

Ms. Richard
Fourth Grade
Nibley Park K-8
Room 213

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Disclosure Statement

Grade Level Description:

As students enter the fourth grade they will embark on a journey as they transition from primary grade learning experiences to the intermediate grade levels where learning and behavioral expectations become increasingly higher and more complex. Students in fourth grade should be prepared to take responsibility for their own learning while working independently as well as in small group settings to complete assignments and tasks.

Students entering fourth grade should be reading fluently and effortlessly while comprehending the material that is being read. Students will have a variety of experiences with written texts to increase vocabulary, familiarity with text features over several genres, and gain the ability to support their writing with evidence collected from texts.

Fourth grade students should have a solid grasp of basic addition and subtraction facts with and without regrouping. Students should have **mastered their multiplication and division facts** (0-12) in third grade. Please continue to work on rapid recall of these facts with your child. In fourth grade we build on that knowledge and need rapid recall to being multiplying and dividing two and three digit numbers by two and three digit numbers. Fractions are emphasized as students begin to add and subtract simple fractions. Students will continue to broaden their skills in the use of: graphs, tables, charts, money, time and measurement.

In fourth grade students begin to study Utah History in conjunction with learning about Utah's physical features and environment.

Science is a huge part of fourth grade. Fourth grade is the first time students are tested at the end of the year in science. The content is deep. We will cover: Utah ecosystems, weather and the water cycle, rocks, minerals, soil and fossils.

Grade Level Goals and Objectives:

The entire core curriculum for Utah outlines learning standards for each grade level. The curriculum is designed to build a foundation of skills, concepts and ideas upon which subsequent learning will continue to blossom. The curriculum can be accessed on the Utah State Office of Education's website. Additionally, the Salt Lake City School District has a link to the grade level curriculum.

Instructional Materials:

Language Arts: Wonders, McGraw Hill, 2014

Math: Eureka Math, Great Minds, 2015

Social Studies: The Utah Adventure, Gibbs Smith, 2005

Science: Fourth Grade Science, Utah State Board of Education, K-12.

Supplemental materials will be used to support the curriculum as well.

Instructional Practices:

Students will work in a variety of environments. Students will work independently, with peers, in small instructional groups, with other classes and with other teachers. The SLCSO strives to develop the abilities of students to become:

*Quality workers

*Self-directed learners

*Contributors to the community

*Cooperative group participants, leaders

*Complex thinkers and problem solvers

Course Requirements:

***Attendance:** student success is directly related to attending school regularly and being punctual. Please refer to the SLCS D Attendance Policy in the handbook, or on-line for further information.

***Assignments:** students will complete a variety of assignments daily in multiple settings in all academic subject areas. Each student is expected to complete and participate in all daily assignments to the best of his/her ability, in a neat and timely manner. Adequate time will be allotted for explicit/direct instruction, small group instruction, and independent practice daily.

***Homework:** homework can be a useful tool in small doses. Homework will include: a spiral review sheet, covering most topics in math and language arts, twenty five spelling words, to be practiced daily in preparation for the test each Friday, eight vocabulary words to be defined and used in a real world sentence (these are tested on Fridays too). Homework will be sent home each Monday and should be returned to school on Friday. Credit toward the report card will be given weekly for homework.

***Reading Logs:** reading daily is the best form of homework, as fluent readers are more successful in life. A reading log will be sent home monthly in the homework folder. Your child should read and record his/her reading time on the reading log. Logs will be checked monthly. Reading 20 minutes daily will help your child so much!

Grading Procedures:

Academic grades will be based on daily assignments, participation, and assessments. A variety of methods will be used to measure student progress including: text chapter tests, daily work, homework, DAZE, timed reading, observations, anecdotal notes, written exams, multiple choice exams, exit tickets, and SLCS D interim tests given frequently in math, language arts and science.

Scores converted to report card grades:

90 and up = 3 (at or above grade level)

89-75 = 2 (on grade level)

74-60 = 1 (below grade level)

59-45 = P (Progressing, below grade level)

44 and below = N (Need for improvement, substantially below grade level)

Classroom Management/Behavioral Expectations:

Classroom management and behavior are integral components to successful learning. Positive reinforcement changes and reinforces desired behaviors long-term. I like to focus on the positive things kids do. Students will be rewarded for productive, positive behavior by earning stickers in order to gain access to the prize bin!! If students need to be reminded about proper conduct a verbal warning will be issued first with time given to change the behavior(s). If the behavior, or a new behavior arises your student will be asked to move his magnet from green to yellow. Yellow indicated time to think about making a change and results in 5 minutes of valued time lost. The next color level is orange. Orange indicates a think sheet will be given and 10 minutes of valued time is lost. Three or more think sheets in one month will result in a parental phone call. Red, is the last color level. Red indicates that the student has not made any changes to behavior and will be sent to a buddy classroom. Parents will be notified about repeated infractions.

Birthdays:

Each student will celebrate his/her special day on, or as close to, their actual birth date as possible. Summer birthdays will be celebrated at the half-year mark, or half-birthday (6 months after the actual date). Fellow classmates will make cards for each birthday. Treats are welcome but not necessary. Treats must be store purchased rather than homemade. Please inquire about food allergies with the teacher prior to providing treats.

Thank you so much for your support!!

Camala Richard