



Welcome to 4th Grade

Lisbon Elementary
2026-2027

Our Team

4th
Grade

Amy Ashmore (ITL)
Heather Swanek
Elizabeth Finn

RELATED
SERVICES

ELD Teacher: Kim Gjerde

Reading Specialist:

Alicia Hansen

Advanced Academic Programs:

Laura Register

Special Educator: TBD

Schedule

9:00-9:15 Arrival

9:15-9:30 SEL

9:30-10:45 Math

10:45-11:30 Language Arts

11:30-12:30 Related Arts

12:30-1:00 Lunch

1:00-1:30 Recess

1:30-2:25 Content

2:25-3:40 Language Arts

3:40-3:45 Pack Up

3:45 Dismissal



Procedures for

Take Home Daily

- ▷ Take Home Folder
 - School/PTA information
 - Homework Record
- ▷ Math journal and/or resource sheets 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

- ▷ 2 Binders (1 in.)
 - Writing, Math
 - 1 set of Dividers
- ▷ 3 Colored Folders
 - Green: Content
 - Red: ELA
 - Yellow: Home Folder Replacement

4th Grade

Other Materials

- ▷ 3 Spiral Journals, 2 composition notebooks
 - Math
 - Science
 - Into Reading
 - Word Work
 - Content
- ▷ OTHER Supplies:
 - Pencils, Eraser, Highlighter, Scissors, Markers, Colored Pencils, notebook paper

Canvas: What to Expect



Course Homepage:



Overview



Student privacy information



Resources



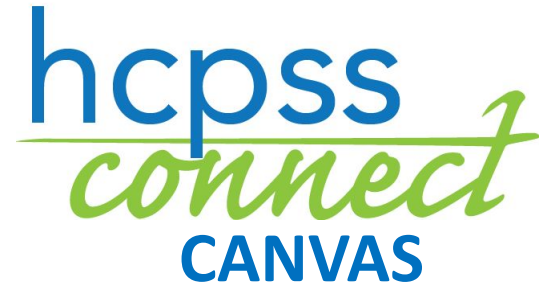
Calendar dates/events



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

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

All students will be taught with the
problem based curriculum,
Illustrative Mathematics

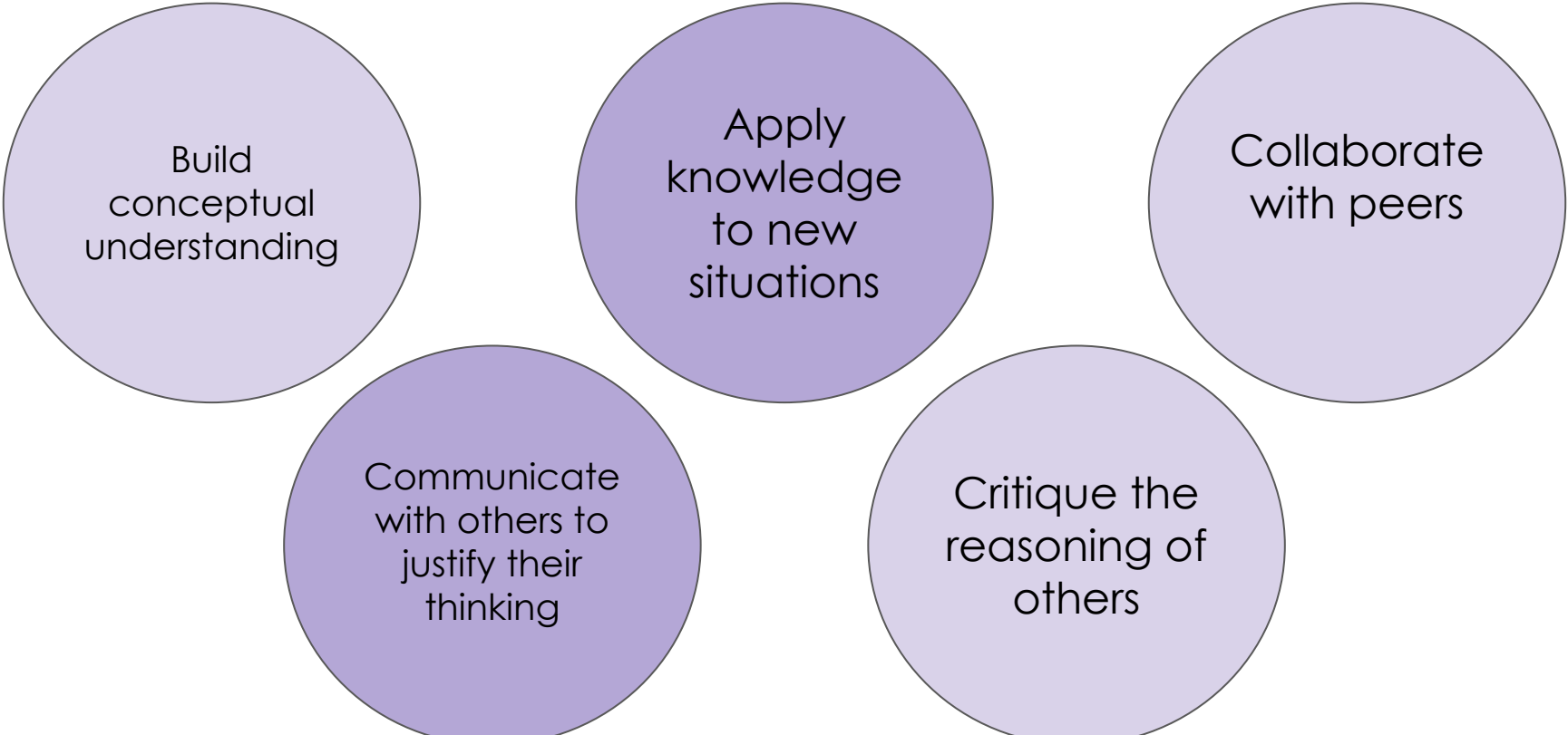
New Curriculum Resource for 4th Grade



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.”

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

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

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

We **ROAR**
with pride!

2026-
2027



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**.



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

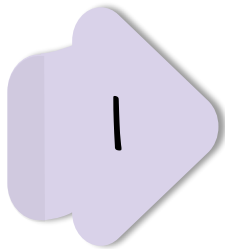


ROAR

Responsible:

- Follow directions
- Be honest
- Follow the rules

ROAR Behavior Hierarchy



ROARing
Positive
Behavior



Verbal
Warning



Reset #1

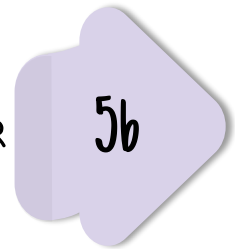


Break Space

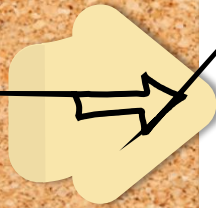


Self Check
(not a
consequence)

OR



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.
- Individual reflection tool



Lisbon Elementary School Student Self-Check Form (primary 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!

Dear Family,

- ☐ I used my RESET BUTTON and spoke to a staff member about the expectations.
- ☐ I am still having trouble showing (*circle the expectations that apply*).

Respectful Organized Always safe Responsible

- ☐ This is why I responded the way I did:

I wanted someone's attention.	I was angry with _____.	I didn't want to do my work.	I wanted to get away from _____.
I wanted help with my work.	I wanted something that someone had.	I don't know why. 	I wanted _____.

- ☐ Next time, I can _____

- ☐ I spoke to _____ about my new plan.

Your student,

(write your name on the line)

Parent/Guardian: please sign & return to school

Distribution: Parent- white Staff Member- yellow

LES PBIS: Self Check Form, primary grades/2022

Incident Report

- Staff completes with the student when student's behavior goes against the HCPSS code of conduct
- Families will receive a phone call 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

- | | | |
|--|--|--|
| ☐ Reminder(s)/Prompting | ☐ Community Building | ☐ SEL Instruction |
| ☐ Offer Help/Support | ☐ Parent/Guardian Phone Call | ☐ Skill Building with SST Staff |
| ☐ Private Conversation | ☐ Consultation with SST Staff | ☐ Other: _____ |

Observed Behavior

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

- | | | |
|---|--|---|
| ☐ Extended School Day:
☐ Before ☐ Lunch ☐ After
☐ Other: _____ | ☐ Loss of Privileges
Explain: _____
☐ School Community Service | ☐ Parent/Guardian Formal Conference
☐ Other: _____ |
|---|--|---|

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

☐ Referral to School Administration

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

Action Taken: _____

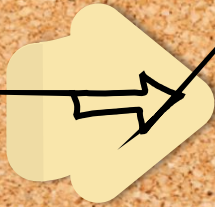
Determined to be Office Disciplinary Report ☐ Yes ☐ No

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

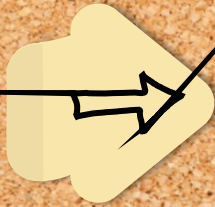


- ☐ Always Safe
- ☐ Responsible

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

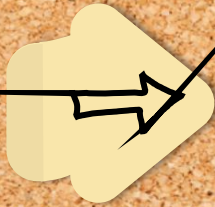
Acknowledging:

- 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:

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

Comments:

Teacher: _____

Birthday Announcements

- Announced during the morning announcements
- Pencil/Sticker from teacher
- Summer birthdays included too!

Celebrations

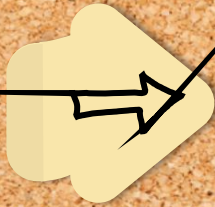
Golden Lion

- Only Golden coupons will be used
- Day focuses on specific desired behavior
- Random winners chosen from class and grade level baskets
- 1 Ultimate Lion per grade, & 1 Golden Lion per class, per day
- Tentative Dates:
 - Week 1: mid-December
 - Week 2: April
 - 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





Celebrations

Semester Celebrations

- Buddy-grade BINGO (end of Q2)
- Pumped-Up Recess (end of Q4)

Staff & Student engagement

- March - Basketball shootout
- May - Baby picture Guess Who

*Video compilations shared during all lunch shifts

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 will continue the RAINBOW schedule.

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 BOE Meeting 4 & 7 pm	13 red	14
15	16 orange	17 yellow BOE meets with PTA Presidents & CAC 7 pm	18 green	19 blue	20 Professional Work Day MSEA Convention Schools closed for students	21
22	23 red	24 orange	25 yellow	26 green BOE Meeting 4 pm	27 blue	28
29	30 red	31 orange Schools close 3 hours early. End of first marking period. No half-day Pre-K/RECC.				

Related Arts

Library Media

Mrs. Kinloch &
Mrs. Patrick (para)

Integrated lessons; radical
researching; inquiry using
the Super 3 and Big 6
methods ; 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 4th
& 5th students.

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

Physical Education

Mrs. Lindauere &
Ms. 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

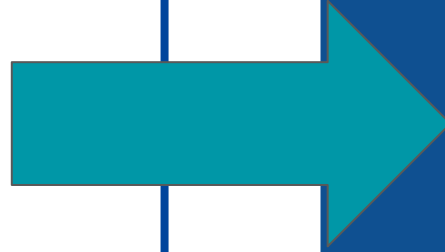
Available to all 4th and 5th grade students

ORCHESTRA

Available to all 4th and 5th grade students

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

**Gifted &
Talented
Education
Program
(G/T)**



**Advanced
Academic
Programs
(AAP)**

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.



¡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. 8/21 @ 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**

- amy_ashmore@hcpss.org
- elizabeth_finn@hcpss.org
- heather_swaneck@hcpss.org
- laura_register@hcpss.org

Staff hours 8:30am - 4:05pm