



Welcome
to 4th Grade

Lisbon Elementary
2024-2025

Our Team

4th Grade

Amy Ashmore (ITL)
Heather Swanek
Elizabeth Finn
Paraeducator: Joyce Grimes

GT

Jodi O'Connor
AJ Nath

RELATED SERVICES

Shannon Jones
Kaitlyn Bostic
Valerie Johnson (Paraeducator)
Jen Corn (Paraeducator)
Shatana McMahon (Paraeducator)
Jacqueline Meiklejohn
Alicia Hansen

Schedule

9:00-9:15	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
- 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
 - IDR
- ▶ **OTHER Supplies:**
 - Pencils, Eraser, Highlighter, Scissors, Markers, Colored Pencils

Canvas: What to Expect



Course Homepage:

Overview

Student privacy information

Resources



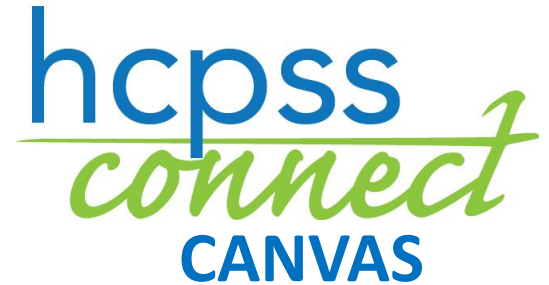
Calendar dates/events

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://hcpss.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

- ▷ 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





Standards-Based Instruction and Reporting

SBIR

Grades 3 - 5
2024-2025

What is Standards Based Instruction and Reporting?

1. Outlines consistent standards to be taught, is focused on learning goals, and sets purpose.
2. Reports student achievement *in reference to the standards they are taught* with consistent scoring practices.
3. Supports all students in reaching the standards.
4. Progress is reported compared to a standard - not compared to other students.
5. Is equitable.



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)

Academic Reporting Codes

How often are grades reported for each subject?

Subject Areas are reported QUARTERLY
Related Arts are reported SEMESTERLY.

Student performance - For grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89% - 80%)
C – Making sufficient progress toward expectations (79% - 70%)
D – Making insufficient progress toward expectations (69% - 40%)
E – Limited/No progress towards expectations (39% or below)
Learning Behaviors - Indicates student demonstration of learning
1 - Meets Expectation
2 - Making Progress Towards Expectation
3 - Limited/No Progress Towards Expectation

MATHEMATICS	REPORTING PERIOD			
	1	2	3	4
Demonstrates understanding of number, fraction, and decimal concepts				
Demonstrates understanding of addition and subtraction of different number types				
Demonstrates understanding of multiplication and division of different number types				
Demonstrates understanding of algebraic thinking, expressions, and equations				
Demonstrates understanding of geometry concepts				
Demonstrates understanding of measurement, data, and statistics				
SCIENCE				
Demonstrates use of science and engineering practices to build				

HEALTH EDUCATION

Demonstrates knowledge and skills for social and emotional health

Demonstrates knowledge and skills for violence prevention

Demonstrates knowledge and skills for personal health.

Demonstrates knowledge and skills for disease prevention.

Demonstrates speaking and listening skills to productively participate in conversations

Reporting Period: Each reporting period stands independent; the fourth marking period is not cumulative

LEARNING BEHAVIORS	LANGUAGE ARTS				MATH				SCIENCE				SOCIAL STUDIES				HEALTH EDUCATION				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Demonstrates Interpersonal Skills																					
Demonstrates Responsibility																					
Demonstrates Perseverance																					
Demonstrates Collaboration																					
Demonstrates Initiative																					

Understanding the report card: A gray box above indicates the score is not reported during the reporting period. N/A means "not available;" see report card comments for more information. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

For more information about grading and reporting, please visit <https://www.hcpss.org/report-cards>

Learning Behaviors

- Number grades 1, 2, 3 for learning behaviors
- Two pages
- Quarterly grades on first page, related arts grades and teacher comments on the second page
- Multiple measurement topics for each content area
- ***All students in a grade get the same report card***



Learning Behaviors

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

	REPORTING PERIOD	
ART	2	4
Generates and reflects on a variety of ideas to develop personal solutions		
Uses design strategies, reflects on and refines work to ensure quality		
INSTRUCTIONAL TECHNOLOGY		
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies		
Demonstrates proficient use of technology operations and computing systems		
LIBRARY MEDIA		
Demonstrates new knowledge through inquiry, critical thinking, and problem solving		
Demonstrates an appreciation of literature in a variety of topics, genres, and formats		

	REPORTING PERIOD	
MUSIC	2	4
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
PHYSICAL EDUCATION		
Demonstrates fundamental motor skills		
Demonstrates knowledge and skills related to fitness and movement concepts		
PERFORMANCE ENSEMBLE		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
SOLO ENSEMBLE		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		

Academic grades and learning behaviors for these content areas are reported semestery.

Principal

Related Arts grades

	ART		INST TECH	
LEARNING BEHAVIORS	2	4	2	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

#Error

Learning Behaviors for RA

Comment Box

Report Card Comments

All report cards include a section for written narrative comments, which will include a comment:

- Highlighting a student strength.
- Stating if a student is working on standards beyond their current grade level, if applicable.
- Providing clarification on what a student should continue to work on for any measurement topics marked “D or E”
- Providing clarification on what a student should continue to work on for any learning behaviors marked “3.”
- Providing clarification on any not applicable (N/A), if applicable.

More Information on SBIR

Access the QR code to view standards based instruction and reporting parent resources.



We **ROAR**
with pride!

2024-
2025



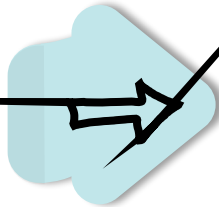
Respectful

Organized

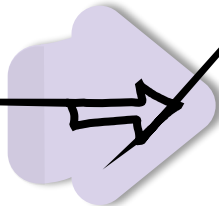
Always Safe

Responsible

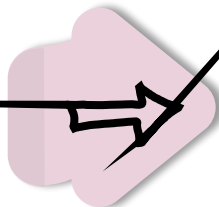
Contents



What is PBIS?



ROAR Expectations & Celebrations




Social Emotional Learning



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**.



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

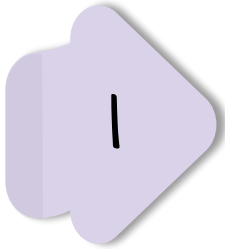


ROAR

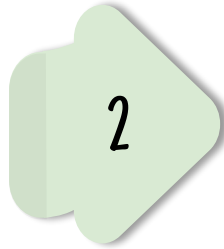
Responsible:

- Follow directions
- Be honest
- Follow the rules

ROAR Behavior Hierarchy



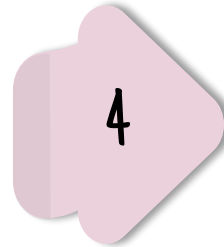
ROARing
Positive
Behavior



Verbal
Warning



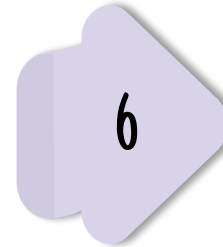
Reset #1



Suggest
Break Space



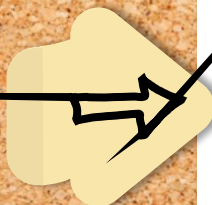
Self Check
(not a
consequence)



Incident
Report (admin
tracks and
reviews)



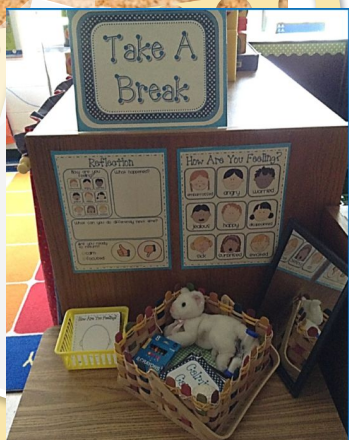
Break Space



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

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.



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)



Incident Report

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:
<input type="checkbox"/> Before <input type="checkbox"/> Lunch <input type="checkbox"/> After | <input type="checkbox"/> Loss of Privileges
Explain: _____ | <input type="checkbox"/> Parent/Guardian Formal Conference |
| <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



ROAR Celebrations



ROAR Coupons

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

- Respectful
- Organized

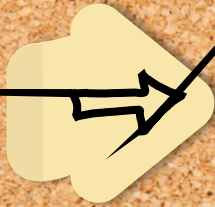


- Always Safe
- Responsible

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

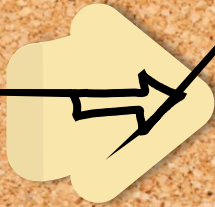
Acknowledging:

- 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
- 



Social Emotional Learning (SEL)

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

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!

Related Arts will continue the RAINBOW schedule.

September 2024

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
1	2 Labor Day Schools and offices closed (State mandated holiday)	3 red	4 orange	5 yellow	green
8	9 blue	10 red	11 orange	12 yellow	green
15	16 blue	17 red	18 orange Professional Work and Wellness Day Schools close 3 hours early. No half-day Pre-K/RECC.	19 yellow	green
22	23	24	25	26	26

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.

Helping @ Home

Check the Take Home Folder Daily

Provide a designated homework space for your child.

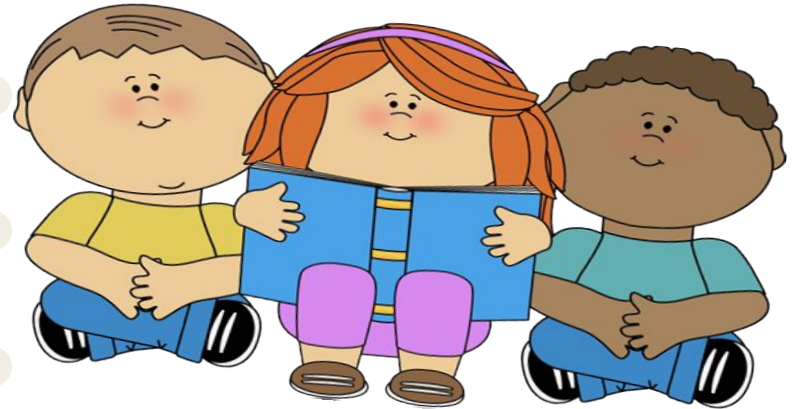
READ with your child daily!
Ask questions about the books they're reading! Talk about them!

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!

Open House

- Fri. 8/23 @ 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
- shannon_jones@hcpss.org
- kaitlyn_bostic@hcpss.org

Staff hours 8:30am - 4:05pm