



Ashley Register
Intermediate Multi-categorical Syllabus
Lake Forest Elementary 2018-2019
Room 504

Schedule

	3 rd Grade	4 th Grade	5 th Grade
7:45- 8:25	Morning work/ calendar	Morning work/ calendar	Morning work/ calendar
8:25- 9:30 *4 th Grade Leaves at 9:05 for related arts	reading	Reading- leaves at 9:05 for related arts	reading
9:30-9:50	vocabulary	Related arts	vocabulary and Science and social studies at 9:30
9:50-10:40	Related arts	science	Science and social studies
10:40- 11:30	Science and social studies	Social studies vocabulary	Related arts
11:30- 11:40	Brain break	Brain break	Brain break
11:40- 12:20	writing	writing	writing
12:20- 12:45	Lunch	Lunch	lunch
12:45- 12:55	Bathroom	Bathroom	bathroom
12:55- 1:35	Math	Math	math
1:40- 2:00	Recess	Recess	recess
2:00- 2:15	Social skills	Social skills	Social skills
2:15-2:30	Pack up	Pack up	Pack up

**OT pulls students individually on Tuesdays and Wednesdays in 30 minute increments.

**Speech pulls students in small groups throughout the week

Units of Instruction

SPIRE Reading

The SPIRE Reading program is used for students learning to blend, segment, and read words. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan. The difficulty of the concepts increases as students advance through the program.

We also use Fountas and Pinnell leveled reading groups for reading instruction.

SRA Math

The SRA direct instruction Connecting Math Concepts (CMC) program is used for math instruction for all students in our classroom. This scripted program involves concepts such as counting, one-to-one correspondence, addition, and subtraction, multiplication, word problems, measurement and more. Students complete a lesson and workbook page approximately every day. There is ample review as we move through the lessons. Each student is placement tested to determine the starting lessons.

Writing

Writing will be done based on grade level standards. We will also incorporate SRA writing in with some of our groups.

***Grade level standards will be used to teach students skills based on their IEP goals

Calculation of Grades

100-90	A
89-80	B
79-70	C
69-60	D
59-below	F

Reading & Math

- Majors (at least 2 each quarter)- 40%
- Minors- 60%

Writing

- Majors (at least 2 each quarter)- 30%
- Minors- 60%
- Spelling- 10%

School Wide Grading Policy

Major grades (end of the unit test, reading test, benchmark test, projects, final writings), cannot be corrected for partial credit.

Spelling test, morning work and DPEs cannot be corrected for partial credit.

Minor grades can be corrected for ½ credit.
It has to be student initiated.
Corrections have to be made at school.

Homework Policy

Homework will be given Monday- Thursday and sent home at the beginning of the week. A math worksheet will be done each night as a review of what we have learned in class and will be checked each day. Each child needs to read at least 20 minutes a night. A spelling menu was sent home and this can be used as a guide on how to study spelling each night. Spelling does not have to be turned in to the teacher.

Homework is on the backside of the blue folder every week and this is where student's spelling words will be.

Schoolwide Behavior Management Plan

Lake Forest Elementary School's motto is "Taking Pride in Learning."

The school vision is to empower students to learn, grow, lead, and succeed.

The mission of Lake Forest Elementary School is to provide a nurturing, student-centered learning environment where students are empowered to learn about the world, persevere through challenges, and develop positive character traits.

At Lake Forest, we use PBIS (Positive Behavior Intervention and Supports). PBIS is a proactive approach to school-wide discipline. It promotes maximizing student engagement through the implementation of prevention and intervention strategies. Students have the opportunity to earn individual and classroom PRIDE bucks by following the below PRIDE expectations. Students and classrooms can earn a variety of rewards for the PRIDE bucks they have earned. Resource students will be provided the opportunity to spend the PRIDE bucks they earn at the Resource store or to purchase a ticket to the Resource party. The Resource classroom will have two parties in the school year; one at the end of the first quarter and the second at the end of the school year. If students are not following PRIDE expectations, they may receive a Reflection Form, Minor Incident Report, or Referral depending on the severity and/or frequency of the behavior.

PRIDE Expectations

	Classroom	Cafeteria	Hallways	Bathroom	Bus
Positive	Be a positive role model Be a good sport	Eat for energy	Smile Silent wave	Wait your turn	Be a positive role model
Respectful	Speak and listen kindly to others Follow directions Keep hands/feet/objects to yourself Clean up after yourself	Speak clearly and politely with cafeteria staff Keep hands/feet/objects to yourself Clean up after yourself	S & Q straight and quiet Keep hands/feet/objects to yourself	Use bathroom quickly and quietly Keep hands/feet/objects to yourself Clean up after yourself	Speak and listen kindly to others Follow directions Keep hands/feet/objects to yourself Clean up after yourself
Involved	Participate in my learning Complete my work	First 10 minutes of lunch are for eating	Remember others' personal space	Wash your hands	Look out for others
Determined	Try and try again Be prepared at the start of the lesson	Use table manners	Keep up with your class	Flush after use	Safety first
Effort	Ask for help Do your best work	Be prepared to order	Walk safely	Use only what you need	Sit correctly

Classroom Management Plan

Your child will be given a monthly chart that is broken down into sections of the day. They can earn a stamp for each subject if the rules are followed. That's a possibility of 7 stamps per day (a total of 35 a week). Rewards will be given based on a total number of stamps. If a child misses a stamp, it will be recorded in the Student's Daily Behavior Log. A number showing the number of stamps earned will go in the daily folder to be signed each day. Parents must **SIGN**. As the teacher, I will handle behavior issues within the classroom. A parent and administrator will be called or a note written home when behavior occurs several times.

Please understand the teacher has the authority to remove privileges within the classroom if he/she (the child) chooses to break a rule repeatedly or misbehave.

Your child will be expected to follow the school rules as well.

Procedures for Non-instructional Routines

Morning Routines: Students are expected to enter the classroom quietly, hang up their book bags, put their blue folders in the green basket, and make a lunch choice by clipping their bird on the ribbon of their choice before getting a chair to begin their daily morning work.

Restroom/Water: We have a bathroom in our classroom, and students are allowed to use the restroom as often as needed, but we encourage to wait until instruction is completed. Students are also allowed to get water from the water fountain as often as needed. We take a whole class bathroom break each day after lunch. Students are expected to use the bathroom without playing and to wash/dry their hands afterwards.

Recess: Recess is 20 minutes each day. Students are expected to play appropriately by keeping their hands to themselves and following teacher directives on the playground. Students must slide down the slide instead of climbing up the slide.

Transitions: During transitional times, students must listen to the teacher and move quickly to the designated area to begin their work

Communication

Completed student work will be sent home in your child's blue folder. Your child's blue folder needs to come to and from school **every day**.

Parents will be informed of their child's behavior on a daily basis through a monthly behavior calendar. Notes will be sent home on the back of the behavior charts to inform parents of both positive and negative experiences in the classroom. Phone calls and e-mail are other ways I often communicate with parents. Parents are welcome to call or e-mail me at any time if they have any questions or concerns about their child.

We will have fall conferences towards the middle of October, and we will meet for each child's annual review of his/her IEP before the IEP ending date.

In addition to the daily behavior charts, a weekly newsletter will be sent home and posted on the class website each Monday for parents to read about what we are doing in school each week. This newsletter also includes reminders and important upcoming dates.

Bi-quarterly: Every 4 ½ weeks, Greenville County schedules a day to send Interim Progress Reports. In addition to the Regular Education Progress Report, the students will also receive a Resource Progress Report. This will notify parents of progress students are making on specific goals on the IEP.

Quarterly: Every nine weeks, students will receive a Greenville County Report Card and "Quarterly Report". The Quarterly Report will notify parents of the progress students are making on each goal on their IEP. Every goal will be marked according to the following notations:

P = Progressing

SP = Slowly Progressing

NT = Not taught yet

M = Mastered

Mrs. Register's Contact Information:

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South Carolina College and Career Ready Standards: A complete listing of standards can be accessed through the Greenville County School District website, and the South Carolina State Department website.