**Greenwood 4th Grade**

**Office phone: 836-5952**

**Email:** [**MABroaddus@MissouriState.edu**](mailto:MABroaddus@MissouriState.edu)

**Classroom #117 Office #113**

Welcome to fourth grade! I consider it a privilege to know and teach your child. This will be a year to learn, grow, and challenge each other. Our theme this year is, “Super-Hero Student”. Students will set goals and, with hard work, hopefully achieve them and even go beyond what they think is possible.

**Arrival/Dismissal**

Students should report to the classroom at 8:00 a.m. The first few minutes of the day are very important for students to get organized for the day. **School begins promptly at 8:00**.

Students will line the halls for carline at 2:45 p.m. Each family should have a car tag, which makes the process go quickly. If your child is riding home with someone other than a parent/guardian or staying for a meeting after school, please send a note or email me the day before or morning of the event so I am sure to have them in the right place.

The 2016-2017 schedule is on the next page.

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**FOURTH GRADE 2016-2017**

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| --- | --- | --- | --- | --- | --- |
|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| 8:00-8:30 | Planner  **8:10-8:50**  Reader’s | Planner  **8:10-8:55**  Reader’s | Planner  **8:10-8:55**  Reader’s | Planner  **8:10-8:55**  Reader’s | Planner  **8:10-8:50**  Reader’s |
| 8:30-9:00 | Workshop  *RR Break* | Workshop  *RR Break* | Workshop  *RR Break* | Workshop  *RR Break* | Workshop  **8:50-9:10**  Spelling Test  **9:10**  *RR Break* |
| 9:00-9:30 | **8:55 -9:35**  Writer’s Workshop | **9:00 -9:45**  Writer’s Workshop | **9:00 -9:45**  Writer’s Workshop | **9:00 -9:45**  Writer’s Workshop | **9:15-9:55**  Writers Workshop |
| 9:30-10:00 | **9:35 -9:55**  Word Wisdom | **9:45 -10:05**  Word Wisdom | **9:45 -10:15**  Word Wisdom | **9:45 -10:05**  Word Wisdom |  |
| 10:00-10:30 | Spanish | **10:05-10:25**  Social Studies | **10:15-10:30**  Handwriting | **10:05-10:25**  Social Studies | Vocal Music |
| 10:30-11:00 | Science  (10:35-11:20) | Library | Science  (10:35-11:20) | Art  (10:30-11:20) | Science  (10:35-11:20) |
| 11:00-11:25 | Multiplication Test/ Read aloud |
| 11:25-11:55 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:55-12:20 | Recess | Recess | Recess | Recess | Recess |
| 12:20-1:10 | Math  *RR Break* | Math  *RR Break* | Math  *RR Break*  READING BUDDIES  (1:10-1:30) | Math  *RR Break* | Math  *RR Break* |
| 1:10-1:45 | Library  (1:15-1:45) | Band  (1:10-1:40) | PE  (1:30-2:00) | Band  (1:10-1:40) | Social Studies |
| 1:45-2:15 | Current Events  OR  Math Centers/Pack Up (1:45-2:10) | PE  (1:40-2:10) | Spanish (2:00-2:30)  **2:30-2:40**  Pack Up | **1:40-2:10**  Handwriting/  Multiplication Test/Read Aloud/Pack Up | Guidance |
| 2:15-2:40 | Computers  (2:10-2:40) | **2:10-2:40**  Social Studies/ Pack Up | Computers  (2:10-2:40) | SUPER-HERO STUDENT/  Handwriting/ Read Aloud/Pack Up |
| 2:40-2:45 | Car Line | Car Line | Car Line | Car Line | Car Line |

**Classroom Standards**

Our class will discuss classroom standards the first few days of school. The students may make some changes, but our main rules are as follows:

Be safe: Keep hands, feet, and other objects to self.

Be respectful: Treat classmates, teachers, and visitors with respect. Take care of school property.

Be responsible: Be on time, organized, and ready to participate with my best effort.

Students who are struggling with these standards and not allowing the classroom to function as an effective learning environment will first be given a warning. If the behaviors continue, a responsibility plan will be filled out by the student. A responsibility plan is to determine the area that needs improvement and figure out a way to improve it. The responsibility plan will be signed by the student and parent.

Students who receive no responsibility plans or just one for the month will earn a reward. The reward will be early in the following month and parents will receive notice of the exact day. These rewards will be different each month and could include lunch outside, an ice cream trip across the street, reading or drawing time outside, etc.

Students earning four or more responsibility plans in a month will receive detention with Dr. Snodgrass. While in detention, the student will write a letter to me explaining the changes he/she will make to become a successful participant in the classroom. The letter must be at least two paragraphs and in proper letter format.

**Responsibility Plan 2016-2017**

Greenwood’s Mission and Vision

Our ***mission*** is to support Missouri State University as a laboratory of best practices in teaching and to prepare students who are knowledgeable, creative, caring and engaged citizens.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # \_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As an important member of the FOURTH GRADE, I will…

1. Be prepared, on time, and give my best effort.
2. Be respectful to myself, other people, and property.
3. Be respectful to the learning process.

I received a responsibility plan for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

I broke rule number \_\_\_\_. Please write out the rule. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My plan for preventing this from happening again is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Homework / Planners**

Students will be given planners the first day of school. They will be expected to write down homework assignments each day, as well as due dates for book reports, projects, tests, etc. I ask that parents look at the planner, check over the homework, then **sign the planner each night**. Planners will be checked and marked Monday mornings when the students go to Spanish. **Students are responsible for having parents sign the planner.**  Students will be given four “freebees” each quarter. This means that the students can miss a signature four times before any action on my part is taken. If students go over the four “freebees”, there will an email sent, and if there continues to be no parent signature in the planner, a responsibility plan will be given to the student to fill out.

Students will have homework most nights. Homework will usually consist of math, spelling, and reading. Sometimes unfinished class assignments will become homework and should be written down in the planner. Homework is due at 8:00 a.m. **Any homework not completed will be worked on the first half of recess the following day.** **Ten percent will be deducted the first late day, fifty percent the second late day, and a zero will be given on the third day.**

**Assignments / Attendance**

An assignment is anything we are working on in class, a project, etc. that has a due date. All assignments should be labeled in the upper right corner with name, number, date, and subject with page # and problems. We will work on this as school starts. Papers with no name will lose a point.

Assignments are due at 8:15 a.m. on the due date**. Late work will be accepted up to two days after the due date with twenty percent being deducted each day.**

Students who have an excused absence will be given one day for each day missed to make up work. If you would like the work brought home by another student just let me know by lunch so I can get it together.

Consistent attendance is so important for students. It teaches them responsibility, work ethic, and many other valuable lessons. I understand that students get sick and situations arise that make an absence unavoidable. As my partners in educating your children, thank you in advance for making sure your children are at school.

**Progress Reports**

Progress reports will be sent home periodically so that parents are aware of grades throughout the semester. This will also help us identify weak areas early and allow us to get additional help if necessary.

**Grades**

In fourth grade students receive a percentage grade in Word Study, Math, Writing, and Social Studies. Percentage grades are as follows:

**A** 100%-93% **A-** 92%-90%

**B+** 89%-88% **B** 87%-83% **B-** 82%-80%

**C+** 79%-78% **C** 77%-73% **C-** 72%-70%

**D+** 69%-68% **D** 67%-63% **D-** 62%-60%

**F** Below 60%

All other areas are evaluated as follows:

M – Meeting expectations

P – Progressing

N – Needs Improvement

Grades in all areas will be based on performance, daily participation in class, test performance, and teacher observation/evaluations.

**Birthdays**

Feel free to send birthday treats to school. The birthday student will be allowed to pass out the treats at lunch.

**Cell Phone/Electronics Policy**

Students may not use a cell phone during the school day. Students will need to keep all cell phones and electronics in their backpacks.

**Super-Hero Student of the Week**

Since our theme is, “Super-Hero Student,” one student will be featured each week as the “Super-Hero Student”. Each student will fill out a poster and share it on Friday of his/her week. The poster will be displayed in the classroom all week. The Super-Hero Student may bring in one item to share with the class and a healthy snack on Friday if he/she chooses to. Please do not bring animals.

SUPER-HERO STUDENT SCHEDULE 2016-2017

Jackson – Aug. 29 Spencer – Jan. 16

Katy – Sept. 5 Anna – Jan. 23

Erik – Sept. 12 Silas – Jan. 30

Tara – Sept. 19 Eva – Feb. 6

Lachlan – Sept. 26 Chance – Feb. 13

Fatima – Oct. 3 Minal – Feb. 20

Enzo – Oct. 10 Collin – Feb. 27

Sutton – Oct. 17 Sophie – March 6

Aidan – Oct. 24 Hett – March 20

Steven – Oct. 31 Sohum – March 27

Kaylee – Nov. 7 Braden – April 3

Nathan – Nov. 14 Nate – April 17

Grace – Nov. 28 Elseya – April 24

Davis – Dec. 5

Gracie – Dec. 12

**Independent Reading**

Students will read books in book club during class. They are also expected to read thirty minutes each day outside of class. Students are encouraged to read Mark Twain nominee books, but this is not a requirement. Students will complete one book report each month, with the exception of December, January, and May. A total of six book reports, ***three on fiction books and three on nonfiction books***, will be completed by the end of the year. Students will choose which type of book report they want to complete from a list I will give them early in the year. Books must be at least on a fourth grade level.

**Listening and Speaking**

Fourth grade students will use active listening skills in the classroom. This is important when the teacher is talking and when students are presenting. Students will have various opportunities to share their work with the class. They will be encouraged to share writing, book reports, current events, etc. At times, presenting an assignment to the class will be optional, but other times it will be required.

Common Core Standards: (Covered on an ongoing basis)

SL.4.1 – SL.4.3 – Understand and talk about what is heard

SL.4.4 – SL.4.6 – Students can share what they know

**Mathematics**

We use the *Envision Math Common Core* program at Greenwood. We will begin the year with multiplication and division facts, and then move into patterns. It is very important for students to have a good grasp of multiplication facts 1-10. Students will be practicing basic multiplication, learning multiplication by one and two-digit numbers, practicing basic division, and learning division by one-digit numbers. We will also describe geometric figures, develop spatial reasoning, measure, compare fractions, and work with decimals. Students will have math homework just about every night.

Common Core Standards

4.0A.1 –40A.5 - Use the four operations (+, -, x, /) to understand math (covered 2nd quarter)

4.NBT.1-4.NBT.6 – Use number sense and place value to understand math (covered 1st quarter, 2nd quarter, or 3rd quarter)

4.NF.1 – 4.NF.7 – Use fractions to understand math (covered 4th quarter)

4.MD.1 – 4.MD.7 – Use measurement and data to understand math (covered 3rd and 4th quarters)

4.G.1 – 4.G.3 – Use geometry to understand math (covered 3rd quarter)

**Social Studies**

Our main focus is Missouri History. We will begin the year with government. Next we will move to the earliest people living in this area and learn how Missouri was formed. Students will learn Missouri state history, geography, and culture. On Fridays, students will bring home a *Current Event Form* to complete and return on Monday. We will use this, as well as *Time for Kids*, to discuss current events.

Grade Level Expectations

#1: Knowledge of th4 principles expressed in documents shaping republic in the United States; identify why Missouri has a constitution and laws, identify rights in the Bill of Rights, explain major purpose of the Constitution and Bill of Rights (1st quarter)

#2: Knowledge of principles and processes of governance systems; three branches of state government (1st quarter)

#3a: Knowledge of continuity and change in the history of Missouri and the U.S.; Missourians who have made contributions to our state and national heritage, settlements in Missouri of people of Europe or African heritage, Missouri statehood, Missouri Compromise, westward expansion, contributions of Thomas Jefferson, LA Purchase, Lewis and Clark Expedition, Missouri’s role in Civil War, evaluate the impact of westward expansion on Native Americans in Missouri, changes in Missouri since the Civil War (3rd or 4th quarter)

#4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand); saving, investment, supply, demand, consequences of economic decisions, consumers, environment, taxes (4th quarter)

#5: Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment; maps, locate large cities in Missouri, human characteristics of a place, compare regions, use geography to interpret the past (1st and 2nd quarter)

#6: Knowledge of relationships of the individual and groups to institutions and cultural traditions; how needs are met by organizations, resolving conflict (3rd quarter)

#7: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, and documents); use visual, graphic, and auditory aids, primary and secondary sources, media resources, artifacts, create and use graphics to enhance studies (all year)

**Reader’s Workshop/Writer’s Workshop**

I will be using the workshop approach in reading and writing. For reading this means students will be divided into book clubs. Each book club will read a book, meet with me on a regular basis, and complete various assignments for that book. We will focus on traits such as comprehension, writing a summary, character, setting, plot, making inferences, making connections, and visualization. With nonfiction text students will be asked to identify text elements, find important information, and develop vocabulary.

In writing this means I will have a short mini-lesson, then students will be given time to write. I will meet individually with students during this time. Students will have specific writing assignments, but once those are completed, they can choose the type of writing they most enjoy or want to try. Mini-lessons are used to focus on skills such as grammar, parts of speech, organization, word choice, etc. Some forms of writing fourth graders will complete this year are friendly letters, narrative writing, expository writing, descriptive writing, and others. Fourth graders should be able to write a proper paragraph, as well as longer, more developed pieces.

Common Core Standards: Reading (covered on an ongoing basis)

RL.4.1 – RL.4.9 – Read and understand fourth grade fiction

RI.4.1 – RI.4.9 – Read and understand fourth grade nonfiction

RF.4.3 – Analyze words and use phonics to help read fourth grade words

RF.4.4 – Read with fluency and accuracy

Common Core Standards: Writing (covered on an ongoing basis)

W.4.1 – W.4.3 – Write different types of writing

W.4.4 – W.4.6 – Make writing better

W.4.7 – W.4.10 – Use research to help in writing

Common Core Standards: Language (covered on an ongoing basis)

L.4.1 – L.4.2 – Use grammar knowledge when writing and speaking

L.4.3 – Use language knowledge in different situations

L.4.4 – L.4.6 – Figure out what words mean and use them in different situations

**Science**

Students will attend a science lab three times a week with Mrs. Jennifer Grace.

**Plagiarism and Cheating**

This is a very prevalent issue in education. The students are seated closely, so we will take every precaution possible to keep cheating from happening. Students will be working together on some assignments, but I will be **very clear** when that is not acceptable. If a problem arises, a warning will be given. The second offense will warrant a conference with the teacher and student, and if there is a third offense, the parents will be called in for a conference. At any time, I reserve the right to give a zero for the assignment or have the student redo the assignment.

**Disabilities**

To request academic accommodations for a disability, contact the Director of Disability Services, Plaster Student Union, Suite 405, (417)836-4192, or (417)836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to Disability Services prior to receiving accommodations. Disability Services refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417)836-4787, <http://psychology.missouristate.edu/ldc>.

**Non-Discrimination Policy**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417)836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor’s Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

**Greenwood Parent/Student Handbook**

Please refer to the Greenwood Handbook for school policies and procedures not addressed in the Fourth Grade Handbook.

Mrs. Marilyn Broaddus, 4th grade

Greenwood Laboratory School

CLASSROOM SUPPLIES FOR STUDENTS

Backpack of some kind

1, 3-ring, 1-11/2” binder for Writer’s Workshop

4 packages notebook paper

3 composition notebooks; 1 for Reader’s Workshop, 1 for Social Studies, 1 for Science

1 box, 24 count pencils, yellow, #2, ***sharpened***

1 pencil sharpener

1 box crayons – label with your name

1 box colored pencils – label with your name

1 package White board markers with eraser; ***do not bring spray cleaner***

2 dry erase markers (Spanish)

Black, blue, green, and red pens (1 of each)

Construction paper – Multi-colored, 9”X12”: girls

Multi-colored, 12”X18”: boys

4, 2 pocket folders with brads (red, yellow, blue, green)

**Boys**: 2 packs paper towels

**Girls**: Ziploc baggies – sandwich size or gallon size

2 boxes of Kleenex

Pencil box – label with your name

Pink eraser

Scissors – label with your name

2 packages glue sticks (1 for classroom and 1 for Science) – label with your name

Bottle of Elmer’s glue - optional

Washable markers – optional – label with your name

**Girls**: 1 box of band aids **Boys**: 1 container Clorox/Lysol wipes

1, 12” ruler

1 yellow highlighter

1 package 4”X6” index cards, white

***Flash drive labeled with your name Ear buds in baggy labeled with name***

A water bottle is optional. If you would like to bring one please be sure it has a pop-up sip top to drink out of instead of taking the entire lid off to drink. We have to be very careful with liquid around the computers.

Some items will be shared in the classroom. As the year progresses we may need to resupply our shared items.

The following items are for Science class.

* 1 package of glue sticks (listed previously)
* \*1 black composition notebook (listed previously)

Fourth Grade Spanish Supplies

2 dry erase markers (shared supply – do not label) (previously listed)

**Signature Page (Return first week of school)**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(student name), have read and understand the policies and procedures of Mrs. Broaddus’ fourth grade classroom.

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

Student signature Date

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

Parent signature Date

Family Contact Information

Mother: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_