

Greenwood 4th Grade

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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, "Spotlight 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 by 8:10 a.m. The first few minutes of the day are very important for students to get organized for the day. **School begins promptly at 8:15.**

Carline begins between 2:55 and 3:00 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 2023-2024 schedule is on the next page.

FOURTH GRADE 2023-2024

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:25	Planner	Planner	Planner	Planner	Planner
8:25-9:20	Math	Math	Math	Math	8:25 – 8:45 Spelling Test
	RR Break	RR Break	RR Break	RR Break	8:50 – 9:10 Reading Buddies
9:20-10:00	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	9:10 – 9:20 RR Break 9:20-10:05 Science
10:00-10:40	Writer's Workshop	10:05 – 10:40 Reader's Workshop	10:05 – 10:40 Reader's Workshop	Writer's Workshop	10:05 – 11:00 Math
10:40 – 11:10	Spelling Word Wisdom	Spelling Word Wisdom <i>Handwriting</i>	Spelling Word Wisdom	Spelling Word Wisdom <i>Handwriting</i>	11:00 – 11:10 RR Break
11:10 – 11:40	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 – 12:45	Art 11:40-12:30	Spanish 11:40-12:10 Wellness 12:15-12:45	Wellness 11:45-12:15 Guidance 12:15-12:45	Computers 11:45-12:15 Spanish 12:15-12:45	Wellness 11:45-12:15 Library 12:15-12:45
12:45 – 1:15	Library (check out) 12:30 – 1:00 RR Break	12:45 – 1:05 Social Studies	Recess	Recess	Recess
1:15-1:45	Recess 1:05 – 1:35	Recess 1:05 – 1:35	Recess 1:05 – 1:35	Recess 1:05 – 1:35	Recess 1:05 – 1:35
1:45 – 2:00	Science 1:35 – 2:05	Science 1:35 – 2:05	Science 1:35 – 2:15	1:45-2:25 Social Studies RR Break	RR Break
2:00-2:45	2:05 – 2:45 Social Studies Current Events Class Meeting Multiplication Test	2:15-2:45 Library (check out)	2:25 – 2:45 Social Studies	2:25-2:45 Sharing/Read Aloud	2:05 – 2:20 <i>Spotlight Student</i> 2:20 – 2:45 Social Studies
2:45 – 3:00	Pack Up/Car Line	Car Line	Pack Up/Car Line	Pack Up/Car Line	Pack Up/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 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 plan will be signed by the student and parent.

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 2023-2024

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 on time, organized, and ready to participate with my best effort.
2. Be respectful to myself, other people, and property.
3. Be respectful to the learning process.
4. Be safe: keep hands, feet, and objects to myself.

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 each Monday when the students are out of the room. **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 8:15 a.m. **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 the middle of each quarter 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 and turned off.

Spotlight Student of the Week

Since our theme is "Spotlight Student," one student will be featured each week as the "Spotlight 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 "Spotlight Student" may bring in something to show the class. (Please nothing breakable/no pets)

SPOTLIGHT STUDENTS 2023-2024

Aug. 28 - Maebel Mardis

Sept. 4 - Phillip Compton-Haseltine

Sept. 11 - Will Axford

Sept. 18 - Parker Usery

Sept. 25 - Caroline Ezell

Oct. 2 - Ethan Owen

Oct. 9 - Gwendolyn McQueary

Oct. 16 - Emmett Tummons

Oct. 23 - Sadie Hinkley

Oct. 30 - Darsh Modhia

Nov. 6 - Katherine Causa

Nov. 13 - Aprameya Prakash

Nov. 27 - Camryn Mullis

Dec. 4 - Sydney Wallace

Dec. 11 - Kaya Shah

Jan. 15 - Sam Seagrave

Jan. 22 - Prachi Jagarapu

Jan. 29 - Drew Vincel

Feb. 5 - Harper Burch

Feb. 12 - Rob Bieker

Feb. 19 - Maren Altrup

Feb. 26 - Van Lewis

March 4 - Anaiya Gugnani

March 18 - Baron Brown

March 25 - Savannah Bieker

April 1 - Sammy Ward

April 8 - Hanna Coutchie

April 15 - Hannah Reinbold

April 22 - Aendri Srivastava

April 29 - Josephine Ringer

Independent Reading

Students will participate 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 per quarter. A total of four book reports, ***two fiction books and two 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.

ELA Missouri Learning Standards: Grade-Level Expectations (Covered on an ongoing basis)

1A, 2A, 3A, 4A: Listen for a purpose and entertainment. Speak effectively in collaborative discussions and when presenting.

Mathematics

We use the *McGraw-Hill My Math* program at Greenwood. We will begin the year with place value, 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.

Mathematics Grade-Level Expectations

Number Sense and Operations in Base Ten

**Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million.

Number Sense and Operations in Fractions

**Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

**Extend understanding of operations on whole numbers to fraction operations.

**Understand decimal notation for fractions, and compare decimals to fractions. (Denominators of 10 or 100)

Relationships and Algebraic Thinking

**Use the four operations with whole numbers to solve problems.

****Work with factors and multiples.**

****Generate and analyze patterns.**

Geometry and Measurement

****Classify 2-dimensional shapes by properties of their lines and angles.**

****Understand the concepts of angle and measure angles.**

****Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

Data and Statistics

****Represent and analyze data.**

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. One or two Mondays a month, students will present Current Events. The form is on the website and can be printed off from there. We will use this, as well as *Time for Kids*, to discuss current events.

Grade Level Expectations

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.

****Purposes and principles of the Declaration of Independence, Constitution, and Bill of Rights.**

**Role of citizens and governments in carrying out constitutional principles.

**Character traits and civic attitudes of significant individuals.

**Knowledge of the symbols of Missouri.

Knowledge of principles and processes of governance systems.

**Purposes and roles of government; dispute resolution; processes of governmental systems in decision making; functions of governmental systems.

Knowledge of continuity and change in the history of Missouri and the United States.

**Understand the movement of people from many regions of the world to North America.

**Historical perspective/Thinking/Passage of time.

**Knowledge of the contributions of significant persons in U.S. history/Perspectives on the American Revolution.

**Political developments and reform movements in the U.S./Westward Expansion and settlement in the U.S.

Knowledge of economic concepts and principles.

**Knowledge of basic economic concepts/Understanding the consequences of economic decisions and various types of taxes.

**Factors that influence the economy.

Knowledge of major elements of geographical study and analysis and their relationship to change in society and the environment.

**Reading and constructing maps/Understanding the concept of location to make predictions and solve problems.

**Understanding the concept of place/Relationships within places/Human-Environment Interactions.

**Understanding relationships between and among places and regions.

**Using geography to interpret, explain, and predict.

Knowledge of relationships of the individual and groups to institutions and cultural traditions.

**Cultural characteristics of all people/Methods of resolving conflicts/Ideas and beliefs of different cultures.

**Cultural heritage and preservation/Changing of roles of various groups.

Knowledge of the use of tools of social science inquiry.

**Identify, select, analyze, and evaluate resources to create a product of social science inquiry/Use visual tools to communicate information and ideas.

**Understanding and supporting fact, opinion, bias, and point of view in sources/Conducting and presenting research with appropriate resources.

**Developing a research plan identifying resources/Conducting and presenting research with appropriate resources/Supporting a point of view.

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 a 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.

Reading Grade-Level Expectations (covered on an ongoing basis)

Develop and apply skills to the reading process.

****Comprehension/Vocabulary/Making Connections/Independent Text.**

Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

****Fiction-summarize, describe character traits, compare and contrast, point of view, etc./Poetry-explain structural elements of poetry/Drama-analyze how characters change from beginning to end.**

Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, opinion, persuasive) from a variety of cultures and times.

****Use text features to locate information/Analyze persuasive text/Explain similarities and differences in fiction and nonfiction texts.**

****Distinguish fact from opinion/Explain author's purpose.**

Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.

****Develop understanding of media and its components.**

Understand how English is written and read.

****Develop phonics by decoding words and reading root words, prefixes, and suffixes.**

****Read texts with fluency by using context to confirm or self-correct word recognition.**

Writing Grade-Level Expectations (covered on an ongoing basis)

Apply a writing process to develop a text for audience and purpose.

****Use prewriting to develop a draft; revise and edit the draft for main idea, beginning/middle/end, audience and purpose, etc.; publish writing.**

Compose well-developed writing texts for audience and purpose.

****Write opinion texts supported by facts and details; write informative texts using an introduction and relevant vocabulary; write fiction or nonfiction narratives and poems using setting, dialogue, and organization.**

Gather, analyze, evaluate, and use information from a variety of sources.

****Apply the research process to create a research question and identify relevant sources; convert visual data into written notes; differentiate between paraphrasing and plagiarism.**

Language Grade-Level Expectations (covered on an ongoing basis)

Communicate using conventions of English language.

****In speech and written form, apply standard English grammar to use and order adjectives, use progressive verbs to show past, present, and future, use subject/verb agreement, etc.**

****In written text punctuate a dialogue between two or more characters, capitalize proper nouns, etc.**

The following link will take you to the DESE sight where you can view standards in more detail.

<https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

Science

Students will have science four times a week with Mrs. Kayla Thomas. Information can be found on the website.

Artificial Intelligence

AI is part of the new technological landscape. Per Missouri State University policy, students are not to use AI when producing original work.

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

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be

prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

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/.

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" binder for Writer's Workshop

2 packages wide ruled notebook paper

2 composition notebooks; we will split one in half for Reader's Workshop and Social Studies; the other one is for Science (put name on each)

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

1 pencil sharpener

1 box crayons (24 count) - label with your name

1 box Twistable colored pencils - label with your name

1 dry erase marker (any color) with eraser; do not bring spray cleaner

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

4, 2 pocket folders (**red, yellow, blue, green**)

Boys: 1 large bottle hand sanitizer **Girls:** 1 box of Ziploc baggies - **sandwich size**

Boys: 1 containers Clorox/Lysol wipes **Girls:** 1 package Band-Aids

All Students: 1 container Clorox/Lysol wipes for Art

2 boxes of Kleenex

2 packs paper towels

Pencil box (8"x5"x2") - label with your name (this size fits best in a desk)

Pink eraser

Scissors - label with your name

4 small glue sticks - label with your name

Bottle of Elmer's glue - *optional*

Washable markers - *optional* - label with your name (classroom)

1, 12" ruler

1 yellow highlighter

1-package 4"x6" index cards, white, lined

***Flash drive labeled with your name
with name***

Ear buds in baggy labeled

A water bottle is encouraged. Please be sure it has a pop-up sip top to drink out of instead of taking the entire lid off to drink. We must be very careful with liquid around the computers.

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: _____

