



Level 4 Handbook

Grades 5 and 6

Mrs. Jessica Schmidt

2017-2018 School Year

Introduction

This handbook was created to help you and your child familiarize yourselves with the major components of Level 4. Please read this handbook and keep it as a reference for the entire year.

Communications

School Phone Number: 928-776-1212 (ext. 104 to leave Mrs. Schmidt a message)

Website: www.willowcreekcharter.com

Email: Level4@willowcreekcharter.com

Facebook Group*: Leve 4@Willow Creek Charter

*Please note: This group is completely private and for parents ONLY. To join, please give me your email address associated with Facebook and I will add you.

Reminders for School

- School begins at 8:00 and ends at 3:15 Monday-Thursday.
- Please make sure your child has his or her backpack, completed homework, binder, and needed supplies every day.
- Please send a healthy snack to school every day. **No soda, candy, or gum please!** **Water only** in accordance with school policy. Preferably a reusable water bottle each day.
- Lunches must be **cold lunches**. There is **no** microwave available for your child to heat up his or her lunch.
- Label anything and everything your child brings to school (backpacks, lunch boxes, jackets, etc.)
- Electronics are not permitted in the classroom. **If** they are brought to campus, they must be turned into the office. WCC is not responsible for any lost or stolen property.
- Toys, **including fidget spinners**, are not permitted at school (unless there is a special share day or toy party). All toys brought to school will be kept in until the end of day. Students may have them returned if they ask after school. On a second offense, a parent must retrieve the item from Mrs. Schmidt. On a third offense, it will be kept until the last day of school.



Level 4

Classroom

Personal accountability and responsibility: Accountability is a very large part of level 4 as this is an age where students need to take accountability for their own actions and decisions. Sometimes this is a very hard lesson, especially when the consequence is negative. Similarly, responsibility is another major theme of level 4. Students are accountable and responsible for completing their homework and turning it in daily as well as their behavior throughout the day. They are provided the tools for self-management through goal setting and an emphasis on organization, but ultimately, the students are accountable for completing assignments and behaving respectfully.

Goal Setting: Setting and achieving goals is a prominent part of being a successful student in high school and the real-world. In level 4, we are focusing on setting SMART goals and creating a growth mindset to make sure we are successful in attaining these and future goals.

Organization: Staying organized is an essential skill in personal accountability and goal setting. Developing and maintaining organizational skills both in the classroom and in a 3-ring binder will be an important aspect in level 4.

Cleanliness: For the health and safety of the students, Level 4 will maintain a strict cleaning policy. Students will be expected to help preserve the cleanliness of the classroom as an exercise in responsibility and respect as well as safety. This includes: wiping down desks, dusting, and keeping personal spaces clean to uphold whole-classroom cleanliness. Mrs. Schmidt reserves the right to throw out any items that have been left in the cubbies over the weekend and are causing cleanliness issues for the whole class (i.e. rotting food).

Classroom Rules:

- 1.) Be responsible
- 2.) Be engaged
- 3.) Be safe
- 4.) Be respectful
- 5.) Be a team player

Class Schedule:

8:00-8:15 Opening Activity
8:15-9:40 ELA
9:40-10:05 Snack/ Recess
10:05-11:30 Math
11:30-12:30 Lunch/PE
12:30-12:45 Transition
12:45-2:15 M-Science, T-Social Studies, W-Writing, TH-Tech/PE
2:15-3:00 Intervention/Reteach/Exit Activity
3:00-3:15 Clean up
3:15-3:45 Interventions

Level 4 Behavior Plan

Willow Creek Charter School staff is trained in Love and Logic in the Classroom. In Level 4, I have a few broad guidelines for behavior rather than a long list of specific rules to be followed. Every action can be classified into one of these guidelines. In my classroom, specific situations are dealt with as they arise and are handled in a manner that will allow the child to grow and learn from their actions. **Every action is a choice.** *Fair isn't everybody getting the same thing. Fair is everybody getting what they need to be successful.*

Guidelines for Student Choices:

1. You may engage in any behavior that does not create a problem for you or anyone else in the world.
2. If you have a problem, you may solve it by any means that does not cause a problem for anyone else in the world.
3. You may engage in any behavior that does not jeopardize the safety or learning of yourself or others. Unkind words and actions will not be tolerated.

Guidelines of my reactions to student behavior:

1. I will not react with anger or haste.
2. I will provide consequences that allow the child to experience the results of a poor choice, enabling them to make better choices in the future without the child being humiliated or demeaned.
3. I will proceed in the best interest of the child academically, socially, and emotionally.
4. I will guide students toward personal responsibility and decision-making skills they will need to function in the real-world.
5. Consequences will be designed to fit the problems of individual students and may be different even when the problems appear to be the same.
6. I will document all student behavior throughout the year. Fair isn't everybody getting the same thing. Fair is everybody getting what they need to to be successful

Behavior: Level 4 is transitioning to a Behavior Notebook. A Behavior Notebooks is a whole-class management technique for recording classroom misbehavior that integrates student reflection & ownership. Each student has their own page, and they are all stored in a binder in a given location in the classroom. When a student

does not follow a classroom rule or procedure, he or she records the infraction in the notebook on their individual page. This allows behaviors that disrupt the learning environment to be addressed in an efficient and non-punitive manner, without having to interrupt instruction. Students who did not need to record a behavior in the Behavior Notebook during the day will receive an extra \$2 in Class Cash at the end of the day.

Class Cash: In Level 4 we have classroom economy where students earn Class Cash for completing their jobs as well as good behavior and active participation. Class Cash can be redeemed at our store for toys, candy, school supplies, and other knickknacks as well as privileges.

Marble Jar: Part of whole-class behavior plan is our marble jar. When the class as a whole is doing something great they will earn marbles. If they are not behaving as a whole, marbles will be removed. When the marble jar is filled the class earns a party!

Missed Recess: Recess can and will be taken away in increments of 5 minutes from either the whole class or individuals due to behavior. However, good behavior can earn back recess time.

Level 4 Communication and Student Support Plan

3-Ring Binder: This binder will be brought to and from school every day, and it is an easy way for communication between home and school regarding announcements and homework. This binder is also important with learning organizational skills and accountability. These binders will be randomly checked and graded for organization. **Please check your student's binder every night!**

Homework: All homework will be recorded in the student's class planner. Students will take home their homework every day in their binders. **Please make time with your child every night to assist him or her with homework.** Turning in homework completed and on time is essential to learning personal accountability. This homework directly aligns with Arizona State Standards.

Open Door Policy: Please feel free to email or call me any time. I am always available for an afterschool chat, or we can schedule an appointment.

Interventions: Interventions are extra time for your child to learn the standards for the year. These interventions are extremely important and are **mandatory** in cases of lower standardized testing scores and progress monitoring scores.

Teacher's Promise to students:

I believe in your ability to succeed.

I expect your best at all times.

I listen to you and respect your beliefs and opinions, *and* I expect the same from you.

I work hard and happily

I am here to help! Please reach out if you are struggling.

I am approachable. Please come to me with any problem no matter how big or small.

Level 4 Grading Policy

Grading Policy: All grades are rounded up to the next percentage point for 0.5 or higher on the percentage.

90% -100% = A

80% - 89% = B

70% - 79% = C

60% -69% = D

50% and Below = F

Late Work: Students are accountable for their actions—including turning in homework on time. Any unfinished homework or classwork will be completed during recess and turned in immediately after. Homework or classwork not submitted 2 weeks after the due date will be considered a **zero** in the gradebook. For excused absences, this policy remains in effect; however, students will have the amount of time they were absent to complete all homework and classwork for those days. For extended absences, parents need to contact me directly to discuss our course of action.

*Please note, this is not the late policy for projects. Projects will contain individual rubrics and grading policies.

Level 4 Curriculum

5th Grade Mathematics:

- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

6th Grade Mathematics:

- Understand ratio concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.

- Represent and analyze quantitative relationships between dependent and independent variables.
- Solve real-world and mathematical problems involving area, surface area, and volume.
- Develop understanding of statistical variability.
- Summarize and describe distributions.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning

5th Grade English/ Language Arts:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Increase in range of reading and level of text complexity.
- Read and comprehend complex literary and informational texts independently and proficiently.

6th Grade English/ Language Arts:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

*Curriculum standards can be found at <http://www.azed.gov/standards-practices/>

Science Technology Engineering and Mathematics Wish list

Items from this list are not required; however, they are helpful in creating a project-based learning environment. Throughout the year, if you happen to have any of these items to donate, please do!

- ⇒ Toothpicks
- ⇒ Straws
- ⇒ Popsicle sticks
- ⇒ Q-tips
- ⇒ Pipe cleaners
- ⇒ Spaghetti (dry)
- ⇒ Paper plates/bowls
- ⇒ Small cups
- ⇒ Coffee filters
- ⇒ Aluminum foil
- ⇒ Plastic Wrap
- ⇒ String
- ⇒ Yarn
- ⇒ Playing cards
- ⇒ Newspaper
- ⇒ Tissue Paper
- ⇒ Card Stock
- ⇒ Toilet paper Rolls
- ⇒ Paper towel rolls
- ⇒ Duct tape
- ⇒ Masking tape

- ⇒ Gummy candies
- ⇒ Play dough
- ⇒ Foam balls
- ⇒ Ping pong balls
- ⇒ Balloons

Level 4 Movie List

Please note that throughout the year we may watch any show or movie with a rating of *G*. However, we may also play movies and TV shows from the following *PG* list. If you would like your child to refrain from watching any of the following, please contact me as soon as possible. All of these except *Moana* are currently available on Netflix Kids.

- Trolls
- Minions
- Secret Life of Pets
- Zootopia
- Hotel Transylvania 2
- Angry Birds
- Jurassic School (TV show)
- BFG
- Alice Through the Looking Glass
- A Series of Unfortunate Events (TV Show)
- Anne with an E (TV Show)
- Bee Movie
- Little Rascals
- Annie
- Moana

Level 4 Supply List

2017-2018 School Year

Amazon "School List" available at <http://amzn.com/sl/227H95RPOXLOU>, but supplies may be purchased any where.

Individual Supplies

- Lunchbox or bag
- Backpack
- Water bottle (reusable)
- 1 binder (2" suggested)
- 5 dividers (at least)
- 1 pair of scissors
- 1 (12") ruler
- Pencil bag or box

Whole-Class Supplies

- 3 packages of lined paper
- 1 set of colored pencils
- 1 set of washable markers
- 1 set of crayons
- 4 packs of pencils
- 3 large boxes of facial tissue
- 1 package of Highlighters
- 2 glue sticks
- 1 package of graph paper
- 4 large erasers
- 3 pack of disinfecting wipes
- 1 box of plastic cutlery
- 1 package of dry erase markers
- 3 bottles of hand sanitizer

