



Back to School

5th Grade
2009-2010

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Teacher Contacts

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

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

We have listed a “How you can help” section in each specific subject area throughout this manual. However, 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
- Monitor your child’s reading to assure 20 minutes of reading is completed each night
- Make sure all tests are signed and returned the next school day
- Review for tests with your child and help with take home projects
- Read the weekly newsletter once you receive the link via e-mail (sent on Friday)

Volunteers

- Volunteers on an as needed basis (requests via the newsletter)
- Field trip chaperone requests will be sent out via the newsletter
- Weekly volunteers for copying are needed

Religion

- 5th Grade theme- Call to Faith
- Gospel Weekly
- Participation in weekly liturgy
- 5th grade altar server training in April
- 1st grade buddies-role models
- Monthly Bible Parables
- We will be introducing and practicing various prayer formats as stated in the school wide goals

How you can help:

- Encourage your child to participate fully while attending Mass on the weekends
- Let your child see you practicing your Catholic faith

Science

Science is taught daily by Mrs. King

Science Curriculum:

<p>Trimester 1:</p> <ul style="list-style-type: none">• Planning an investigation & how scientists work• Reading nonfiction to learn-getting to know the science book• Earth Science- Weather and Climate• Physical Science- Force & Motion• Life Science- cardiovascular & respiratory systems	<p>Trimester 2:</p> <ul style="list-style-type: none">• Earth Science- Earth, Moon & Beyond• Earth Science- The Sun and other Stars• Physical Science- Atoms & Elements• Physical Science- Physical Properties, Matter, Chemical Reactions	<p>Trimester 3:</p> <ul style="list-style-type: none">• Life Science- Cycles in Nature• Life Science- Classifying Living Things• Physical Science- Heat, Light, Sound• Life Science- Plants & the Scientific Method
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Homework: Occasionally, refer to the assignment notebook.

Grades: The science grade is made up of a combination of quizzes, lab reports, daily assignments, performance assessments and chapter tests.

How you can help:

- Encourage your child to review their science notes and material each night.
- Volunteer to be a guest speaker if you have a science related career or interest.
- Check with your child to see that science homework is completed each day if applicable.
- Sign science tests when requested.

Social Studies

Social Studies is taught daily by Mrs. Weisenhorn

Social Studies Curriculum:

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: The social studies grade is made up of a combination of quizzes, projects, daily assignments, performance assessments and chapter tests.

How you can help:

- Check with your child to see when social studies tests are scheduled. These will also be posted on our fifth grade site.
- Encourage your child to review notes for 10-15 minutes each night to prepare for a test (avoid cramming).
- Sign social studies tests when requested.

Math

Math is taught daily by 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 should have a short time during math class to get started on the assignment. Problems not completed 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.
- Check with your child to see that math homework is completed each day.
- Sign math tests when requested.

Reading

Reading is taught by the homeroom teacher.

The [Daily Five](#) is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. These research based tasks will have the biggest impact on student reading and writing achievement, as well as help foster children who love to read and write. Students receive explicit whole group instruction and then are given independent practice time to read and write independently while we provide focused, intense instruction to individuals and small groups of students.

When it is up and running smoothly, students will be engaged in the Daily Five, which are comprised of:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

There are very specific behavior expectations that go with each Daily 5 component. We will spend our first weeks working intensely on building our reading and writing stamina, learning the behaviors of the Daily 5 and fostering our classroom community. We will also spend time learning about your child's strengths and greatest needs as a reader in order to best plan for each student's instruction. Your child will be taught to select "Good Fit Books" or books they can read, understand and are interested in, which they will read during Daily 5. They will be spending most of their time actually reading, which research supports as the number one way to improve reading. We anticipate the motivation and enjoyment of reading will skyrocket when this gift of choosing their own books is accompanied by extended practice and specific reading instruction for each individual child.

[CAFE](#) is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary, and the system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based.

Accelerated Reader is used in 5th grade as one measure of your child's reading success. 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
- Monthly Genre Log, student & teacher set goals

How you can help:

- See that your child reads 20 minutes each day.
- Encourage your child to read out loud.
- Let your child see you reading on a daily basis (newspapers and magazines count!)

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, direct objects, main, helping, linking, 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 and Prepositions

How you can help:

- Encourage proper grammar usage in their writing.
- Encourage your child to study for the grammar tests.

Writing

This year we are implementing a new writing program using Lucy Calkins *Units of Study for Teaching Writing*. This program uses the workshop approach to teaching writing with in-depth focus on different types of writing (personal narratives, essays, fiction, memoirs, and writing about reading). To begin the workshop, we will spend a good amount of time working on discovering what a writer is, how we can think like writers, and how the workshop will run in the classroom.

Spelling

A spelling pretest will be given every Friday. 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 test will be given each **Thursday**.

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

How you can help:

- Encourage your child to practice their spelling words each week in preparation for the Thursday test.
- Encourage good spelling in all their work.

Word Study

Our word study experience will be based on Words their Way, which is a research-based approach to providing an integrated way to teach phonics, vocabulary, and spelling to improve literacy skills. Through word study, students examine, manipulate, and categorize words. This practical, hands-on way to study words helps students' focus attention on critical features of words---sound, pattern and meaning.

Handwriting / Keyboarding

Students will continue the *Handwriting Without Tears* cursive handwriting series. A practice book will be worked on throughout the year. This is a new skill for students and therefore it may be frustrating for them. With sufficient practice however, they will get neater and quicker.

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.

How you can help:

- Remind your child that cursive will become easier and faster with practice and use.
- Encourage your child to use cursive as much as possible.
- Encourage your child to use neat and readable handwriting on all their work.
- Provide the opportunity for your child to keyboard outside of school and encourage them to use the correct form. There are practice websites on the fifth grade webpage.

Related Arts

The following related arts are offered in 5th grade:

- PE – 2 times a week for 30 minutes

mhazel@dowling.pvt.k12.ia.us

- Art – 1 time a week for 45 minutes

jsouthwa@dowling.pvt.k12.ia.us

- Music – 2 times a week for 30 minutes

lrandal@dowling.pvt.k12.ia.us

- Technology/Enrichment –

cjoslin@dowling.pvt.k12.ia.us

dnitzel@dowling.pvt.k12.ia.us

- Guidance – 1 time a week for 30 minutes

Jheckle@dowling.pvt.k12.ia.us

- Spanish- 2 times a week for 30 minutes

bbuckmil@dowling.pvt.k12.ia.us

Positive Behavior System

St. Francis of Assisi School is currently in the implementation year of PBS. 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

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. Upon the third late assignment in a subject, study club will be assigned. Also, once a child has received a total of 8 late assignments in a trimester, study club will be assigned. After a student has served three Study Clubs a meeting will be held with the teacher and the parents. Study Club will be held from 3:20-4:00 pm on Monday, Wednesday and Thursday in the Media Center. **This is a change from previous years.**

Study Club

There are three ways students can use Study Club, one of which is voluntary while the other two are mandatory. Below is a breakdown of the three aspects of Study Club.

Voluntary	Mandatory	Retakes
<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 may attend Study Club at any time to have help organizing folders, lockers, and assignments, and to learn study skills.	<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. 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 receive a 70% or below on an assessment may retake the assessment in Study Club at the teacher discretion.

When a student is assigned to Study Club on a day that it is held, he/she will call a parent to see if it is possible to attend the session that afternoon. If the student is unable to attend the study club session that afternoon they will be signed up for the next session. If a student misses study club, he/she will be assigned to attend the next two sessions. If that same student misses those two sessions, he/she will be assigned a Saturday School with an administrator.

For example: 2 late math assignments and 2 spelling assignments does not equal study club. However, once they meet the 8 per trimester threshold it doesn't matter the subject.

How you can help:

- Encourage your child to complete all homework on time.
- Review and sign their Assignment Notebook daily.
- Review and sign tests/assignments when required and return them the next morning.
- Provide an appropriate environment and the time each night for completing homework.

Tests

- All tests are to come back to school the day after they go home with a parent signature.
- If a student scores less than 70% on a test they **may** have the opportunity to retake the test on the same material. This opportunity is offered at the teacher's discretion.
- Re-takes will be offered at Study Club.

- Each student will need to bring back a signed permission slip from their parents indicating how they intend to work to improve their score prior to the retake.

How you can help:

- Help your child to prepare for tests plenty of time in advance.
- Sign all tests when they come home.

Homework

Daily homework will consist of the following:

- Daily Reading – 20 minutes each night; completion of monthly required reading
- Math – daily assignments; basic facts
- Spelling (homework due each Monday and test each Thursday)
- Science
- Social Studies –review notes in preparation for a test, other assignments as needed.

How you can help:

- Provide an appropriate environment and the time each night for completing homework.
- Read when your child reads.
- Help your child to prepare for tests plenty of time in advance.

5th Grade Activities

Code411 -Drug Education Awareness

- Taught by Office Tanya Zaglauer
- Weekly for 10 weeks(some exceptions)
- Culminates in a graduation ceremony –Date TBA

BizTown begins in January

- 4 weeks in class
- Culminating field trip on February 11th 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

Monday, February 8th	12:00-1:30
Tuesday, February 9th	4:30-6:00

Field Trips

- State Historical Building, "Tell me the Story of Iowa" October 29
- Living History Farms (November 18-Behrens, 19-King, 20-Weisenhorn)
- JA BizTown- February 12
- Talking Canvas- Downtown Architectural Tour in May

Parent volunteers will be needed at all field trips.

We will collect all money for field trips at once. Please sign each permission slip, fill out the information where indicated and return with one check.

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 student 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