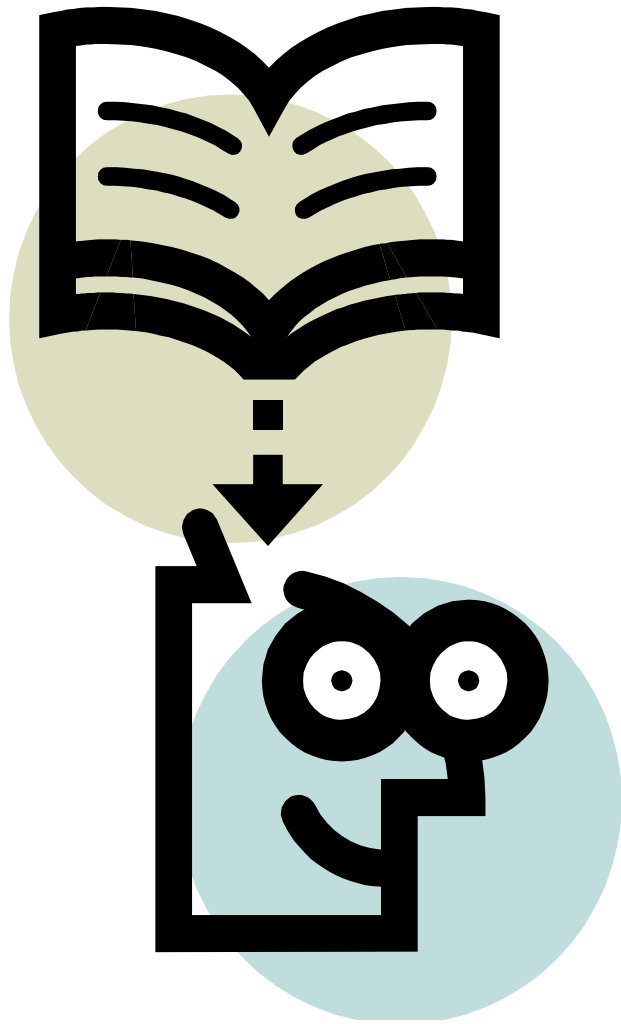


Curriculum Night



Mr. Provost

5th Grade 2014-2015

www.mrprovost.info

Daily Classroom Schedule

- Check In
- Morning Meeting
- Independent Reading
- Math
- Snack (one small healthy snack, water bottle)
- Social Studies
- Lunch Recess
- Literacy
 - Writing Workshop
 - Word Study
 - Reading Workshop
- Read Aloud
- Clean-up/Dismissal



Specials

- Gym twice a week
- Art once a week
- Spanish once a week
- Band/Strings three times a week
- Tech once a week

What We Will Learn

Math:

1. Place Value and Decimal Fractions
2. Multi-Digit Whole Number and Decimal Fraction Operations
3. Addition and Subtraction of Fractions
4. Multiplication and Division of Fractions and Decimal Fractions
5. Addition and Multiplication with Volume and Area
6. Problem Solving with the Coordinate Plane

Science:

Unit 1: Forces and Motion
Unit 2: Dynamics of the Solar System
Unit 3: Survival of Organisms
Unit 4: Animal Systems

Social Studies

US Government

History

- European settlement of North America to the American Revolution

Reading

Reading with Power
Insight into Characters
Historical Fiction
Non Fiction

Writing:

Personal Narratives
Literary Essays
Writing Nonfiction
Persuasive Essay
Research

How We Will Be Learning

Some classroom structures we will use:

Meetings: A time to brainstorm solutions to problems.

Workshops: A guided learning time that allows for each student to work at their own level within the context of a project or theme. Elements of a workshop may include, whole group lessons, practice time, individualized instruction, partner or group work, review and reflection time.

Inquiries: A guided learning time that allows students to explore science and social studies topics through questioning, researching, studying, and creating projects.

Stations: A learning time that allows students to get more direct attention in specific areas or work independently.

Student Work and Assessment

Expectations:

Students must understand the expectations we have for them. Therefore, we will spend a lot of time showing, acting out, drawing and listing the expected outcomes. You will see charts around the room that will serve as reminders and examples. These lists will become rubrics or grade sheets. These lists set the standards for the classroom.

Quality:

Quality work and learning are important. Students need to know what projects and assignments should look like when they are finished. We will spend a lot of time talking about this and showing students how to have quality work. Ultimately, students should turn in only complete and correct work the first time. However, students will be encouraged to fix and return assignments if they have not met this goal.

Late Work / Missing Assignments:

Late work or missing work can be an issue for some students. At this level, students will not be graded down for turning work in late. However, all students will be asked to complete all assignments. Students may take almost all work home to complete, correct, double check or re-do. Students who are absent and those who do not work during work time will be expected to complete the assignments at another time.

Report Cards:

Students will receive formal grades in citizenship and learning/work habits, reading, writing, spelling, speaking/listening, math, science, social studies, every 10 weeks. Media, Gym, Art, and Music grades will be marked twice per year at the end of each semester.

Opportunity Room

The Opportunity Room is a space located in one of the teacher's rooms during recess where students may finish incomplete work. Teachers are volunteering their time to offer a supportive environment. A student referred to the Opportunity Room will work on incomplete classroom practice and homework independently and then will be able to join their classmates at recess upon work completion.

Clawson Public Schools Standards-Based Teacher Guidelines

Grades are given to inform parents about their child's **PROGRESS TOWARDS** achieving the Common Core State Standards and the Michigan Content Area Grade Level Expectations.

Status marking	Description	Definition
4	Excellent progress toward the standards	<p>The student:</p> <ul style="list-style-type: none"> • Consistently demonstrates excellent growth toward standards (could be modified standard) • Equivalent to 90-100%, an A or secure (class assessments, formative assessments, etc.) • Shows an in-depth understanding of the concepts and skills included in GLCEs or CCSS (GLCEs or Common Core grade level standards) • Grasps and applies the key concepts and skills • Works independently
3	Steady progress toward the standards	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrates steady progress toward the standards (could be modified standard) • Equivalent to 80-89%, a B or developing (class assessments, assignments, formative assessments, etc.) • Shows a solid understanding of the concepts and skills included in GLCEs or CCSS • Works independently with occasional reinforcement
2	Limited progress toward the standards	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrates limited progress toward the standards (could be modified standard) • Equivalent to 70-79%, a C or beginning (class assessments, assignments, formative assessments, etc.) • Shows partial/limited understanding of the concepts and skills included in GLCEs or CCSS • May work independently, yet may need frequent reinforcement
1	Area of concern	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrates minimal progress toward the standards • Equivalent to 69% or below or a D/E (class assessments, assignments, formative assessments, etc.) • Needs additional learning opportunities to achieve even a partial understanding of GLCEs or CCSS • Has difficulty grasping the key concepts and skills
Blank	Not assessed at this time	<ul style="list-style-type: none"> • A concept/skill may be taught at a different time in the year
*modified	Available to all students at all times (not just students with IEPs)	<ul style="list-style-type: none"> • Modifying is not differentiation – a modification can be for a student working below OR above grade level • Adjusting (changing) actual curriculum to meet the need of the student • Parent awareness needed

Homework

Look for daily homework listed in the student planner. Students should complete each item in the planner that night (unless noted) for that day and have a parent/adult review the work with their student.

Typical homework will include:

1. Math practice
2. Finish or re-do work from that day
3. Read 15-30 minutes from Book Bag
4. Study spelling words from list or provided

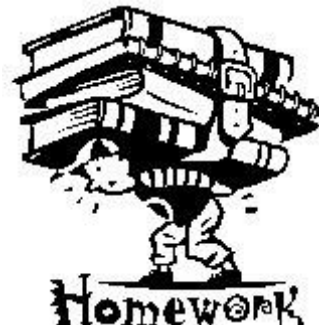
It is the responsibility of each child to complete and be able to explain what he/she needs to do for homework.

There may be other assignments, too. Here are some possibilities

1. Reading projects
2. Exploration
3. Writer's Notebook entries
4. Inquiry projects (gathering information or making a display)

Parents, please allow your child to do his/her own homework. We encourage you to talk and offer your help when needed. However, students will not benefit from the work if it is done for them.

Homework will travel to and from school in the designated folder.



Communication

We will try to stay in close touch with all of you and keep you as informed as possible. You can find out about the classroom by:

1. Asking your child to share his/her learning each day
2. Visit the class website, www.mrprovost.info (subscribe!)
3. Reviewing their planner
4. Reading the newsletter
5. Writing a note
6. Visiting the classroom after 3:15 PM. We have door and hall duty until then
7. Calling the room
8. Attending parent meetings
9. Sending an email

Please try to schedule an appointment to talk with me before or after school unless it is an emergency. We will be available most evenings until 4 PM.

Cathy Seago

cathy.seago@clawson.k12.mi.us

(248) 655-3824

Matt Provost

matthew.provost@clawson.k12.mi.us

(248) 655-3822

It is very important to us that we communicate regularly. Please do not hesitate to contact us with questions, concerns, celebrations, special events etc.

5th Grade Expectations & Consequences

Respect Everyone

- **Be kind in what you do and say**

Respect Education

- **Focus on your goal**
- **Do your best work**
- **Actively listen**

Respect the Environment

- **Be organized**
- **Clean up after yourself**

In our classroom, we are using a positive behavior system. We are focusing on the behavior we would like to see instead of always pointing out the negative behaviors. These positive behaviors will guide students in their decision-making.

When a student's behavior needs to be redirected that adjustment will be noted. The student will reflect on their actions and identify which element of positive behavior needs to be observed in that situation. Student behavior will be monitored and parents will be contacted when positive behavior is not being practiced regularly. Our goal is for all children to learn to be in control of their bodies, interact with others appropriately, and to have the best learning experience possible.

If a student causes physical harm or is completely out of control he/she will leave the room with an adult and the incident will be handled on an individual basis. A student behavior form recording the event will be sent for you to discuss the experience with your child.