

# Welcome to Back to School Night!



## Sign-In:

Please write your name  
and the best way to  
contact you (Home Phone,  
Cell Phone, or Email).



# Meet the Teachers!



<p><b>Gwyn Fiocco</b> 4th Grade Team Leader</p>	<p><b>Kristina-Maria Perona</b> 4th Grade Teacher</p>
<p><b>Jessica Kempner Parker</b> 4th Grade Teacher</p>	<p><b>Kendra Thomas</b> 4th Grade Teacher</p>
<p><b>Shannon Spence</b> 4th Grade Paraeducator</p>	<p><b>Kaleigh Thomas &amp; Virginia Henderson</b> Special Education Teachers</p>
<p><b>Mora Hockstein</b> ESOL Teacher</p>	<p><b>Jermaine Brown</b> Special Education Paraeducator</p>

# Daily Schedule

- 8:45-10:00 Math
- 10:00-11:00 Related Arts
- 11:00-11:35 Writing ← Snack Time!
- 11:35-12:15 Reading Whole Group
- 12:15-1:00 Reading Small Group
- 1:00-2:00 Lunch & Recess
- 2:00-2:15 Social Emotional Learning
- 2:15-3:10 Content (Science/SS/Health)
- 3:10-3:15 Pack up and Dismissal



# Communication



Please contact if...

**changing your student's  
dismissal routine by  
2:00pm**



**questions or concerns  
about your child**



**Check Class Dojo for important events and messages from the school and teacher.**

# Absent Student ?

Send message to your  
child's teacher AND  
email

[plesabsence@hcpss.org](mailto:plesabsence@hcpss.org)

# How can parents support positive behavior and PBIS at home?



- Talk with your child about what it means to respect self, others and property at home.



- Focus on the positive things that your child does at home and talk about why these behaviors are important to you.



- Support teachers' efforts in the classroom with management of the PBIS program if needed.



# Phelps Luck *Elementary*



## **PLES students SOAR!**

### **Self-Control**

Being respectful by managing your emotions and behaviors in different situations to make positive choices and act responsibly.

### **Organized**

Keeping your space and materials tidy, planning ahead, and managing your time effectively to achieve your goals.

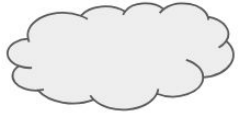
### **Accountable**

Taking responsibility for your actions and their consequences, following through on commitments, and being reliable.

### **Resilient**

Bouncing back from challenges or setbacks, staying positive, and persisting in the face of difficulties.





\_\_\_\_\_ Class is Right On Track!

Start

Finish!

*At PLES,  
we track our  
success!*



SOAR- Self Control\*Organization\*Accountability\*Resilience



# Materials for School

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**Headphones**  
(Recommended)



**Water Bottle**



# Staying Safe

- In order to create a safe learning environment with and for our students, we need to work as a team. Ways to help:
  - Do not send a sick child to school
  - Encourage your student to wash their hands frequently





**Related Arts & 4th  
Grade Learning Topics**

# 4th Grade Related Arts Schedule

	Red	Orange	Yellow	Green	Blue
Mrs. Fiocco	Technology	Music	Art	PE/Media	PE
Mrs. Kempner Parker	Art	Technology	PE/Media	PE	Music
Mrs. Perona	PE	Technology	Music	Art	PE/Media
Mrs. Thomas	PE/Media	PE	Music	Technology	Art

# Related Arts Schedule

## September 2024

Calendar is subject to change. Please visit [www.hcps.org](http://www.hcps.org) for the most recent version.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	Labor Day Schools and offices closed (State mandated holiday)	red	orange	yellow	green	
8	9	10	11	12	13	14
	blue	red	orange	yellow	green	
15	16	17	18	19	20	21
	blue	red	orange	yellow	green	
			Professional Work and Wellness Day Schools close 3 hours early. No half-day Pre-K/RECC.			
22	23	24	25	26	27	28
	blue	red	orange	yellow	green	
29	30	September holidays and other dates of interest National Hispanic-American Heritage Month (9/15-10/15) 17 Mawlid-al-Nabi – Muslim (subject to moon sightings - begins sunset of previous day)				
	blue					

# Grading

## Organization of Information on the Report Card

**Measurement Topic** – Line items on the report card. Curriculum standards are bundled into a measurement topic.

*See QR code on back page for more details about measurement topics.*

Subject	LANGUAGE ARTS	REPORTING PERIOD			
		1	2	3	4
	Demonstrates reading comprehension				
	Applies grade level reading foundational skills				
	Writes for different purposes and audiences				
	Applies grade level knowledge of language and its conventions when writing and speaking				
	Demonstrates listening and speaking skills to productively participate in conversations				

### Academic Performance Codes\*

Used to describe the extent to which a student has met the expectation of grade-level standards.

<b>Student Performance</b> – For Grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following:
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89%-80%)
C – Making sufficient progress toward expectations (79%-70%)
D - Making insufficient progress toward expectations (69%-40%)
E - Limited/No progress toward expectations (39% or below)
<b>Learning Behaviors</b> – Indicates student demonstration of learning
1 - Meets expectations
2 - Making progress toward expectations
3 - Limited/No progress toward expectations

### Learning Behavior Performance Codes\*

Used to describe a student's demonstration of the learning behaviors.

*\*Codes explained more fully on back page.*

### Learning Behaviors (K-5 only)

Learned actions that enable students to access learning and interact with others productively in the community.

LEARNING BEHAVIORS	1	2	3	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

Student: #Error

Student ID:

Grade:

Teacher: , .

**REPORTING PERIOD**

<b>ART</b>	<b>2</b>	<b>4</b>
Generates and reflects on a variety of ideas to develop personal solutions		
Uses design strategies, reflects on and refines work to ensure quality		
<b>INSTRUCTIONAL TECHNOLOGY</b>		
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies		
Demonstrates proficient use of technology operations and computing systems		
<b>LIBRARY MEDIA</b>		
Demonstrates new knowledge through inquiry, critical thinking, and problem solving		
Demonstrates an appreciation of literature in a variety of topics, genres, and formats		

**REPORTING PERIOD**

<b>MUSIC</b>	<b>2</b>	<b>4</b>
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
<b>PHYSICAL EDUCATION</b>		
Demonstrates fundamental motor skills		
Demonstrates knowledge and skills related to fitness and movement concepts		
<b>INSTRUMENTAL ENSEMBLE</b>		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
<b>VOCAL ENSEMBLE</b>		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		

Academic grades and learning behaviors for these content areas are reported semestery.

Principal \_\_\_\_\_

	<b>ART</b>		<b>INST TECH</b>		<b>LIBRARY MEDIA</b>		<b>MUSIC</b>		<b>PHYS ED</b>		<b>INSTRUMENTAL</b>		<b>VOCAL</b>	
<b>LEARNING BEHAVIORS</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>				
Demonstrates Interpersonal Skills														
Demonstrates Responsibility														
Demonstrates Perseverance														
Demonstrates Collaboration														
Demonstrates Initiative														





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# Math

Common Core State Standards guide math instruction in 4th grade. See the Family & Community Resources page on Canvas for more specific information.

## Focus Topics

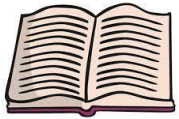
- Whole Numbers 
- Fractions
- Multiplication and Division 
- Decimals
- Measurement & Data 
- Patterns
- Geometry 

## Assessing Understanding

- Classwork activities
- Cooperative tasks
- Performance assessments
- Math journal
- Anecdotal Notes/Observations

# English Language Arts (ELA)

Common Core State Standards guide ELA instruction in 4th grade. See the Family & Community Resources page on Canvas for more specific information.



## Reading



Measurement Topics:

- Reading comprehension
- Reading foundational skills

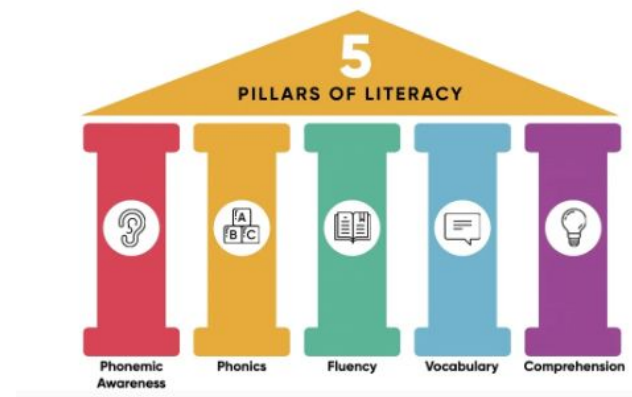
## Writing

Measurement Topics:

- Writes for different purposes and audiences
  - Personal Narrative
  - Opinion Writing
  - Informational Writing
  - Fiction Writing
  - Functional Writing
- Knowledge of language and conventions with writing and speaking

# Into Reading

- *Into Reading* is a comprehensive literacy core program that was designed around the Science of Reading
- Students are provided with opportunities for direct instruction and guided practice in the areas of:
  - foundational skills (phonemic awareness and phonics)
  - fluency
  - vocabulary
  - comprehension



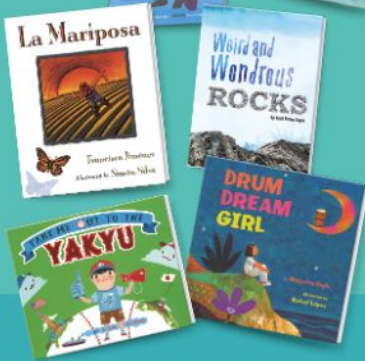


## A Love of Reading

Get Into Reading with a wealth of award-winning, **culturally relevant** texts in a wide variety of **genres**.

**Inspire readers** with engaging texts and ignite a lifelong love of learning.

- Fiction
- Informational Text
- Persuasive Text
- Poetry
- Biography
- Drama
- Media



Books, books, and more books!



## Foundational Skills

Rely on a curriculum that adheres to the **science-based methods** that have proven how students acquire reading skills. **Explicit and systematic instruction** aligned with a **research-based scope and sequence** provides students with a foundation to become confident, independent readers and writers.



## Topic Knowledge & Vocabulary

Systematically build students' understanding of **meaningful topics** and **academic vocabulary**. Topics and **text sets** are thoughtfully sequenced to build knowledge—like pieces of a puzzle—**within a module, within a grade, and across the program**.

## Develop Critical and Strategic Thinking Skills

### Reading Comprehension

With adequate decoding skills, students have the building blocks they need to **comprehend** what they read.

Teach students to recognize **genre characteristics**, **cite text evidence**, and draw from a growing bank of **skills** and **strategies** to make meaning from complex grade-level texts.





## Literacy Instruction & Content Areas

Literacy instruction provides the “how” for what students learn in **science, social studies, the arts,** and more.

As students read and talk about texts, they will naturally **build background and knowledge** about grade-level **cross-curricular topics** and **standards**.



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## Student Choice & Independent Practice

The **power of choice** can be motivating, and what is interesting to one student may not appeal to another.

Access **meaningful independent work** and a wide variety of **relevant, rich, authentic texts** for independent reading to offer students appropriate **ownership** of their learning.



Tap into Students' Interests

## Effective Writing & Communication

Providing daily opportunities for students to **express their understanding and thinking** will help them succeed in today's world.

Support the full range of **writing modes and forms** through the steps of the **writing process**, while also developing students' ability to have **productive, collaborative conversations**.



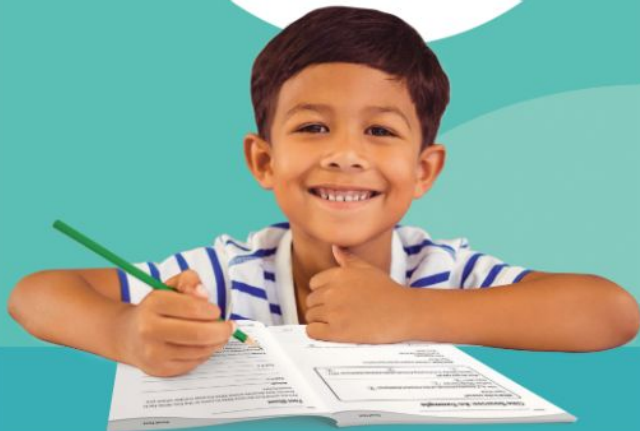
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## Social & Emotional Learning

Students are multidimensional, and their social and emotional behaviors have an impact on their **academic success**.

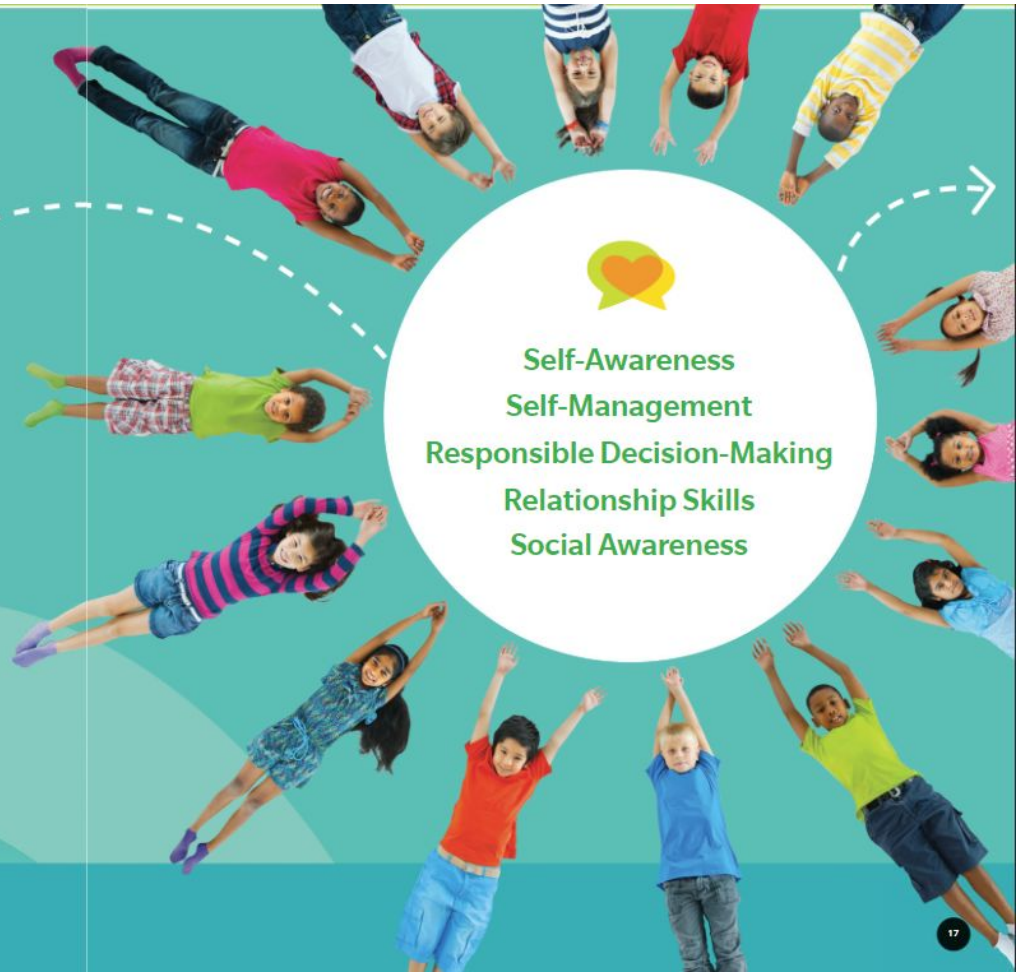
Use books to infuse **social and emotional competencies** into your literacy instruction.



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Self-Awareness  
Self-Management  
Responsible Decision-Making  
Relationship Skills  
Social Awareness



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# Being A Writer

*Students will explore writing using their knowledge of individual sounds to write words, build sentences, and begin to use punctuation*

Build Social Skills



Write Original Pieces

Share and Discuss Work



# Being A Writer

## Dual Goals of the Program

To help students develop strong writing skills and communicate their ideas effectively.

To provide opportunities for students to work together and to develop socially and ethically.


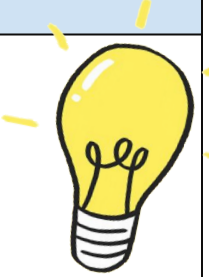
<b>The Writing Community</b>	<b>The Writing Process</b>	<b>Personal Narrative</b>
<b>Fiction</b>	<b>Expository Nonfiction</b>	<b>Functional Writing</b>
<b>Opinion Writing</b>	<b>Poetry</b>	<b>Revisiting the Writing Community</b>

# Building Social and Emotional Learning



Transforming classrooms to build strong,  
socially aware school communities

# Content

Social Studies	Health	Science
<p>The First People</p> <p>Early Settlements</p> <p>Colonial Economics</p> <p>Maryland in Business</p> 	<p>Emotional Health</p> <p>Violence Protection</p> <p>Personal Health</p> <p>Disease Prevention</p>	<p>Energy</p> <p>Waves</p> <p>Earth Systems: Shaping the Earth</p> <p>Structure, Function, and Information</p> 

# Grade 4 Family and Community Resources

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<https://hcpss.instructure.com/courses/34430>



# Homework

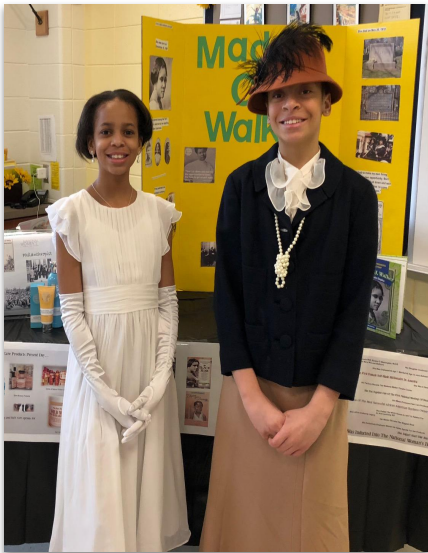
-not graded but highly encouraged

-**Reading:** read 20 minutes daily +  
standardized testing practice

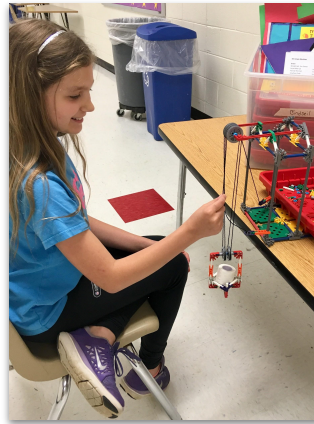
-**Math:** worksheets assigned weekly by  
math teacher + practice multiplication  
and division facts



# Talent Development Offerings: G/T Instructional Seminars



Instruction in  
Advanced-Level  
Skills



Open to All  
Interested  
Students



Creative  
Production or  
Inquiry



# **G/T Instructional Seminars at Our School**

- **Dash**
- **Green Team**
- **Weather Watchers**

# G/T Curriculum Extension Units (CEUs)

	Q1	Q2	Q3	Q4
4th Grade		Colonial Cultures	Saving Tangier Island	

## Placement Process for CEUs

- Multiple performance measures used to indicate readiness for participation.
  - Performance tasks
  - Writing samples
  - Standardized test scores (MAP, MCAP, CogAT for 4<sup>th</sup> and 5<sup>th</sup>)

# BRIDGES Program HCPSS

- ★ BRIDGES operates after school Mondays through Thursdays from November 4-April 10.
- ★ There are 3 eight week sessions during the year.
- ★ Each daily session includes:
  - Academic class-Book Club, Math, or STEM
  - Enrichment class-students have choice in these classes.
  - Snack and dinner.
- ★ Schools invite students based on academic assessment data and teacher recommendations.
- ★ Bus transportation provided.
- ★ Tim Deppen = site coordinator

**Questions?**



**Thank you for  
coming tonight!**