Welcome to the 4th Grade’s Curriculum Night Presentation!!!

Tuesday, August 20, 2019
General 4th Grade Info

• Birthday treats- BFES policy is that all edible store bought item’s ingredient labels should be emailed to the homeroom teacher. The picture will then be emailed out to parents to verify ingredients 48 hours before the treat is to be distributed.

• Change of Dismissal- ALL changes in dismissal should be done by note addressed to your child’s block 2 teacher, or by calling Ms. Rountree at the front desk. We can not accept changes via email.

• Communication- The 4th grade teachers will provide a weekly newsletter via email that will update you on important upcoming dates, skills taught, etc. This communication will come from the block 1/homeroom teacher.

• Preferred communication- Our preferred method of communication is email. We also want to share that we operate off the 24 hour turn around Monday-Friday. You should hear from us within that time frame. If for some reason you don’t, please reach back out to us.

• Other forms of communication- Friday folders will go home weekly with important papers. Graded papers will go home every other week. Grades will be posted regularly in Infinite Campus. You can view student grades online through this system. Should you have questions pertaining to a particular assignment, feel free to reach out to that teacher.
Volunteers

- If you are planning on coming in to volunteer within the classroom, please make sure that you are volunteered trained. It takes about 48 hours for the training to take effect in our system.
Important Semester 1 Dates:

- RFF Day/BFES Teacher Workday - August 30th
- Labor Day Holiday - September 2nd
- Teacher Workday - October 11th
- Columbus Day Holiday - October 14th
- Night Under the Stars - October 25th
- RFF Day/BFES Teacher Workday - Monday, November 4th
- Election Day/Teacher workday - Tuesday, November 5th
- Thanksgiving Break - November 25th – 29th
- Winter Break - Monday, December 23rd – Friday, January 3rd
Important Semester 2 Dates:

• 1st Day of Second Semester– Monday, January 6th
• MLK Holiday/No School– January 20th
• President’s Day Holiday/No School– February 17th
• Teacher workday– Friday, March 13th

**RFF Day/ BFES Teacher Workday**– Monday, March 16th

• Spring Break– April 6th – 10th
• Last day of school– May 22nd
# Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10-7:40</td>
<td>Arrival</td>
</tr>
<tr>
<td>7:40-7:45</td>
<td>Announcements</td>
</tr>
<tr>
<td>7:45-10:05</td>
<td>Block 1 (with snack)</td>
</tr>
<tr>
<td>10:05-11:30</td>
<td>Block 2</td>
</tr>
<tr>
<td>11:32-12:02</td>
<td>Lunch (with block 2)</td>
</tr>
<tr>
<td>12:10-12:40</td>
<td>Recess</td>
</tr>
<tr>
<td>12:40-1:25</td>
<td>Specials</td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Block 2 continued…</td>
</tr>
<tr>
<td>2:20</td>
<td>Dismissal begins</td>
</tr>
</tbody>
</table>
Mrs. Midyette’s Special Schedule
(12:40-1:25)

• Monday- PE with Ms. Dunn
• Tuesday- Career Tech
• Wednesday- PE with Ms. Dunn
• Thursday- Music with Ms. Philpot
• Friday- Art with Ms. Elder
BFES

Behavior Expectations
# Elementary School

**Birmingham Falls Bobcats Show PAWS!**

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Responsibility</td>
<td>Attitude</td>
<td>Wise Choices</td>
<td>Safety</td>
</tr>
<tr>
<td><strong>Instructional Settings</strong></td>
<td>Follow directions</td>
<td>Use good manners</td>
<td>Respect classroom property</td>
</tr>
<tr>
<td><strong>Cafeteria</strong></td>
<td>Clean up your area</td>
<td>Follow adult directions</td>
<td>Eat only the food that belongs to you</td>
</tr>
<tr>
<td><strong>Hallway</strong></td>
<td>Quiet hallways</td>
<td>Be mindful of others</td>
<td>Walk to the right side of the hall</td>
</tr>
<tr>
<td><strong>Recess</strong></td>
<td>Clean up equipment</td>
<td>Resolve conflicts cooperatively</td>
<td>Use positive language</td>
</tr>
<tr>
<td><strong>Bathroom</strong></td>
<td>Clean up after yourself</td>
<td>Respect others' privacy</td>
<td>Report problems to an adult</td>
</tr>
</tbody>
</table>
4th Grade's Classroom Expectations

PAW tickets - Recognition for good behavior choices. Once the class gets 50 PAW tickets, they will vote on a class reward in homerooms.
Behavior Consequences

• 1st and 2nd - Verbal warning
• 3rd - Reflection Form

Time out within the classroom to reflect on their behavior and what they should have been doing. This form is filled out by the student, signed by the teacher and sent home for parent signature with the expectation that the form returns the following day signed.
Homework Expectations

• Homework is a necessary part of each student’s educational program, designed to reinforce skills taught in the classroom, increase student success, develop student responsibility, and provide opportunity for parent involvement.
• It is the student’s responsibility to know what the homework assignments are and to complete all homework assignments on time.
• Homework assignments will be written in student’s agendas on Monday for the week. I initial student agendas on Monday after it has been filled out.
• Agendas should travel home each afternoon along with their binder.
• 4th grade students may receive homework assignments in Reading and Math.
• Homework will be assigned Monday through Thursday and should take about 40 minutes for our 4th graders.
Grading Policy

Grades

- A = 100%–90%
- B = 89%–80%
- C = 79%–70%
- F = 69% or below
- NG = No Grade

Assignments are weighted as follows...

- 50% = Summative: Assessments and quizzes
- 50% = Formatives: Classwork and projects
• Students scoring 69% or lower on unit tests will have an opportunity to recover the test.

• You will be notified if your child receives 69% or lower on an assessment, and the teacher will provide support and resources for how you can support at home.

• Students can only recover up to a final grade of 70%, regardless of the “retest” grade. Scores will not be averaged, nor will students receive the highest grade earned. The maximum score possible is 70%.

• Students will only receive one opportunity to recover.
Low Scoring Assignments

- If a child receives below a 50% on a graded assignment, I record the assignment as a 50 point whatever they scored. For example, if a child receives a 45% on an assignment, they will receive a 50.45% in the gradebook. That way parents can see what score their child actually received and the child’s grade won’t be so negatively impacted that they cannot recover from it.
Fall Conferences

• Fall conferences will be scheduled with your child’s homeroom teacher beginning on September 11 and going through October 11.

• I plan on sending out a Sign-Up Genius to schedule those.

• This link will be sent out with my Friday email.
Humanities

Reading and Writer’s Workshops
Humanities Block/Reading

- Our humanities block consists of a readers’ workshop and a writers’ workshop.

- Both are taught as a workshop model with a mini-lesson, which is conducted whole group followed by independent work, small group strategy groups, or one on one conferencing. During this time, we differentiate based on student needs. This model builds stamina for independent reading and writing.

- F and P, which assesses student’s fluency and comprehension, will be administered throughout the school year.

- Materials for Humanities: For my humanities class, students should have two composition notebooks- one for Reading and one for Writing.
Reading Homework

- Part of your child’s humanities homework each night is to read on a regular basis. Students should be reading about 20-30 minutes each night.
- It’s expected that readers are stopping and jotting or taking notes as they are reading. This will help them to think more deeply about their reading.
- These stop and jots should be taken in their reading notebook or on sticky notes.
- Homework assignments will be attached to my weekly email each Friday, and a hard copy will be given to students on Mondays.
- Students should also be filling out their reading logs, so that we can keep tabs on the amount that they are reading.
Reader's Workshop Units of Study

Semester 1

• Unit 1- Interpreting Characters (Fiction)
• Unit 2- Reading the Weather, Reading the World (Nonfiction)
• Unit 3- Reading History: The American Revolution (Nonfiction)

Semester 2

• Unit 4- Author Study and Book Clubs (Fiction)
• Unit 5- Test Prep
• Unit 6- Historical Fiction Book Clubs (Historical Fiction)
Written Responses to Literature

- **Constructed and Extended Responses** are a big part of our humanities block as it is a response to literature.
- The GA Milestone will be made up of multiple choice questions, constructed responses and extended responses.
- A constructed response is a two-point response to literature.
- The next slide talks about the two-point rubric.
- The Write Score Assessments given here at BFES are modeled after the GA Milestone and gives us great information on student’s strengths and weaknesses. This data is used within the classroom to inform instruction and form small strategy groups.
- Constructed responses will be practiced in ALL subjects, but the nuts and bolts will be taught in Humanities.
Score of 2
The response achieves the following:

• gives **sufficient evidence** of the ability to draw a conclusion based on the text and to **explain the support** for a conclusion drawn about the text

• includes **specific examples/details** that make clear reference to the text

• adequately explains the conclusion drawn with clearly relevant information based on the text.
Four-Point Narrative or Extended Constructed Response

• A Narrative prompt

• Based on a Narrative text

• Requires a longer response than the “Short Constructed Response” (a paragraph or two)

• Worth 4 points
How are the two-point and the four-point similar and different?

**Short Constructed Response (2-point)**
- Respond to text
- Use text evidence to support answer
- Application of basic writing skills~
  *Grammar*
  *Usage*
  *Sentence structure*
  *Spelling*
  *Handwriting*

*1 paragraph in length*

**Extended Constructed Response (four-point)**
- Respond to narrative text
- Use text evidence to develop narrative response
- Application of basic writing skills and understanding of narrative elements~
  *Character*
  *Setting*
  *Plot (and events)*
  *Point of view*
  *Theme*
  *Dialogue*
  *Organization (BME)*

*Requires multiple paragraphs (beginning, middle and end)*
Examples of Extended Constructed Response prompts

- Write the conclusion for a story
- Provide an alternate (different) ending
- Rewrite in a different setting
- Rewrite from another point of view
- Rewrite using more descriptive details
<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **4**        | 4      | The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.  
- Effectively establishes a situation and introduces a narrator and/or characters  
- Organizes an event sequence that unfolds naturally  
- Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations  
- Uses a variety of words and phrases consistently to signal the sequence of events  
- Provides a sense of closure that follows from the narrated experiences or events  
- Integrates ideas and details from source material effectively  
- Has very few or no errors in usage and/or conventions that interfere with meaning* |
| **3**        | 3      | The student’s response is a complete narrative that develops a real or imagined experience based on text as a stimulus.  
- Establishes a situation and Introduces one or more characters  
- Organizes events in a clear, logical order  
- Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations  
- Uses words and/or phrases to indicate sequence  
- Provides an appropriate sense of closure  
- Integrates some ideas and/or details from source material  
- Has a few minor errors in usage and/or conventions with no significant effect on meaning* |
| **2**        | 2      | The student’s response is an incomplete or oversimplified narrative based on text as a stimulus  
- Introduces a vague situation and at least one character |

*This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.
Writer’s Workshop Units of Study

Semester 1

• 1st Unit: Realistic Fiction/Narrative
• 2nd Unit: Boxes and Bullets (Personal and Persuasive/Opinion Writing)
• 3rd Unit: Bringing History to Life (Informational Writing)

Semester 2

• 4th Unit: The Literary Essay: Writing About Fiction
• 5th Unit: GA Milestone Prep
• 6th Unit: Tackling Complex Texts
Pre and Post Writing Assessments

• Students will be pre-assessed at the beginning of each writing unit. These pre-assessment scores will not be entered in the grade book, but this data will be used to guide instruction.

• Students will practice the unit’s skills in their daily writing time and will get additional support through strategy small group lessons, one on one conferences and peer partnerships.

• At the end of the unit, students will be given the timed post assessment. These scores will be entered into the grade book. These writing samples and their rubric will come in grade papers.