

**WELCOME TO 4<sup>TH</sup>  
GRADE  
CURRICULUM  
NIGHT!**

# MRS. JACQUES FEAGINS



My name is Jacques Feagins and I am a 4th grade teacher at John Rex Charter Elementary School. This is my second year at John Rex, last year I taught 2nd grade. I'm originally from the GREAT state of Alabama, my family and I relocated to Oklahoma in 2013. I am the proud mommy to two busy boys, Jordan and Jackson. and a loving wife to my husband, Tony. I received my Bachelor of Science degree in Elementary Education from Alabama A&M University, GO BULLDOGS!!

I started my teaching career in January 2014 as a substitute teacher in Edmond. I am a very organized and structured teacher, I have high expectations for my scholars and for myself. I take pride in molding students and instilling in them to always do their best. I call my students scholars, mathematicians, or scientists sometime because, to me, children are more than students in a classroom, they are our future doctors, lawyers, TEACHERS, and inventors. If you depict an image for a child they will

DREAM IT, BELIEVE IT, and ACHIEVE IT.

# MRS. WENDI LILES



This is 11<sup>th</sup> year teaching but my first year at John Rex. I have taught grades 3-8, and most recently taught 7<sup>th</sup> grade math in Edmond.

In addition to teaching, I spent 7 years facilitating educator professional development for math and science educators around the country

I am from Edmond and graduated from the University of Central Oklahoma. I am honored to be a member of the 4<sup>th</sup> grade Math Curriculum Framework Writing team at the Oklahoma State Department of Education as well as OKMath/OKSci Leadership Class 2.

I am married to my husband, Christian, and we have 1 daughter, Reagan, who attends John Rex Elementary.

# MISS MCKENZIE MCCALL



I am originally from Lawton, OK. I graduated from the **University of Oklahoma** with a degree in elementary education. Although this is my first year at John Rex, this is my third year of teaching. I previously taught 5th grade reading and language in Moore, Oklahoma. There is not much I love more than SOONER football and the OKC Thunder. I love to stay active by running and attending workout classes. I also have a love for traveling, gardening, and baking. In high school and college, I had the opportunity to study abroad in France. They were both unforgettable experiences.

## 3<sup>RD</sup> GRADE OCCT RESULTS

Final results for all tests have not been received but we will notify you as soon as we receive them.

\*\*This spring 4<sup>th</sup> graders will take the math and reading OCCT tests.

# PROCEDURES & ROUTINES

## Morning Procedures

- Walk quickly to launcher
- Get everything out of backpack
- Sit quietly in lines by class
- United States and Oklahoma pledges

## Morning Meeting

- Before specials in classroom with homeroom teacher
- Daily Community building activity

# SPECIALS

**FEAGINS**

**LILES**

**McCALL**

**MONDAY**

Music/PE

PE/Spanish

Music/Spanish

**TUESDAY**

Spanish

Music

PE

**WED.**

Music

PE

Spanish

**THURSDAY**

Spanish/PE

Music/Spanish

Music/PE

**FRIDAY**

Art

Art

Art

# ROTATIONS

Reading-McCall

Math-Liles

Writing-Feagins

**\*\*Daily 70-80 minute blocks\*\***

**\*\*Science/Social Studies are taught with their own homeroom class.\*\***



# VOLUNTEERING VS. CHAPERONE

## Chaperone opportunities:

- \*Library every other week (specific days TBD)
- \*Walking trips (TBD)

## Volunteer opportunities:

- \*Snack (please no nuts, healthy conscience (sign-up through homeroom teacher)
- \*guest readers

# Responsive Classroom

*Balance between  
a child's social and academic growth*

- Conduct “morning meetings” to create a sense of community.
- Provide a place where students feel physically and emotionally safe
- Develop self discipline skills for working and learning together

# Learning Behaviors for Success

## SELF-DIRECTED LEARNER:

*being responsible for his or her own learning*

- Works independently and asks for help
- Organizes workplace and materials
- Makes productive use of class time

## EFFECTIVE/ETHICAL USER OF TECHNOLOGY:

*uses a variety of technologies effectively and ethically*

- Uses school materials/tools properly (books, computers, crayons, scissors, glue etc)
- Uses various technologies to find information
- Uses various technologies to create new products
- Explains how technology is used every day
- Uses technology in a responsible manner

## **COMPLEX THINKER:**

*demonstrates critical thinking and problem-solving strategies*

- Uses prior knowledge and experiences to solve problems
- Explains answers and makes adjustments
- Solves problems in different ways

## **QUALITY PRODUCER:**

*recognizes and produces quality performance and quality products*

- Strives to complete quality work
- Perseveres
- Demonstrates determination when completing tasks

## **EFFECTIVE COMMUNICATOR:**

*communicates effectively*

- Listens attentively to gain understanding
- Follows directions
- Contributes effectively through speaking, listening, drawing & writing

## **COMMUNITY CONTRIBUTOR:**

*understands that it is essential for human beings to work together*

- Participates cooperatively and appropriately with others to achieve shared goals
- Shows respect and recognizes feelings of others
- Follows school and classroom rules
- Makes good choices

# 4<sup>th</sup> Grade Discipline Plan

- Class Dojo
- Every teacher can give/take away points.
- When goals are met/points earned, students can earn rewards.
- When a student's Dojo points falls below zero total points or consistently don't meet their goals, parents will be notified via Class Dojo messenger.
- Please watch for notifications, messages, class updates, and reminders through Class Dojo messenger.

# Creating a School Climate to Foster Learning and Creativity

## School Wide Discipline Step Plan

<b>Level 1</b>	<i>Warning</i>	<ul style="list-style-type: none"> <li>• Private Conference with Student</li> </ul>
<b>Level 2</b>	<i>Consequence #1</i>	<ul style="list-style-type: none"> <li>• Conference with Student</li> <li>• Loss of Privileges or Time Out</li> <li>• Student Completes "Oops!" Sheet</li> <li>• Document in Take Home Folder</li> </ul>
<b>Level 3</b>	<i>Consequence #2</i>	<ul style="list-style-type: none"> <li>• Conference with Student</li> <li>• Increased Consequences</li> <li>• Phone Parent/Guardian</li> <li>• Document in Take Home Folder</li> <li>• Create Plan of Action with Parent</li> </ul>
<b>Level 4</b>	<i>Consequence #3</i>	<ul style="list-style-type: none"> <li>• Arrange for Parent Conference (through the Counselor)</li> <li>• Create &amp; Implement Behavior Contract</li> <li>• Inform Principal of Situation and Progress</li> </ul>
<b>Level 5</b>	<i>Referral to Principal</i>	<ul style="list-style-type: none"> <li>• Fill out Discipline Form Completely</li> <li>• Document previous actions related to this situation.</li> </ul>



## **How to solve a conflict:**

I don't like it when you \_\_\_\_\_.

It makes me feel \_\_\_\_\_.

I want you to stop \_\_\_\_\_.

If you don't stop, I will *report*  
this to a teacher.

# Parent Communication

- Class Dojo
- Binder with Agenda inside
  - Initialed nightly
- Weebly websites
- Thursday Folder parent signature





Elementary

English Language Arts, Math, Science, Social Studies,  
Health/PE, Music, & Art

# John Rex Curriculum Continuum

PreK

Kinder

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

## Balanced Literacy Approach

Itchy's Alphabet Sound/  
Letter Recognition

Fountas & Pinnell Phonics  
Lessons

Benchmark Literacy Word Study

Literacy  
Beginnings

Fountas & Pinnell Balanced Literacy

Benchmark Literacy

Kid Writing

Writer's Workshop

Itchy's Alphabet (ball/stick  
handwriting)

Transition D'Nealian  
Handwriting

Intro to Cursive  
Handwriting

D'Nealian Manuscript &  
Cursive Handwriting

Math  
Perspectives

Bridges Mathematics



# Balanced Literacy





A Comprehensive **Common Core** Program

*Continuation  
of John Rex  
Balanced Literacy  
Approach  
Grades 3 & 4*

Assessment

Read-Aloud

Whole-Group  
Mini-Lessons

Small-Group  
**Reading**

Phonics &  
Word Study

Writer's  
Workshop

Independent  
**Learning**

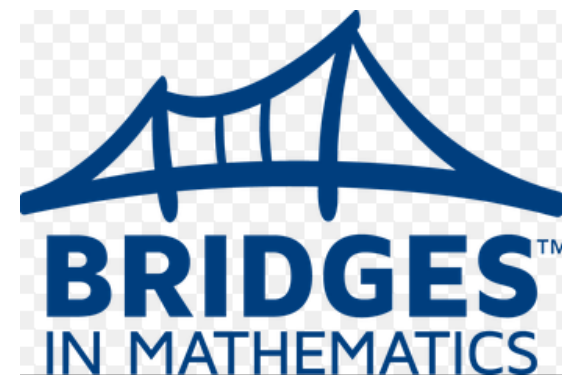
# Guided Reading:

## *The heart of a Balanced Literacy Approach*

- ❑ Based on assessment of the child's instructional reading level with a gradient of A to Z
- ❑ Teacher works with small group of students who are about the same level with similar needs
- ❑ Each student has a copy of the same book (leveled readers) and reads as the teacher observes, coaches, prompts and evaluates their performance
- ❑ Teacher guidance is essential

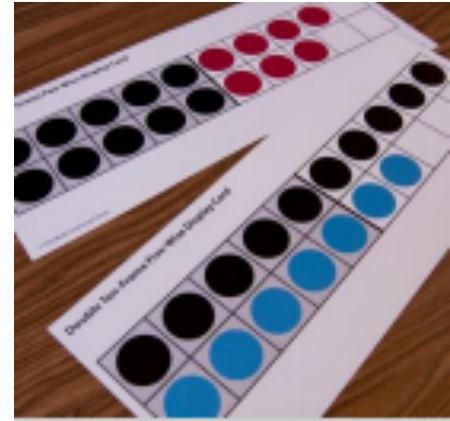
# *Bridges in Mathematics*

## *K-4* Curriculum



- Developing students' deep understandings of mathematical concepts
- Proficiency with key skills and ability to solve complex and novel problems
  - Problems and Investigations
  - Work Places
  - Practice
  - Assessment
  - Number Corner – calendar routine and computational fluency practice

# Goal for our students:



- Solve and pose a wide variety of word problems and be able to *explain their thinking*.
- Develop *confidence* in their ability to *persevere* with difficult problems.

# Student Assessment @ JRCES

## NWEA MAP Testing

- MAP = Measures of Academic Progress
- Computer adaptive test – unique to each student based on student response
- Measures a student's achievement level at 3 different times in the year
- Shows growth
- Informs instruction
- Not timed

## BAS Reading Assessment

- BAS = Benchmark Assessment System
- 1 on 1 (student to teacher)
- Measures Student's:
  - Fluency
  - Accuracy &
  - Comprehension
- Informs Guided Reading Level of Instruction (A to Z Levels)



## Science Highlights

Project Lead the Way/  
Oklahoma Academic  
Standards

- Energy
- Molecules and Organisms
- Earth Systems
- Earth and Human Activity
- Matter and Its Interactions

## Social Studies Highlights

Oklahoma Academic  
Standards

- Regional Geography and History
- State and Capitals
- Landforms
- Landmarks
- Bodies of water
- Map Skills
- Civilizations

# K-4 Expanded Learning Programs

## [Project Lead The Way](#)

Click link above

- *STEM Program Approach*
- *1<sup>st</sup> & 3<sup>rd</sup> Quarters*
- *Inquiry-based learning*
- *Trial and error learning*
- *Project and problem driven*

## Enrichment Clusters:

- *interest-based student-driven program*
- *2<sup>nd</sup> & 4<sup>th</sup> Quarters*
- *Multi-age clusters of student with common interest or talent*
- *Product, performance, or service for a targeted audience*

# Parent-Teacher Conferences

- Thursday, September 1, 2016
- Watch for Sign-Up Genius email next week!

## Questions?

Feel free to come visit our classrooms for any specific questions you might have.

**Thank you!**