

Fourth-Grade Disclosure Document 2016-2017

Miss C. Winslow, 4<sup>th</sup> Grade Teacher

801-578-8108

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### **General Information**

- Students are expected to attend school regularly, be respectful of people and property, be on time, and come prepared to learn.
- Students will be expected to participate in all class activities and discussions.
- Students are expected to follow all directions and instructions given.
- Students must behave in accordance with M. Lynn Bennion's school-wide policies including the Lion ROARS initiative and all classroom rules. Students are to be respectful of fellow students, property, and faculty at ALL times while at school.
- Students are expected to arrive at school **well-rested**, as well as **on time**. Students who eat school breakfast need to arrive at school with enough time to eat and to get to class on time.
- Students must be prepared with their school materials, finished homework, and AVID planners EACH and EVERY SCHOOL DAY.
- Students are expected to read each day for at least 30 minutes, at home.
- **Cell phones are not allowed** in class and must be checked in at the office each morning.

### **Utah State Core**

The State of Utah has developed a Core Curriculum which outlines standards of learning that are essential for all students at each elementary grade level. The curriculum includes ideas, concepts, and skills to provide a foundation on which subsequent learning may be built. The curriculum for each grade level can be accessed on the Utah State Office of Education's website at:

<http://www.schools.utah.gov/core/>

### **FOURTH GRADE MATHEMATICS**

By the end of grade four, students should have success with basic multiplication facts and related division facts. They develop fluency with multiplying multi-digit whole numbers, and use various algorithms to solve multiplication problems. Students also experience multi digit dividends with one-digit divisors. Students recognize decimal notation as an extension of the base-ten system. They relate their understanding of fractions to decimals. They generate equivalent fractions, simplify fractions, and identify equivalent fractions and decimals; compare and order whole numbers and understand decimals to the hundredths place value. Students use rounding and estimation to problem solve. Students estimate decimal or fractional amounts. Students enhance their understanding of geometry to include angles and line symmetry. Students work with formulas to solve geometry problems, including area and perimeter. They select

appropriate units, strategies, algorithms and tools for solving problems. Students use all four operations to problem solve (addition, subtraction, multiplication and division).

### **Fourth Grade Language Arts**

Students develop language for the purpose of effectively communicating through listening, speaking, writing and presenting. Students develop an understanding of how printed language works. Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing. Students develop reading fluency to read aloud grade level text. Students learn and use grade level vocabulary to increase understanding. Students understand, interpret, and analyze narrative and informational grade level text. Students write daily to communicate effectively for a variety of purposes and audiences. Students use web based resources to find primary sources for information, often for projects. Students analyze the purpose of a given text and infer meaning in text. Students use various reading and comprehension strategies to understand a text and derive information from a text. Students explore numerous literary texts (in a variety of formats such as novels, short stories, and genre studies) and compare them to nonfiction texts. Students will analyze and work with literature as a group. Students will work with AVID strategies of note-taking, and learn the Cornell Note-Taking format. Students select and choose reading materials to suit their interests as well as for assignments. Students discuss class texts and make connections based on the text. Students apply concepts of grammar into their daily writing.

### **Fourth Grade Science:**

Students will develop an understanding of Utah Ecosystems, including physical characteristics, animal adaptations, plant and animal classification, and animal behavior. Students will be able to describe each of Utah's ecosystems. Students will learn about various types of Utah rocks, soil types, weathering and erosion, and soil and plant properties. Students will study Utah fossils and how fossils help us analyze the past. Students will then study and be able to diagram the water cycle, understand properties of heat energy, basics of meteorology, and weather patterns and forecast.

### **Instructional Materials**

- Houghton Mifflin Math **Expressions**, Grade 4.
- Accelerated Reader Program (AR), computer-based reading comprehension assessment.
- McGraw Hill Reading **Wonders** Language Arts, Grade 4
- Moby Max, computer based program, internet accessible (home practice possible).
- 4<sup>th</sup> grade level literature.
- ST Math (visually based mathematical problem solving), computer-based, internet accessible (home practice possible).
- Teacher-created lessons, resources, various materials, and media presentations. The teacher may modify the schedule or content of

lessons according to the needs of the class, in order to align to the Core Standards.

- AVID (Advancement Via Individual Determination) materials to support college and career readiness. Such as planners, note taking (Cornell Notes), and organizational tools.

#### ASSESSMENTS:

Students will be assessed in a variety of ways such as: computerized tests called Interims (Salt Lake City School District Level), SAGE assessment (cumulative end-of-year exam, Utah), DIBELS reading fluency exam, as well as by teacher-created assessments.

Information about SAGE testing procedures and exams can be found at the following websites:

[www.sageportal.org](http://www.sageportal.org)

[http://www.slcschools.org/parents/sage-information.php#.V0dU\\_qTnZhE](http://www.slcschools.org/parents/sage-information.php#.V0dU_qTnZhE)

#### **Informing Parents & Grading Procedures:**

For the 2016-2017 school year, M. Lynn Bennion has adopted ClassDojo as a primary means of school-to-home communication. [www.ClassDojo.com](http://www.ClassDojo.com) is a website whereby parents can check in on student behavior at school, send *school*-related messages to the teacher, and receive weekly reports on student behavior. ClassDojo is also available as a free app for smartphones both Android-based and with Apple IOS. Instructions will be sent home the first week of school on how to access ClassDojo from your smartphone (a personalized access code will be given to parents). All messages sent through the Dojo can be reviewed by the teacher, the principal, or other faculty of M. Lynn Bennion as needed. Dojo messages are checked by the teacher Monday through Friday 8:00-3:30. If you need to contact the school about an urgent concern, contact the office of M. Lynn Bennion directly. For families **without** smartphones or internet access, weekly communication folders will be available for school-to-home communication and will be sent home with your student on a weekly basis.

#### **GRADING:**

**Power School** is the primary grading program used by Miss Winslow. Grades are calculated by point level, letter grade or participatory credit.

Students are expected to do their very best on each and every assignment or project given. Students are also expected to do their very best on all assessments including quizzes and exams. Students are graded on the quality of their work, their citizenship and behavior within the classroom and on school grounds, and for group participation during collaborative work.

To be on grade level (noted on district report cards as Level 2) in the various subject areas, students are expected to be able to demonstrate mastery knowledge for the grade level information that has been taught with minimal assistance from the teacher.

Students are allowed by district Policy S-4 to make-up work for excused absences (illness, extracurricular activities, religious observance, family activities, etc.). Make a plan with the classroom teacher on how to make up late work as soon as possible.

M. Lynn Bennion is an **AVID Elementary School**. An *AVID* planner (Advancement Via Individual Determination) is sent home each night for parents to see what homework and assignments their student might have. Parents are expected to review this planner with their student, sign it *when the assignments are completed*, and return the planner with their student the following school day. *AVID* planners will be part of a 4<sup>th</sup> grader's homework grade.

### **HOMEWORK POLICY:**

Students are expected to have their homework completed ***before*** they arrive at school each day.

The Utah State Office of Education recommends a total of ten minutes of homework per grade level (for 4<sup>th</sup> grade it is  $4 \times 10 = 40$  minutes). Homework will be sent home Monday through Thursday in the student's homework folder, located in your student's AVID binder. Language Arts homework and Math homework will take approximately 10 minutes to complete. Students are also required to read for a minimum of 30 minutes each day at home as part of their reading grade. Friday homework will consist only of 30 minutes of reading at home. If there are changes in homework, it will be noted in the student's AVID planner.

**Late Homework and Missing Homework Policy:** If a student is *unable* to bring their homework due to a family emergency, illness, or extracurricular activity, a parent **must** send a note to school explaining the circumstance, so that the student can be given more time to work on the homework. A message can also be sent through the Class Dojo. This ensures that the student receives more time to complete the homework, as well as full credit for it, when the homework is turned in. If an assignment is turned in late (without a note), it will lose points and a missing homework report will be sent home.

### **Parent Support:**

Parent support and encouragement is an essential part of a 4<sup>th</sup> grade student's success! As education is a partnership between school, teacher, parent and student, please refer to the M. Lynn Bennion School Compact to see your crucial role in supporting your student's academic growth. Ensure that your student achieves successful study habits by designating a specific study time for your student and a place whereby they can study at home undisturbed and free of distraction.

### **S.E.P. Conferences:**

S.E.P conferences are scheduled twice within the school year. Parents and students are encouraged to come together to discuss their student's work and behavior with the classroom teacher. If you would like to meet with the teacher at a different time, please contact the office at M. Lynn Bennion to schedule an appointment. The office number is 801-578-8108.

### **Instructional Practices:**

Independent work, partner work, group work, and whole class lessons and discussions are used to develop a student's thinking and learning processes. Students are given opportunities to support their classmates in the learning process (critiquing and discussing another student's work; and sharing ideas and information). Students will be evaluated on their own merits and achievement. Additionally, state and district testing guidelines and schedules will be followed.

### **Schedule:**

- As well as in-class coursework, students also attend: science, art, music (violin), computer, physical education, and library classes. Each year, students will also receive character education training and lessons from the school's counselor on topics such as cyber-bullying, bullying, sexual harassment, child abuse prevention, peaceful problem solving and conflict resolution, and character education.
- Students will also attend assemblies that focus on a variety of topics such as: blood borne pathogens, bus safety, internet safety, student performances, cultural connections, etc.
- A weekly schedule is established but is subject to change according to the needs of the class and the school.
- For major school breaks, please consult the school calendar.
- As papers, projects or other large assignments are assigned due dates will be noted in the AVID planners.
- Fieldtrip permission should be given on students' registration forms. As these types of activities are scheduled in advance a notice will be sent home.

### **Behavior and Discipline-**

Our daily classroom community matters. Where there is respect among all, great things can be accomplished, even when we have differing viewpoints. Therefore, each student in 4<sup>th</sup> grade will learn about character education, respect, community, and responsibility.

**School Pledge:** "I am an M. Lynn Bennion student with pride for myself, my school, and my class. I pledge to encourage others, be a hard worker, be on time and be prepared, be responsible for my actions and enjoy school each day."

### **GOOD BEHAVIOR PLEDGE (class):**

“I pledge to be the best I can be, in school and to those around me. I will NOT say something hurtful or do anything that is UNACCEPTABLE. I am responsible for what I do and the well-being of others, too. I am here to learn and to work hard. If I try, I CAN succeed and go far.”

### **Miss Winslow’s 4th Grade Code of Conduct:**

1. We will be polite at all times.
2. We will work quietly and not disturb others.
3. We will listen courteously when others are talking.
4. We will be friendly to other classmates.
5. We will be **truthful** and **honest**.
6. We will RESPECT Miss Winslow, our classmates, our school, our faculty and property.
7. We will be prepared for class **every** day.
8. We will arrive at class on time.
9. We will cooperate with others.
10. We will always do our **BEST**.

Students are **required** to follow our classroom code of conduct as well as **ALL** school rules.

Disciplinary action may become necessary if the student chooses to break school/class rules. Please refer to the school’s discipline policies or LION ROARS. Disciplinary action may include: verbal warnings, discussion, out-of-class redirection, teacher conference, loss of Dojo points/privileges, a phone call, a note sent home through Class Dojo, referrals to the office (principal), student-teacher-parent-administrator conferences, and referrals to the school counselor.

Disrespectful behavior and bullying is **not tolerated** in my class and will be promptly reported to the office.

### **Available Academic Support:**

M. Lynn Bennion Elementary School has various academic support systems in place to assist students in reaching their academic goals. Some of these supports include: America Reads/Counts tutoring, Lions Extended Academic Day (L.E.A.D.), Community Education Afterschool Programs and Homework Hall, in-class tutor support from paraprofessionals, and study buddy pairings (AVID). Small group interventions in-class are also in place to assist students with the classroom teacher. If you would like to sign up your student for an afterschool program or for L.E.A.D. support with a teacher, please go to the office to get an application and learn more about the great opportunities that are available to assist your student!

## Teacher's Note:

In following the school motto of "Believe Achieve Succeed", it is important for my students to know that their success is my priority. I expect my students to do their best, to be respectful in and out of the classroom, to be responsible for their work and for their actions, to complete tasks and homework in a timely manner, to come to school well rested and ready to learn, and to work hard in the classroom each and every day. Our classroom environment is one of learning, of excellence, of structure, of rules and expectations, of respect and of academic growth. I also strive to make learning enjoyable, accessible and fun, too!

Welcome to the 4<sup>th</sup> Grade!

A great academic journey awaits you!

Sincerely,

Miss C. Winslow  
***YOUR** New 4<sup>th</sup> Grade Teacher,*  
*M. Lynn Bennion Elementary School*



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### Disclosure form:

**Instructions: Parents, please sign this form. Return this portion of the disclosure document to class with your student.**



Yes, I have read Miss Winslow's disclosure document with my student. If I have any questions, I will contact Miss Winslow.

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Parent Signature

Date

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Student Signature

Date

THIS DISCLOSURE DOCUMENT IS ALSO YOUR **FIRST HOMEWORK ASSIGNMENT!** TURN THIS PAPER IN (SIGNED BY BOTH PARENT AND STUDENT) TO RECEIVE 10 points!

GRADE: