



Back to School

5th Grade
2010-2011

Teacher Contacts

E-mail: E-mail is checked during the day as the teacher's schedule allows.

When dealing with sensitive and significant issues, we feel it best to communicate these matters on a personal level. We believe talking in person is a more effective means of communicating concerns regarding the students' academic achievement. We feel all concerns should be dealt with on a personal level, as emails can be too impersonal. In addition, email can be ineffective as it may not always convey the message accurately and tone can be misinterpreted.

If you would like to meet please email us and let us know you have an issue to discuss. This is in no way intended to curtail or limit teacher access but rather to facilitate a stronger, fairer, and more effective relationship between parents and teachers.

ebehrens@dowling.pvt.k12.ia.us

sking@dowling.pvt.k12.ia.us

mweisenh@dowling.pvt.k12.ia.us

Voice mail: Voice mail is checked after 3:40 each day.

Mrs. Behrens – ext. 221

Mrs. King – ext. 222

Mrs. Weisenhorn – ext. 223

Parent Assistance

The following is a list of general assistance that would be beneficial to your child:

- Check to see that all homework is completed and then sign your child's planner daily
- Make sure all tests are signed and returned the next school day
- Help your child to prepare for tests plenty of time in advance.
- Provide an appropriate environment and time each night for completing homework.
- Listen to your child read aloud at least 10 minutes per night (or in the car☺) This will help their reading fluency.
- Read the weekly newsletter once you receive the link via e-mail (sent on Friday)
- Provide an appropriate environment and time each night for completing homework.

Homework

Daily homework will consist of the following:

- Daily Reading – 20 minutes each night; completion of monthly genre log (see below)
- Math – daily assignments
- Spelling (homework due each Monday and test each Thursday)
- Science- review study guide in preparation for tests
- Social Studies –review notes in preparation for a test, other assignments as needed.

Religion

- Grade Level Expectations: 10 Commandments, Parts of the Mass, Mysteries of the Rosary, Trinity, Saints, Resurrection, Beatitudes, Liturgical Seasons, Parts of the Bible, and Corporal and Spiritual Works of Mercy.
- Each Friday we will read the Gospel for Sunday and discuss the meaning on a level that is meaningful to the students.
- Participation in weekly liturgy- singing, responding and serving as a role model to our 1st grade buddies.
- 5th grade altar server training in the spring
- We will be introducing and practicing various prayer formats.
- 5th grade students need to memorize The Apostles Creed and Hail Holy Queen. We will assess these prayers at the end of each trimester. Copies of these prayers can be found on the 5th grade Website.

Grammar

Grammar is taught by the homeroom teacher.

The grammar curriculum in 5th grade consists of the following:

- Sentence parts
- Nouns – common, proper, singular, plural, possessive
- Verbs – action, tense, subject-verb agreement, irregular
- Adjectives – articles, demonstratives, proper, good/bad
- Capitalization and Punctuation – comma usage, quotations, abbreviations, titles
- Pronouns – subject, object, I/me, possessive, we/us
- Adverbs & Conjunctions

Reading

In fifth grade, students expand and deepen the concepts, skills, and strategies learned in earlier grades. Fifth grade students read and comprehend texts from a variety of genres (fiction, nonfiction, poetry, and drama) and subject areas (religion, science, social studies, and English language arts), and they make new connections as they encounter new ideas and begin to study subjects in more formal ways. They will continue to learn reading strategies and be taught to read to learn. Reading instruction varies between whole class, individual, and small group experiences.

Whole class instruction focuses on:

- Identifying and describing elements of a story
- Generating a summary of main ideas and supporting facts
- Comprehending what is read using a variety of strategies
- Identifying structures and features of nonfiction text

Small group and individual instruction focuses on:

- Decoding and determining meanings of unknown words
- Comprehending what is read using a variety of strategies
- Reading aloud different genres with expression

Reading Skills and Strategies taught in 5th grade:

<p><u>Comprehension</u> <i>I understand what I read</i></p>	<p><u>Accuracy</u> <i>I can read the words</i></p>	<p><u>Fluency</u> <i>I can read accurately, with expression and understand what I read</i></p>	<p><u>Expand Vocabulary</u> <i>I know, find and use interesting words</i></p>
<p>Strategies</p>	<p>Strategies</p>	<p>Strategies</p>	<p>Strategies</p>
<p>Check for Understanding</p> <p>Back Up and Reread</p> <p>Monitor and Fix Up</p> <p>Retell the Story</p> <p>Use prior knowledge to connect with text</p> <p>Make a picture or mental image</p> <p>Ask questions throughout the reading process</p> <p>Predict what will happen, use text to confirm</p> <p>Infer and support with evidence</p> <p>Use text features (titles, headings, captions, graphic features)</p> <p>Summarize text, include sequence of main events</p> <p>Use main idea and supporting details to determine importance</p> <p>Determine and analyze author's purpose and support with text</p> <p>Recognize literary elements (genre, plot, character, setting, problem/resolution)</p> <p>Recognize and explain cause and effect relationships</p> <p>Compare and contrast within and between text</p>	<p>Cross Checking... Do the pictures and/or words look right? Does it sound right? Does it make sense?</p> <p>Use the picture... Do the words and pictures match?</p> <p>Use beginning sounds and ending sounds</p> <p>Blend sounds, stretch and read</p> <p>Flip the sound</p> <p>Chunk letters and sounds together</p> <p>Skip the word then come back</p> <p>Trade a word/guess a word that makes sense</p>	<p>Voracious Reading</p> <p>Reread text</p> <p>Read Appropriate Level Texts that are a "Good Fit"</p> <p>Practice common sight words and high frequency words</p> <p>Adjust and apply different reading rates to match text</p> <p>Use punctuation to enhance phrasing and prosody (end marks, commas etc.)</p>	<p>Voracious Reading</p> <p>Tune in to interesting words and use new vocabulary in my speaking and writing</p> <p>Use pictures, illustrations and diagrams</p> <p>Use word parts to determine meaning of words (prefixes, suffixes, origins, abbreviations)</p> <p>Use prior knowledge and context to predict and confirm meaning</p> <p>Ask someone to define the word for you</p> <p>Use dictionaries, thesauruses and glossaries as tools</p>

For many of the strategies above we have a “Parent Pipeline” that has ideas for practicing these reading skills at home. Please let us know if you would like a copy.

Accelerated Reader is used in 5th grade to guide students to appropriate independent reading books. Students will be given a reading range at the beginning of the year based on an assessment taken. This range will be adjusted throughout the year.

Reading requirements:

- 20 minutes per night, **10 out loud**
- Read 2 books in the monthly genre as well as a student & teacher reading goal

Writing

We will be utilizing a writer’s notebook in writing. This will be used as a special place to collect all the “odds and ends” that will be useful ideas for writing. The notebook can be used to grab an idea when they are stuck.

In addition, we will be focusing on 4 types of writing:

- Narrative, Informative, Descriptive & Persuasive

Spelling

A spelling pretest will be given every Thursday. Students who score 90% or above on the spelling pretest will be given an alternate spelling list to master. Students who score below 90% on the pretest will practice and learn the pretest words that week. All students will have five additional choice words. The list of words will correspond to the weekly spelling strategy taught. Although we will be reviewing the spelling strategy in class, most of the spelling work will need to be done outside of class. The spelling post and pretest will be given each **Thursday**. The students also have a “Differentiated Spelling Menu” where they choose one homework task to complete by Monday. All spelling words can be found on the 5th grade website.

In addition to the spelling curriculum, correct spelling will be emphasized and practiced in all curriculum areas.

Science- Mrs. King

Science Standards & Benchmarks:

<ul style="list-style-type: none"> • Nonfiction reading strategies, study skills & nonfiction text features • Scientific Method & Experiment tools • Earth Science- Weather and Climate, Earth, Moon & Beyond & The Sun and other Stars (research paper) 	<ul style="list-style-type: none"> • Life Science- cardiovascular & respiratory systems, Cycles in Nature, Classifying Living Things, Plants & the Scientific Method • Physical Science- Force & Motion, Physical Properties, Matter, Chemical Reactions, Atoms & Elements, Heat, Light, Sound
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Daily Work- Science is a combination of direct instruction, demonstrations, group work, note taking and experiments. Students will participate in as many hands on experiments as possible. When learning content students will fill in a teacher created note packet. Filling in the main idea will allow them more time to focus on examples and modeling. The correct answers will always be discussed and presented on the Mimeo projector. When finished, this note packet will become a study guide for the upcoming assessment.

Homework: Occasionally, refer to the assignment notebook.

Grades: Students are graded on the above standards and benchmarks. Their level of achievement is based on lab reports, observation, performance assessments and tests.

Social Studies-Mrs. Weisenhorn

Social Studies Standards and Benchmarks:

Trimester 1:	Trimester 2:	Trimester 3:
<ul style="list-style-type: none"> • Map skills • Note taking • Study Skills • Reading non-fiction text <ul style="list-style-type: none"> ◦ SQR (survey, question, read, review) • Early Americans • Explorers • Iowa History • European Settlement 	<ul style="list-style-type: none"> • Map skills • Note taking • Study Skills • Reading non-fiction text <ul style="list-style-type: none"> ◦ SQR (survey, question, read, review) • JA BizTown • 13 Colonies 	<ul style="list-style-type: none"> • Map skills • Note taking • Study Skills • Reading non-fiction text <ul style="list-style-type: none"> ◦ SQR (survey, question, read, review) • Uniting the Colonies • Revolutionary War

Homework: Occasionally, refer to the assignment notebook. Your child is encouraged to review notes for 10 minutes a night a week before the test.

Grades: Students are graded on the above standards and benchmarks. The social studies grade is made up of a combination of quizzes, projects, daily assignments, performance assessments and chapter tests.

Math- Mrs. Behrens

Math Curriculum:

<ul style="list-style-type: none">• Place Value to billions• Whole numbers: Compare, Order, Round• Decimals: Read and write decimals through thousandths; compare, order, and round• Add / Subtract:<ul style="list-style-type: none">○ Whole numbers up to 5 digits○ Decimals• Multiplication<ul style="list-style-type: none">○ Distributive property○ Multiply by one and two-digit numbers○ Decimals – (decimals by whole numbers, introduce decimals by decimals)• Geometry<ul style="list-style-type: none">○ Points, lines, rays○ Measure and draw angles○ Triangles and Quadrilaterals• Exemplars	<ul style="list-style-type: none">• Division<ul style="list-style-type: none">○ One and two-digit divisors○ Decimals (decimals by whole number divisor)• Measurement - Metric and customary units of length, weight and capacity; perimeter and area• Fractions - Number theory; add/subtract with like and unlike denominators; equivalent and mixed numbers; introduce multiplication of fractions• Problem Solving• Graphs / Tables• Mean, median, mode, and range• Number Theory – digital root, divisibility rules• Basic Facts• Mental Math
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Basic Facts: Your child is expected to know their basic facts in all operations (+, -, ÷, x) through the 9's when they enter the 5th grade. They will learn the basic facts for 11's and 12's this year.

Homework: Homework is assigned on a daily basis in math. Students will have some time during math class to get started on the assignment. Problems not completed in class must be finished at home.

Grades: The math grade is made up of a combination of quizzes, Quick Checks, daily assignments, tests, basic facts, and mental math.

How you can help:

- Students still working to master their facts need to practice them daily for 10 minutes. This can be done using flash cards, playing cards, websites, etc.
- Let your child do their own math assignment. Also, let them complete problems using the process taught in class. You may know a shortcut, but your child needs to understand the number theory behind all operations before going that route.
- If your child is unsure how to complete math homework, send a note to school with him/her and I will be happy to help the next day.

Handwriting / Keyboarding

Students will continue the *Handwriting Without Tears* cursive handwriting series. A practice book will be worked on throughout the year. Good handwriting will be stressed in all areas of the curriculum.

Students will continue with the *Type to Learn 4* keyboarding program. It contains a pretest that will place the student at the appropriate level. All keystrokes will be reviewed and practice sessions provided.

Positive Behavior System

The goal of PBS (Positive Behavior Support) is to create an environment where students, teachers, and staff are recognized and rewarded for demonstrating positive behavior in all areas of the school.

St. Francis has created four specific behavior expectations. "Sun" sational students are Safe, Respectful, Responsible, and Faithful. We expect all students, teachers, and staff to follow these four expectations on a daily basis in all areas of the school. These expectations are taught to the entire student body two to three times a year.

When students follow the four expectations, they are rewarded with several levels of incentives. First, they can earn "Sun" tickets from any member of the school staff. These tickets allow them to purchase items from the prize cart twice a month. Second, parents are notified of their child's positive behavior throughout the school year. Third, classrooms are rewarded, three times a year, for demonstrating the expectations around the building.

LEVEL 1 CONSEQUENCES	LEVEL 2 CONSEQUENCES	LEVEL 3 CONSEQUENCES	LEVEL 4 CONSEQUENCES
<ul style="list-style-type: none"> - Non-verbal cue - Proximity - Verbal warning - Time out - Student conference - Parent contact 	<p><u>Teacher Responses:</u></p> <ul style="list-style-type: none"> - Non-verbal cue - Proximity - Verbal warning - Time out - Reflection - Student conference - Parent contact - Pull-a-card - Behavior contract/ plan (w/ teacher) - Quiet lunch <p><u>Administrative Responses:</u></p> <ul style="list-style-type: none"> - Administrator/ parent/ student/ teacher conference - Quiet lunch - Detention - Restitution 	<p><u>Teacher Responses:</u></p> <ul style="list-style-type: none"> - Student conference - Timeout - Reflection - Parent contact - Behavior contract/ plan (w/ administrator) - Quiet lunch - Detention <p><u>Administrative Responses:</u></p> <ul style="list-style-type: none"> - Administrator/ parent/ student/ teacher conference - Quiet lunch - Detention - Restitution - In-school suspension - Out-of-school suspension 	<p>*Level 4 behaviors will result in an automatic office referral. Administration will give one of the following consequences:</p> <ul style="list-style-type: none"> - Mandatory parent conference - Consecutive detentions - In-school suspension - Out-of-school suspension - Contact law enforcement - Expulsion - refer issue to school board

Late Assignments/ Study Club

Students will be given a late assignment each time they have incomplete, poor quality, or missing school work. A late assignment slip will be sent home for signature by the parents for each incident. These must be returned the next day along with the completed homework.

Study Club is for students in 3rd through 8th grade. It will be held on Monday, Wednesday, and Thursday after school from 3:20 – 4:00 PM. This year Study Club will be in the teacher's classroom that has duty for the week. The location of Study Club will be announced nightly in order for the students to know where they need to report. There are two ways students can use Study Club, one of which is voluntary while the other one is mandatory. Below is a breakdown of the aspects of Study Club.

Voluntary	Mandatory	Retakes/ Assistance
<ul style="list-style-type: none"> ▪ Students may use Study Club at anytime to complete homework, work on a group project, or study for quizzes or tests. ▪ Students are expected to stay until 4:00 PM and will not be allowed to leave early. ▪ This environment should not be used as a place for students to go when a parent will be late picking them up from school. That is what Kids Care is for. 	<ul style="list-style-type: none"> ▪ Students who receive 3 late assignment slips, in one subject area, are automatically assigned to Study Club for one session. (Middle School) ▪ 5th grade students- 3rd late in a subject, or 8th total late overall, will be assigned to Study Club. ▪ 4th grade students- the 4th late in any of the following categories will result in Study Club: 1) Planner unsigned 2) Nightly reading not completed 3) Missing or incomplete work. ▪ 3rd grade students (beginning mid-year)- the 4th late in any of the following categories will result in Study Club: 1) Planner unsigned 2) Nightly reading not completed 3) Missing or incomplete work. ▪ A student who receives another late slip in the same class will be assigned to Study Club for the next session. 	<ul style="list-style-type: none"> ▪ Students who are to retake a test/ quiz will do so in the classroom of the teacher who gave the test/quiz. ▪ Students who need help in a subject will report to the teacher where the help is needed.

When a student is assigned to Study Club, he/she will report on the next day Study Club is held. If a student **misses** Study Club, he/she will be assigned to attend the **next two sessions** (unless the

miss is due to an illness). **If that same student misses those two sessions, he/she will be assigned a Saturday School with an administrator. There will be no excused Study Club sessions for extra-curricular activities.** If the student is assigned to Study Club and also has to complete a retake, the student **MUST** attend Study Club and take the retake on the next afternoon.

The intention of Study Club is to help students gain a better understanding of the importance, and the responsibility, of completing and turning in homework when it is due. Study Club also gives students the opportunity to complete homework in a quiet place, while providing the support of teachers. Study Club will begin the week of August 31st and will conclude the week of May 31st. This may be the perfect solution for busy students, in outside activities, to work on homework while the assignment is still fresh in their mind. We are hoping this is a positive experience for students, teachers, and parents.

5th Grade Activities

Code411 -Drug Education Awareness

- Taught by Officer Craig Weatherall
- Weekly for 10 weeks
- Culminates in a graduation ceremony –December 1 (more information to come)

BizTown begins in January

- 4 weeks in class
- Culminating field trip on to apply what has been learned
- *Twelve Parent volunteers are needed. Each volunteer would need to attend ONE parent training session at Junior Achievement, 6100 Grand Avenue, Des Moines*
- Talking Canvas- Downtown Architectural Tour in May
- Field trip chaperone requests will be sent out via the newsletter

Progress Report

This fall we will continue to use the progress report that was piloted last year in all schools in the Diocese, grades K-5. It will now be referred to as a Progress Report. It will reflect standards-driven education in our diocese. The Progress Report format summarizes your child's educational success in the standards and character development. On the next page is an example of the math progress report for 5th grade.

Some helpful definitions:

Standards: The K-12 Diocesan Standards describe what a student should know and be able to do in a subject by the end of 12th grade. On the Progress Report the standards are labeled and found under each subject area. The standards can be found hanging in the hallway.

Grade Level Expectations (GLE's): These are more specific than a standard. On the Progress Report, GLE's are listed under the standard.

Power GLEs: the GLE's that will be reported out on progress reports.

Body of Evidence: Teachers determine student progress by gathering a body of evidence from student work such as classroom assignments, assessments, test and observations. By using the body of evidence teachers can give student and parents a more accurate assessment of the level at which the student is performing in relation to the standard and GLE.

Levels of Achievement: The four point scale that teachers will use to rate student progress in each GLE.

4: Meets grade level expectation with excellence- a student has developed a solid understanding of the benchmark and can provide the teacher with in-depth knowledge and skills when given the opportunity.

• 3: Meets grade level expectation- a students has a solid understanding of the benchmark at grade level and can demonstrate the knowledge on multiple assessments. ***This is where we want all students to be by the END of the year.***

• 2: Progressing toward grade level expectation- a student has the beginning skills of understanding the benchmark, however needs more practice to gain a solid understanding of the benchmark.

• 1: Not meeting grade level expectation- a student is not able to demonstrate an understanding of the benchmark at grade level

Please read and discuss the 5th grade back to school packet found on the 5th grade webpage.

_____ I have read the back to school packet with my child.

Parent Signature

Student Signature

Questions/Clarifications:
