes responder en tu idioma.



# How to Get Started

1. You will get a text or app invite from your school.
2. Reply to the message or download the free Talking Points app.
3. Choose your language.
4. Start messaging your teacher!

# Cómo empezar

1. Recibirás una invitación por mensaje de texto o aplicación de tu escuela.
2. Responde al mensaje o descarga la aplicación gratuita Talking Points.
3. Elige tu idioma.
4. ¡Empieza a enviarle mensajes a tu profesor!



Please select your language. TalkingPoints will auto-translate all your messages.

English



NEXT



78°F  
Mostly sunny



🔍 Search



ENG



7:23 PM  
8/14/2025

## ¡Prueba TalkingPoints en tu teléfono!

¡Descarga la aplicación móvil y utiliza TalkingPoint sobre la marcha! Escanea un código QR con tu teléfono para descargar la aplicación.



iOS



Android

## Try TalkingPoints on your phone!

Download the mobile app and use TalkingPoint on the go!  
Scan a QR code with your phone to download the app.



iOS



Android

# Open House

- Fri. 8/22 @ 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\_swaneck@hcpss.org
- melissa\_hilliard@hcpss.org

Staff hours 8:30am - 4:05pm