



# **Level 4 Handbook**

## **Grades 5 and 6**

**Mrs. Jessica Schmidt**

**2018-2019 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. This classroom also adheres to policies listed in the Willow Creek Charter Handbook, which may not be relisted in this handbook.

## **Mrs. Schmidt**

This is my 3<sup>rd</sup> year as Level 4 teacher. This year I am teaching 5th and 6th grade ELA, science, and social studies, and 7th and 8th grade ELA. I have earned a Bachelor of Arts in English from San Diego State University and a Master of Arts in English Literature from Pittsburg State University. In addition, I have recently completed my coursework for a Master of Education. Over the past 7 years, I have been involved in several aspects of education as classroom teacher in Elementary school as well as an adjunct professor and community college student services. In this class, I emphasize the importance of goal getting and personal accountability while fostering a supportive and open environment.

## **Communications**

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

Website: [www.willowcreekcharter.com](http://www.willowcreekcharter.com)

Email: [Level4@willowcreekcharter.com](mailto:Level4@willowcreekcharter.com)

Remind link: <https://www.remind.com/join/wccleve>

This year our class will have a Google Classroom. Please be sure to update your email address with the office to be electronically invited at the beginning of the year.

## **Medications**

If your student requires any medication, the medication must be in a sealed plastic bag labeled with student's name, emergency contact information, and dosage instructions. The medication must be turned into the office by the parent or guardian. The office will only provide Tums and water to students unless otherwise noted.

## 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 otherwise discussed for behavior purposes). 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.
- We will no longer allow students to call home if they forgot their lunch, please make sure that they bring one.

## Level 4 Classroom

**Personal accountability and responsibility:** Accountability and responsibility are very large parts of level 4 as this is an age where students need to take accountability for their own actions and make responsible decisions. This is part of the education process for this age group. Sometimes this is a very hard lesson, especially when the consequence is negative (i.e. missing recess to do homework, missing ranch roundup, etc). Please remember that your student is receiving this consequence because of his or her actions and your student will learn this lesson best when parents and teachers work together to instill these values. Actions have consequences at school and in the real world. 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 need to complete assignments and behave respectfully. Remember every action is a choice!

**Goal Setting:** Setting and achieving goals is an important part of being a successful student in high school and the real world. In level 4, we focus on setting goals and creating plans to make sure we are successful in achieving attaining these goals.

**Organization:** Staying organized is an essential skill in personal accountability and goal setting. Developing and maintaining organizational skills through 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 with disinfectant wipes, dusting, and keeping personal spaces. 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).

**Copies:** As Level 4 and Level 5 ELA is geared toward building responsibility and accountability, students will not receive extra copies of lost assignments. Students will receive ONE copy of an assignment. If this copy is lost or destroyed, the student will have to speak to another student or access Google Classroom (I will try to keep this updated with assignments) to attain another copy. Students who are absent will receive their copy in their absent folders.

**Bathroom Breaks:** Level 4 and Level 5 ELA students are now old enough to wait to use the restroom until appropriate times. Students are allowed to freely use the restroom during independent work, group work, or lunch. Students are NOT allowed to use the restroom during direct instruction. If there is a medical reason that students cannot follow this policy, please speak to Mrs. Schmidt ASAP.

**Classroom Rules:**

- 1.) Do not talk when the teacher is talking.
- 2.) Keep your hands feet and objects to yourself.
- 3.) Raise your hand to speak.
- 4.) Wait patiently for your turn to share.
- 5.) Keep your desk organized and clean.
- 6.) Turn in all your assignments with your name and date written clearly.

- 7.) Do not leave trash or other objects on the floor.
- 8.) Turn in all homework on the due date.
- 9.) No throwing ANY object in the classroom.

**Guidelines for Consequences:**

- 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 be successful.

**Class Schedule:**

- 8:00-8:15 Opening Activity  
8:15-9:45 ELA (This includes writing) (Level 4 Room)  
9:45-10:00 Snack/ Recess  
10:00-11:30 Math (Level 5 Room)  
11:30-12:30 Lunch/PE  
12:30-12:45 Transition  
12:45-2:15 M/W Science , T/TH Social Studies, TH- PE  
2:15-2:45 TH ONLY PE/Art  
2:15-3:00 Intervention/Reteach/Exit Activity  
3:00-3:15 Clean up  
3:30-4:00 Study Hall

\*Technology will be integrated into instructional time.

## Level 4 Behavior Plan

*Every action is a choice. Fair isn't everybody getting the same thing. Fair is everybody getting what they need to succeed.*

**Behavior:** Level 4 uses a clip chart, called an Accountability Chart. Students begin on "Ready to Learn" every morning. They can move up to "Good Day," "Great Job," and "Totally Outstanding." Getting to "Great Job" will earn a class cash, "Totally Outstanding" will earn 2 class cash and a nice note home. If students have undesirable behavior, they will move down to "Think About It," "Teacher's Choice," and finally, "Parent Contact." If 50% or more of the class is below "Ready to Learn," they will lose class privileges (i.e. recess time, free time, or similar situations as they arise).

Level 5 during ELA will use 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.

\*During math, Level 4 students will follow the behavior plan listed in the Level 5 Handbook.

**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:** The marble jar is used as a group an award system for good attendance and good grades from the whole class. When the marble jar is full, students will earn a marble jar 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 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 to learn 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. Students who do not have homework ready to turn in during attendance the next day **will miss lunch recess** to give the student an opportunity to finish their homework.

**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. 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 and 6th Grade will utilize Engage New York Curriculum for ELA and math.**

**5<sup>th</sup> Grade Mathematic Standards:**

- 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.

\*5<sup>th</sup> Grade Mathematics will be taught in Level 5 by Mrs. Sevey.

#### **6<sup>th</sup> Grade Mathematic Standards:**

- 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

\*6<sup>th</sup> Grade Mathematics will be taught in Level 5 by Mrs. Sevey.

#### **5th Grade English/ Language Arts Standards:**

- 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 Standards:**

- 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.
- 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
- ⇒ Paper plates/bowls
- ⇒ Small cups
- ⇒ Coffee filters
- ⇒ Aluminum foil
- ⇒ Plastic Wrap
- ⇒ 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 TV 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.**

- *Any movie available from Netflix Kids with a G or PG rating (specifically the section designated for kids and not from the main application)*
- Trolls
- Minions
- Secret Life of Pets
- Zootopia
- Hotel Transylvania 2
- Angry Birds
- Jurassic School
- 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
- Baby Boss
- Despicable Me (1-3)
- Shrek (1-3)
- Cars

## Level 4 Supply List

This year the, Willow Creek Charter School will provide **ALL whole-class supplies** as part of our \$150 fee. This fee also includes a Willow Creek T-shirt! However, your student will still need to bring their individual supplies.

### Individual Supplies Include:

- Lunchbox or bag
- Backpack
- Water Bottle (preferably reusable)
- 1 three-ring Binder (2" suggested)
- 5 dividers
- Any Brand **Scientific Calculator** (not graphing) (These can be found from \$9-\$20 on Amazon)\*
- Pencil bag or box

\*This supply is new to our list, and students may not already own it.