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Math Extension Teacher  
M.A. – The Ohio State University  
B.S. – Capital University



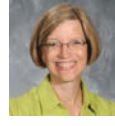
**Patricia Kellicker P '21 '25**  
Lower School Librarian  
M.L.S. – Emporia State University  
B.F.A. – University of Cincinnati



**Bill Miller P '15 '17 '21**  
Physical Education Teacher  
B.S. – The Ohio State University



**Debra Parkes P '26 '28**  
Technology Teacher  
Math Extension Teacher  
B.S. – Otterbein College



**Laurie Parsons**  
Music Teacher  
M.E. – Otterbein College  
B.M.E. – Otterbein College



**Gina Spicer P '24 '26**  
Art  
M.A. – University of Cincinnati  
B.A. – The Ohio State University



**Mikki Joseph P '31**  
Learning Specialist  
Prekindergarten - 6th Grade  
M.Ed. – Ashland University  
B.S. – Kent State University



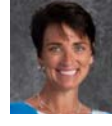
**Faith Aubrey**  
Reading Specialist  
B.A. – Ohio University



**Joya Elmore**  
Director of Gardens  
M.S. – Mary Baldwin College  
B.A. – James Madison University



**Craig Kent P '27 '29**  
Learning Guide  
B.A. – The Ohio State University



**Jaime Kletzly P '12**  
Learning Guide  
A.S. – Columbus State Community College



**Beth Kohland**  
Learning Guide  
B.A. – Roehampton University  
M.S. – Brooklyn College



**Jennifer Landon**  
Learning Guide  
B.L.S. – University of Mary Washington



**Jennifer Leonard**  
Learning Guide  
B.A. – Denison University  
M.F.A. – Indiana University



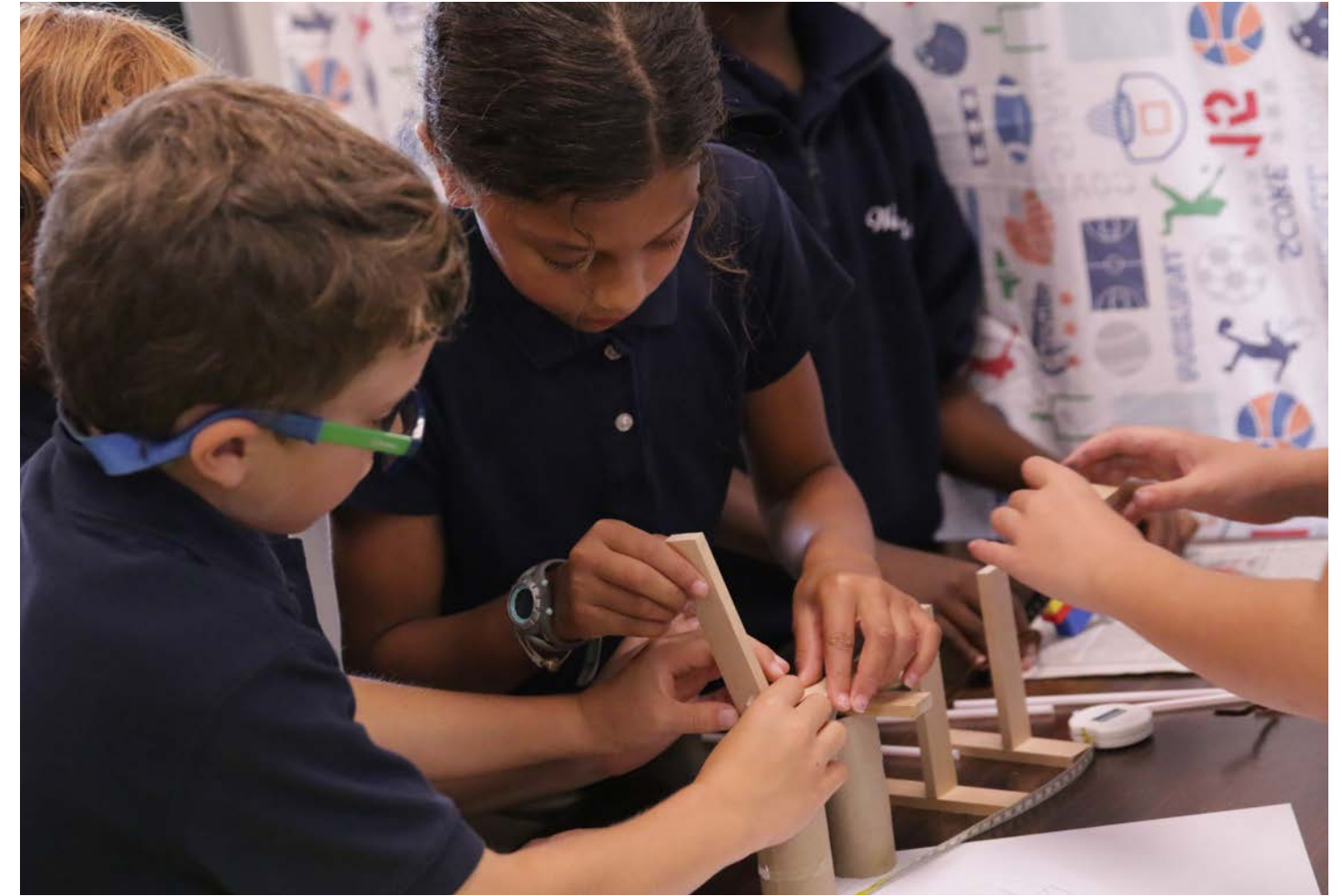
**Muriel Meray**  
Learning Guide  
Early Childhood Art Teacher  
M.Ed. – Eastern Kentucky University  
B.F.A. – Maryland Institute College of Art



**Tara Reed**  
Learning Guide  
B.S. – Miami University  
M.A. – Otterbein University



**Andrew Smith**  
Learning Guide  
B.S. – Miami University



# Fourth Grade

## Lower School Overview

Learning at the Wellington Lower School is supported by a nurturing environment. Children at each level are encouraged to explore new concepts, vary perspectives, and form new connections across disciplines. Each student is encouraged to experiment, extend, consider, discuss, debate, and take risks. We believe that learning should be joyful, and we are committed to helping each child delight in discovery as he or she learns to see himself or herself as an exceptionally capable and active learner. A commitment to developing the “whole child” is a critical aspect of the educational experience. A child-centered atmosphere of trust and care encourages not only academic growth but social and emotional growth as well. All lower school teachers help students learn to be respectful, responsible, and resilient as they embark on the energizing journey of lifelong learning.



**The Wellington School**  
preschool through grade 12 | [www.wellington.org](http://www.wellington.org)



**The Wellington School**



The Wellington Lower School gives each student a safe place to experiment, extend, consider, discuss, debate, learn, and grow.

## LOWER SCHOOL FACULTY



**Jill Webb**  
Head of Lower School  
M.A. – Kent State University  
B.F.A. – University of Cincinnati



**Shelley Brown**  
Early Childhood Coordinator  
Academic Coach  
M.A. – DePaul University  
B.S. – Miami University



**Vicki Jacobs**  
Little Jags Teacher  
B.A. – University of Toledo



**Kathy Yant**  
Little Jags Teacher  
B.S. – University of Akron



**Pete Kaser '96 P '27 '29**  
Prekindergarten Teacher  
B.S. – The Ohio State University



**Erin Miller**  
Prekindergarten Teacher  
M.S. – Walden University  
B.A. – Cedarville University



**Sharla Starker P '17 '22**  
Kindergarten Teacher  
M.Ed. – The Ohio State University  
B.A. – The Ohio State University



**Anne Stewart P '30 '32**  
Kindergarten Teacher  
B.S. – Miami University



**Carrie Williams**  
Kindergarten Teacher  
B.S. – DePaul University  
B.S. – Miami University



**Shelly Bowling P '19 '32**  
1st Grade Teacher  
B.A. – Capital University



**Justine Smith**  
1st Grade Teacher  
M.A. – University of Phoenix  
B.S. – Slippery Rock University



**Mary Beth Parker**  
2nd Grade Teacher  
M.S. – Walden University  
B.S.E. – Otterbein College



**Yolanda Johnson**  
2nd Grade Teacher  
B.S. – Otterbein College



**Jill Hicks**  
3rd Grade Teacher  
B.A. – The University of Dayton  
B.A. – Ashland University



**Sharon Sheridan**  
3rd Grade Teacher  
M.A. – Virginia Polytechnic University  
B.A. – Gannon University



**Emily Szabo**  
3rd Grade Teacher  
M.A. – Ashland University  
B.A. – Denison University



**Erica Foster P '32**  
4th Grade Teacher  
M.A. – Vanderbilt University  
B.A. – Smith College



**Laura Trubilowicz P '27 '30**  
4th Grade Teacher  
M.Ed. – University of Texas at Arlington  
B.A. – Ohio Northern University



**Karen Butler P '12 '16 '20**  
Orchestra Teacher  
B.M. – The Ohio State University



**Becky Fuller P '08 '11 '16**  
Physical Education Teacher  
B.S. – Bowling Green State University



**Danielle Gibbs P '31**  
Counselor  
M.A. – The Ohio State University  
B.A. – The University of Michigan



**Patty Hans P '17 '20**  
French Teacher  
M.A. – New York University-Paris  
B.A. – Concordia College



**Christie Johnson**  
Dean of Studies  
Reading and Math Extension  
M.S. – Ohio Dominican University  
B.S. – University of Pennsylvania



**Nami Stager P '30 '32**  
Science Teacher  
M.S. – University of Kentucky  
B.A. – University of Kentucky

# Sample Daily Classroom Schedule

Lower school schedules are based on a six-day rotation which allows us to include the exceptional opportunities provided by robust special area subjects.

	A DAY	B DAY	C DAY	D DAY	E DAY	F DAY
8 - 8:15 a.m.	Independent Learning & Investigations					
8:15 - 8:20 a.m.	Opening Circle					
8:20 - 9:20 a.m.	Science	Art and Design	Strings	Science	Art and Design	Strings
9:20 - 9:50 a.m.	Language Arts / Social Studies					Guidance
9:50 - 10:05 a.m.	Brain Break					
10:05 - 11 a.m.	Guided Learning & Projects					
11 - 11:35 a.m.	Lunch					
11:35 - 12:25 p.m.	Reading Groups					
12:25 - 12:45 p.m.	Brain Break/ Snack					
12:45 - 1:45 p.m.	Math					
1:45 - 2 p.m.	Small Group Work & Snack					
2 - 2:30 p.m.	French	Music	French	Music	French	STEAM
2:35 - 3:05 p.m.	Physical Education					French
3:05 - 3:25 p.m.	Yoga/Reflection					

## Although each child is unique, children at this stage have the following general characteristics:

### SOCIAL AND EMOTIONAL DEVELOPMENT

- Develop a sense of self and find it important to gain social acceptance and experience achievement
- Friends become increasingly important
- Create secret codes, shared word meanings, and made-up languages, passwords, and elaborate rituals that are important ways to strengthen the bonds of friendship
- Close friends are almost always of the same sex, although children in this age group are usually increasingly interested in peers of the opposite sex

### PHYSICAL DEVELOPMENT

- Girls are generally as much as two years ahead of boys in physical maturity
- Girls may begin to menstruate
- Body strength and hand dexterity increase
- Coordination and reaction time improve

### INTELLECTUAL DEVELOPMENT

- Interest in reading fictional stories, magazines, and how-to project books
- May develop special interest in collections or hobbies
- May be very interested in discussing a future career
- Fantasize and daydream about the future
- Capable of understanding concepts without having direct hands-on experience

### SPECIAL FEATURES OF 4TH GRADE

- Develop and apply more sophisticated coding and programming in robotics
- Enjoy extensive community trips
- Lead student sharing events
- Lead lower school town meetings
- Serve as buddies for kindergarten students
- Attend overnight camp for an integrated science study
- Begin optional orchestra instruction
- Continue formal skiing and snowboarding lessons as a part of the Winter Friday Program
- Participate in musical and dramatic performances
- Use writing to creatively and confidently communicate or persuade



## Enduring Understandings

### READING

Students should understand:

- Reading comprehension is improved by drawing inferences, understanding concepts such as plot and character, and by self-monitoring one's grasp of written communication through summarizing and connecting personal experiences.

### WRITING

Students should understand:

- Revising sentences that flow smoothly and create variation within a written piece enhances one's communication.
- Compositions can be organized using specific strategies to maximize effectiveness.
- Strong voice gives life to a written piece.

### MATH

Students should understand:

- Geometric principles describe the patterns within and relationships between geometric figures.
- The place value patterns inherent in our base 10 number system enable one to apply mathematical operations to larger, more complex numbers.
- Fractions and decimals express parts of whole numbers, which must be taken into account when applying operations to them.
- Patterns and relationships inherent to multiplication and division for application to large numbers.

### SOCIAL STUDIES

Students should understand:

- Successful groups use natural resources, structures of government, and group rituals to build positive, effective communities.
- Communities develop and improve through their technologies and economies.
- Countries and communities must create and apply technologies, strategies, and programs to address and recover from crises such as epidemics or natural disasters.

### SCIENCE

Students should understand:

- When and how to use a model of waves to describe amplitude and wavelength, and how waves can cause movement.
- How weather influences erosion.
- How to analyze and interpret data from maps.
- How energy can be transferred from place to place.

### ART

Students should understand:

- There is a relationship between society and artistic movements.
- Detailed descriptions of art lead to valid interpretations and judgements of art.
- Artworks demonstrate artists' individual styles.
- Artists can use both spontaneous and deliberate approaches in art-making.

### MUSIC

Students should understand:

- Music is a creative art form used for self-expression.
- Playing instruments is a way to strengthen musical skills and to share music with others.
- Music is a reflection of people, places, and events throughout history and around the world.

### WORLD LANGUAGE

Students should understand:

- Knowing and using another language deepens our understanding of ourselves as world citizens.
- Patterns in other languages can lead to an understanding of our native language.

### PHYSICAL EDUCATION

Students should understand:

- There are many components to lifelong fitness.
- The importance of strategy in game play.
- The responsibilities of guiding a group in an activity.
- How to design routines and plays.
- Their roles in setting realistic goals.

### STEAM

Students should understand:

- Engineering requires and builds both creative and logical skills.
- Coding is a way to manipulate technology for a specific purpose.
- The value and impact of design thinking in solving a given problem.
- Innovative approaches may be essential to tackling authentic challenges.
- Interest-driven learning can have a global impact.

### LIBRARY/INFORMATION LITERACY

Students should understand:

- Inquiry provides a framework for learning.
- Successful research is a process, following a series of steps. Identifying, accessing, evaluating, and utilizing informational resources are key components to this process.
- A multitude of media messages are directed at us daily. We can learn to interpret the intent of media creators and become aware of how the messages influence us.
- Reading a wide variety of literature helps expand our views and experiences.

### GUIDANCE

Students should understand:

- Transitions can be eased by preparation and planning.
- Cooperation and communication are important skills to develop.
- How to manage stress and balance multiple responsibilities.

