**Fifth Grade**

**Parent Handbook**

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**Teachers: Laura Broyles, Bridget Just, and Deborah Sloan**

**Anchorage Public School**

**2018-2019 School Year**

## At Anchorage School We…

  Make everyone feel welcome.

  Include and acknowledge everyone.

  Help those in need.

  Use Lifeskills to solve problems.

  Take pride in our school.

  Have no put-downs (verbal or non-verbal).

  Respect the learning environment.

  Take personal responsibility.

  Respect each other.

Dear Parents,

Welcome to fifth grade. We are happy and honored to be working with you this year. We want ALL children in our classrooms to be successful learners who are motivated to do their best. We also want every child to go home happy at the end of the day. So we will be making use of solid educational research to guide the teaching and learning that will take place in our classrooms. Research shows that people who are engaged in their work are driven by four essential goals, each of which satisfies a particular human need:

* *Success* (the need for mastery),
* *Curiosity* (the need for understanding),
* *Originality* (the need for self-expression),
* *Relationships* (the need for involvement with others).

These four goals form the acronym for our model of student engagement—*SCORE*. Under the right classroom conditions and at the right level for each student, these goals can build the motivation and *Energy* (to complete our acronym) that is essential for a complete and productive life. They can provide students with the energy to deal constructively with the complexity, confusion, repetition, and ambiguities of life.

We view the opening of school as a wonderful opportunity for a fresh start, a time to come together as a class and create a community…a place where children and adults feel ownership in and a commitment to the community. Each of us believes that our classroom should be a caring community of learners, a place where students are prepared not only to be competent adults, but also responsible, principled, contributing members of society. The success we achieve in our classroom is not only critical for each individual child, but also for society as a whole.

We are looking forward to working with you to create an extraordinary year for your child. Anytime you have a concern or question please call us at school or contact us by e-mail.

Sincerely,

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# YEARLONG THEME

**RESEARCH**

Teachers will assist students in choosing topics of interest, and assign topics that correlate with the curriculum. Students will be taught to collect information regarding the topic. Information should be gleaned from text books, newspapers, magazines, encyclopedias, museum pamphlets, etc. This is your child’s chance to develop practical, everyday information-gathering skills. Once topics have been chosen, we’ll devote some time in class to working on various projects.

The research projects provide pride in accomplishing a significant task, deep knowledge, and lifelong learning skills. Students will learn and practice research and computer skills such as; valuable word processing experience using *Word* ,formatting articles; saving, printing, and adding photographs or maps; using a two column format, creating titles and headings; writing captions and bibliographies; creating PowerPoint Presentations and Glogsters.

   

Fifth Grade Curriculum

The Anchorage School Curriculum is comprehensive and based upon national and state standards in each subject area. The following information is a general outline of what you can expect your child to learn in the fifth grade. It is intended to provide you with a flavor of what you can expect this year.

**READING**

Reading classes will take place in Ms. Just’s classroom. Many genres of quality children’s literature, as well as various real world materials (newspaper, magazines, encyclopedias, maps, brochures, etc.), and the National Geographic Reading Series will be used to help your child grow as a reader. Expect to see your child:

* Identify meaning from a variety of texts and make connections to personal and real world issues
* Develop and use strategies flexibly for different kinds of text
* Demonstrate in-depth interpretation of inferential and literal details from a variety of reading passages
* Sustain interest and understanding throughout a challenging text
* Read strategically to locate ideas and relevant information for projects
* Use reading to define and solve problems and answer questions
* Identify the characteristics and elements of different genres and discuss them in a thoughtful manner
* Thoroughly support responses to text with relevant, explicit, text-based information
* Develop insightful reflections and evaluations of what has been read
* Explore major concept words (e.g., “big idea” words such as *culture, patterns, system,* and *theme*) as found in various texts
* Use organizational features of printed text (e.g.. table of contents, changes in print, captions) and electronic information (e.g., keyword searches) to locate information
* Use word recognition skills, strategies, and resources to decode words
* Use resources and strategies to build oral and reading vocabulary

**WRITING**

Fifth graders will continue to develop the writing skills learned last year during the creation of portfolios. Expect to see your child:

* Respond in writing to reading, observing, and inquiry activities
* Fully develop ideas in writing, using relevant details, examples, and explanations
* Narrow the topic to establish a focus
* Form sentences with complex ideas
* Organize by using paragraphs
* Demonstrate independent and critical thinking through journals, graphic organizers, and open-response questions
* Use information from technology and other sources to produce writing that develops and supports specific ideas and contains source notations
* Write for authentic purposes and audiences
* Write different literary genres
* Learn to spell words and apply spelling skills to all written assignments
* Apply the characteristics of effective writing, including good grammar, throughout the curriculum
* Master keyboarding skills

**SPEAKING AND LISTENING**

Throughout all curricular areas, the children will construct meaning through observation and listening. We want them to apply techniques they’ll be taught so they will become effective speakers and will be able to communicate ideas and information for a variety of authentic purposes, situations, and audiences. Some of the many skills we’ll develop include:

* Ask and answer questions in complete thoughts
* Focus on a topic when speaking
* Speak in turn
* Use description when speaking
* Use correct grammar when speaking
* Apply appropriate non-verbal techniques (e.g., gestures, and facial expressions) to enhance communication
* Present information using appropriate delivery techniques (e.g., rate, tone, volume, props, and posture)
* Use active listening to recall main ideas, sequences, and important details
* Paraphrase accurately and answer questions
* Use listening as a basis for speaking, writing, and learning by taking brief notes



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Social studies instruction will take place in Mrs. Sloan’s classroom.

Fifth grade students learn about the history of the United States. The curriculum focuses on historical perspectives, geography, economics, government and civics, and culture. Our primary goal is to help children become caring, contributing, tolerant and thinking citizens within their own communities. The following essential yearlong questions are considered through all units of study:

* What are responsible choices and how are they determined?
* How does an understanding of others, and their points of view, contribute to tolerance, respect, and acceptance?
* How do we resolve conflict positively and constructively?
* What connections can we make between concepts we’ve learned and our daily lives?

Your child will:

* Develop a chronological understanding of the history of the United States and recognize cause and effect relationships and multiple causes for events
* Trace change over time and identify reasons for change through the study of broad historical periods in the U.S.
1. The Land and People Before Columbus
2. The Age of Exploration
3. Colonization
4. The War for Independence
5. The Young Republic
6. Westward Expansion
7. The Industrial Era
8. The Civil War
9. The Twentieth Century
* Examine the basic components of the economic system of the United States and recognize the impact of economic factors on decisions made by individuals, businesses and governments in the U.S.
* Use a variety of tools to obtain and present geographic information about the U.S. and its close neighbors
* Recognize human settlement patterns in the U.S. and explain how they are related to the physical environment
* Examine the U.S. Constitution, including the original purpose (Preamble), organization of government (government branches), and flexibility over time (Bill of Rights and other amendments)
* Identify the indigenous groups and immigrant groups who have contributed to the past and present cultures of the U.S.
* Recognize how conflict, competition and social action may develop between and among individuals, groups, and institutions

**SCIENCE**

Science instruction will take place in your child’s homeroom. Students’ will study concepts using science textbooks, and the Chrome Books as resources. Science will be taught using STEAM challenges that include the Engineer Design Process. This is the fourth year in Kentucky for the implementation of the Next Generation Science Standards.

While working through these standards your child will follow the eight science practices.

1. Asking questions (for science) and defining problems (for engineering).
2. Developing and using models.
3. Planning and carrying out investigations.
4. Analyzing and interpreting data.
5. Using mathematics, information and computer technology, and computational thinking.
6. Constructing explanations (for science) and designing solutions (for engineering).
7. Engaging in argument from evidence.
8. Obtaining, evaluating, and communicating information.

**Topics to be covered this year:**

**Structure and Properties of Matter**

1. Develop a model that matter is made of particles too small to be seen.
2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
3. Make observations and measurements to identify materials based on their properties.
4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

**Matter and Energy in Organisms and Ecosystems**

1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
2. Support an argument that plants get the materials they need for growth chiefly from air and water,
3. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

**Earth's Systems**

1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
3. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

**Space Systems: Stars and the Solar System**

1. Support and argument that the gravitational force exerted by Earth on objects is directed down.
2. Support and argument that the apparent brightness of the sun and stars is due to their relative distances from Earth.
3. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

**Engineering Design**

1. Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.
2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

## MATHEMATICS

Math instruction will take place in Mrs. Broyles’ classroom.

We use a problem-solving approach to mathematics, based on everyday situations. Our students are engaged in a curriculum that explores mathematical content beyond basic arithmetic. However, we also revisit concepts regularly and provide a frequent practice of basic skills. Expect your child to:

## Read, write, and compare fractions, whole numbers through billions, and decimals through thousandths

* Read, write and interpret whole-number powers of 10
* Understand and identify prime numbers, composite numbers, and square numbers
* Use mental arithmetic to compute exact answers and to estimate
* Recognize and generate equivalent forms of commonly used fractions, decimals and percents
* Develop fluency in adding, subtracting, multiplying, and dividing whole numbers
* Add, subtract, multiply, and divide commonly used fractions and decimals through thousandths
* Convert between fractions and mixed numbers
* Express probabilities as fractions, decimals, and percents
* Draw justifiable conclusions from data
* Formulate a question, carry out a survey or experiment, record data, and communicate results
* Measure and draw angles, including reflex and straight angles
* Solve perimeter, area, and volume problems
* Estimate and measure length, area, volume, weight, and capacity
* Convert and compute with common units of measure (U.S. customary and metric)
* Evaluate simple algebraic expressions
* Find rules for patterns
* Use variables and equations to represent situations
* Graph ordered pairs

**WE WILL EMPHASIZE:**

* **A problem-solving approach, based on everyday situations,** that develops critical thinking
* **Mathematical communication**, including understanding and evaluating the mathematical thinking and strategies of others
* **Frequent practice of basic skills** through ongoing routines and mathematical games
* An instructional approach that revisits topics regularly to ensure **full concept development**
* Activities that explore a wide range of mathematical content and offer opportunities for students to **apply knowledge and integration of technology**

ESSENTIAL ARTS

Each homeroom will have a different essential arts schedule. Your child will receive a schedule of essential art classes. Please make sure your child has appropriate shoes for days with P.E.

**DIFFERENTIATION OF INSTRUCTION**

The following methodologies will be used this year to help us meet the needs of all children.

* ”Being There” experiences
* Small and large group instruction
* Individual instruction
* Role playing
* Creative dramatics
* Extended response questions
* Short answer questions
* Reading and writing in all content areas
* Hands-on activities and simulations
* Response journals
* Conferencing with teacher and peers
* Study trips
* Cooperative learning
* Teacher modeling
* Technology
* Student and teacher-initiated projects
* Integration of the arts throughout the curriculum
* Opportunities for each student to learn and demonstrate his/her learning according to individual student’s strengths and interests

##### REQUIREMENTS

This year your child will be required to do the following types of assignments:

* write in journals for various subject areas
* design, conduct, and evaluate experiments
* create maps and construct models
* answer questions developed by the students themselves
* complete short and long-term assignments, both independently and as a member of a small group
* complete short and long-term homework assignments
* actively participate in small and large group discussions
* conference with the teacher and other students to discuss his/her work
* complete assigned readings in textbooks, novels, newspapers, and other materials
* independently read books, chosen by the individual student, from a variety of genres and keep a log of books read
* write and perform short plays and/or skits

###### EVALUATION

Students will be assessed through the use of:

* work samples
* portfolio entries
* special projects
* homework
* class assignments
* participation in class discussions and projects
* responses to open response questions
* tests and quizzes
* journals
* teacher observations of each student’s work (anecdotal records)
* checklists
* scoring guides and rubrics

When new skills and concepts are introduced to your child, it takes time for those new ideas to develop and sink in. Practice work may be assigned in class or for homework.

When it appears that the children have a good grasp of the new material, the ***learning*** that has taken place is ***evaluated*** using letter grades.

For some assignments, letter grades will be given based upon percentages. Other assignments, by their very nature, do not allow for percentage grading. Examples of such assignments might be a short story, math project, or an oral presentation. When such an assignment is made, your child will be informed at that time as to how the assignment will be graded. Rubrics and scoring guides for such assignments will often be developed cooperatively by the students and the teacher.

**Grades that are based upon percentages** will be given letter grades according to the following scale:

**A+** 99-100 **A** 95-98 **A-** 93-94

**B+** 91-92  **B** 88-90 **B-** 86-87

**C+** 83-85 **C** 79-82 **C-** 76-78

**D+** 73-75 **D** 70-72 **D-** 68-69

**STUDY TRIPS**

We are in the process of planning study trips for this year. Be assured that each study trip will be carefully planned to help students develop a deeper understanding of essential concepts that are part of the required curriculum.

Whenever possible, we will go on study trips *before* we learn about something in depth. These “Being There” experiences will give your child the opportunity to “take in” a lot of information through his/her senses. By giving your child these multi-sensory experiences, your child will have background knowledge to which he/she can refer when we discuss new concepts in class.

For example, as the culmination of our economics studies, the fifth graders will go on an extraordinary study trip to Junior Achievement Biz Town. This is a world where the children imagine, investigate and become citizens of their own city. They will discover real-life opportunities available in the free enterprise system as they become business operators, tax payers, and lawmakers in the city.

The fifth grade teachers will send a letter home well in advance of each study trip, outlining our academic objectives for that field experience.



# HOME/SCHOOL COMMUNICATION

Keeping the lines of communication open between home and school is critical to your child’s success in school. We offer the following ways for you to stay in touch with us.

# Conferences

We encourage you to contact us any time you have questions or concerns. If you need to speak with us, please expect to leave a message on our voicemail, or call after dismissal. We are unable to talk with you while we are instructing students. Also feel free to request a conference by e-mail. We check our e-mails regularly, and will call you at the first opportunity to set up an appointment.

Fall Conferences will be held in November. Spring conferences will be scheduled in March.

# Weekly Folders

Every week your child will bring home a folder with important announcements, graded papers, and/or items that may need a signature. Please review all papers and return the folder signed and materials that need your signature.

HOMEWORK

Homework is best assigned when it has meaning and purpose. It should be supplemental to what has gone on in the classroom that day – something which could not be done at school, either for lack of time or materials necessary to do the job well. Our purpose for each homework assignment will include one or more of the following:

 •reinforcement of concepts and skills learned in class

 •application of knowledge and skills to new situations

 •data gathering and analysis

 •opportunity to share new ways of thinking with someone at home

 •enjoyment!!!

Your child will have homework Monday through Thursday evenings. Some assignments should be completed in one night; others may require several days to complete. The long-term assignments will be discussed in class daily. This will allow us to monitor the children’s progress and answer questions along the way.

We will expect many assignments to be completed by your child independently. Others will require you, the babysitter, a brother or sister, grandparent, or friend to interact with your child. If someone is expected to help with the assignment, this will be made clear by the very nature of the assignment. Often the best homework is the time you spend with your child reading, answering and posing questions, and investigating areas and concepts that will generate a sense of purpose and value. The intent of homework is to contribute to the building of **mental programs**, which are key to understanding.

You should know that:

1. Each day’s homework will be posted in the classroom and your child will have time to write it in the student planner. If your child is absent, he/she is responsible for asking the teacher for assignments that have been missed.
2. We expect all assignments to be turned in the day they are due. **In the case of an excused absence, your child has the number of days he/she was absent, plus one day, to make up the assignment.** **A WRITTEN NOTE IS REQUIRED AFTER EACH ABSENCE**. **STUDENTS ARE NOT PERMITTED TO MAKE UP WORK IF AN ABSENCE IS UNEXCUSED**. **PLEASE** **NOTE THAT FAMILY TRIPS ARE UNEXCUSED ABSENCES.**
3. Points may be deducted for each day an assignment is late. Often your child’s homework will be a critical part of the next day’s lesson and if it is missing, we won’t be able to build upon your child’s learnings and/or clear up any misunderstandings.
4. Homework should take no longer than 45-50 minutes to complete. Please be sure to let us know if your child experiences great difficulty with any assignment.
5. **YOUR CHILD WILL NOT BE PERMITTED TO CALL YOU IF AN ASSIGNMENT HAS BEEN LEFT AT HOME**.

**ATTENDANCE**

We hope your child will attend school every day. We realize that family emergencies and illness sometimes keep a child at home. Please e-mail us as soon as you know your child will be absent, tardy, or will need to leave early. Include the reason for the absence. Please remember that students are not permitted to make up work if an absence is unexcused. MAKE-UP work will be ready for the child upon their return. This ensures the teacher will have time to explain the missed work as well as make sure the student understands the requirements.

**PLEASE REFER TO THE STATE REQUIREMENTS FOR ATTENDANCE IN THE STUDENT-PARENT HANDBOOK.**

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Monday-Thursday Schedule

8:00 School Begins

8:00-9:15 Science

9:15-10:05 Rotation 1

10:05-10:55 Rotation 2

10:55-11:45 Rotation 3

11:45-12:10 Lunch

12:10-12:40 LEAPS

12:40-1:10 Physical Activity Time

1:10-2:00 ELA

2:00-3:00 Essential Arts

**Friday Schedule**

8:00 School Begins

8:00-9:15 Science

9:15-10:05 Rotation 1

10:05-10:55 Rotation 2

10:55-11:45 Rotation 3

11:45-12:10 Lunch

12:10-12:40 Physical Activity Time

12:40-1:50 ELA/Spanish