

**Miss Heimermann's  
4<sup>th</sup> Grade Class**

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## **Contact Information**

**Students will be tested three times in fourth grade to determine their reading level. The testing will allow us to determine what level of books your child is able to comprehend and read fluently independently and what level book they are able to comprehend with guided teacher support in guided reading groups. Students will be grouped to work on reading comprehension, fluency, and word studies with peers who read at the same level. During our reading block, student will also be working on their reading stamina by reading good fit books to themselves. Students will also be listening to books and partner reading at this time.**

## **Reading**

**Your child is expected to read for 30 minutes each night to support their reading growth in the classroom. Students will be given a weekly reading log to keep track of their nightly reading. This reading log is expected to be returned every Monday with a parent signature validating the student's work. Students should also be practicing their math facts and their spelling sorts at home. Students may have additional homework in math depending on the teacher they have for each unit. Students will be using their agendas to be responsible with their homework, so it is expected that parents sign agendas to confirm that homework expectations have been clearly communicated.**

## **Homework**

**In fourth grade, we pretest students in each unit and then group the students based on their proficiency levels. This allows us to provide the students additional support, to reteach and slow down, or to teach concepts quickly and expand on them, depending on the learning needs of each student. Your child may be with Miss Johnson, Mrs. Rilling, Ms. Castellion, Mrs. Bruce-Demari, or me. Before switching into our differentiated math groups, your student will be working on their math fluency daily with me. Through the use of partner activities, games, and math fact practice, our hope is that your child will be able to fluently know addition, subtraction, multiplication, and division facts so that they can increase their math performance when we get to two digit multiplication and long division. We will also be working on critical thinking and problem solving skills.**

# Math

**At Clay Lamberton, we use a word study curriculum called Words Their Way. This program teaches students common word patterns in words, rather than just memorizing a list of words. Through this program, we pretest the students and then group them based on what concepts of spelling they have mastered. Each student will be placed into a group that meets their appropriate developmental level. Because of this, it is expected that your child do well on the end of the week assessments. If it so happens that the group your child is in seems to be too difficult, the groups are very flexible. We want to be sure we meet the word study needs of each student individually. In my classroom, spelling will be done in a rotated daily schedule. On day one, your child will meet with me to be introduced the sort, to read the words on the list, and to sort the words into their correct headings with guidance. On two the students will sort the words independently in their spelling notebooks, and I will check them. On day three, the students will type their words into their sorts, and sentences with 5 words of their choice. On day 4 the students will meet with a partner to practice sorting and spelling the words correctly. Lastly, on day 5, the students will be assessed.**

## Spelling

## **8:10 School Begins**

**8:10-8:25 Lunch check/milk check in, attendance, morning announcements, math fluency work**

**8:25-9:25 Differentiated Math Switch**

**9:30-10:25 Specials Monday- Music (Ekis) (Tuesday- Gym (Massen)**

**Wednesday- Art (Weight) Thursday- Guidance (Krasavage) /Computer Lab/ Library (Johnson) Friday- Gym (Massen)**

**10:25-10:35 Milk/Snack break**

**10:35-11:20 Writer's Workshop**

**11:20-11:40 Lunch Recess**

**11:40-12:05 Lunch**

**12:05-12:45 Social Studies/ Science**

**12:45-1:15 Reading (whole group)**

**1:15-1:30 Recess**

**1:30-2:00 Guided Reading, Read to Self, Listening to Reading, Reading with a Partner (rotation)**

**2:00-2:15 Spelling**

**2:15-2:45 Guided Reading, Read to Self, Listening to Reading, Reading with a Partner**

**2:45-3:10 Read aloud, classroom community building time, agendas, dismissal**

## **Class Schedule**

**It is my number one goal as a teacher to create a learning environment in which students are eager to learn and willing to participate. Students need to feel as though they are safe and comfortable in the classroom, and that they can trust me as their teacher. I also feel as though it is absolutely vital that students trust one another so that we can successfully work together as a team. Classroom community is heavily valued in my classroom. You will see students greeting one another, supporting each other, and working together. I also have high hopes that every single one of my students find confidence in their learning experiences. I want to be sure every student is being provided the tools and instruction to learn the way they find the most success. Students will be working throughout the room in desks, on the floor, with clipboards, on beanbags, on the carpet, on crate chairs, or even standing. Students are allowed to work in whatever spot they can be the most productive. In our classroom you may also see our class participating in brain breaks. We have a LOT of learning to do in 4th grade and I know our brains get tired! So throughout the day we'll get up and move around a bit to keep our brains awake. To maintain a positive and safe learning environment, we also spend a few minutes each day discussing any concerns, questions or comments we may have to maintain an engaging learning environment and to continue building classroom community.**

## **Classroom Management**



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CLASSROOM  
HANDBOOK

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