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Welcome to 5th Grade Curriculum Night!!

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Joanne Kamarowski*

The slide features a solid blue background. On the left and right edges, there are decorative patterns of overlapping chevron shapes in yellow, magenta, and light blue. The main text is centered in a white, sans-serif font.

This evening's presentation
will be about the curriculum.

(Conferences will be held in November)

How YOU can support your child.

1. Assure they have a dedicated time and space for work
2. Encourage reading:
 - a. Read to them
 - b. Partner Read
 - c. Read in front of them
 - d. Make trips to the library or bookstore
3. Express problem solving process/state application of math
4. Play Math games

Need to Know-Communication

SCHOOL → HOME



- Feel free to call 860-429-9391
 - Beth Garrity: ext. 201 or e-mail bgarrity@willingtonct.org
 - Deb Callahan: ext. 202 or e-mail dcallahan@willingtonct.org
 - Chris Nyser: ext. 200 or e-mail cnyser@willingtonct.org
 - Joanne Kamarowski : ext. 203 or email jkamarowski@willingtonct.org
- PLEASE, PLEASE contact us with questions and concerns. We typically respond within 24 hours.

Our PROMISE



We believe that every student is significant and capable. We promise to respect you and expect the best from you. We are dedicated to creating a peaceful community of active learners where everyone learns from their mistakes and gets better at learning. We promise to do all that we can to set you up to be happy and successful - to get everything you want out of school and life, especially the things you have to work hard for. We promise to keep trying until together, we figure out the best way to help you learn.

We promise to not give up on you.

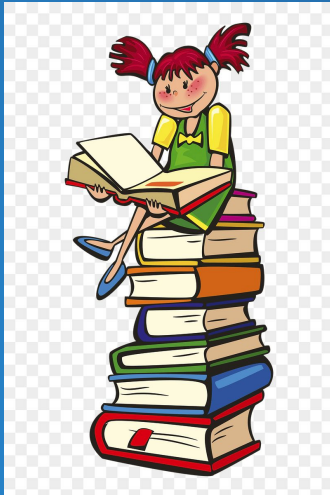
So, **relax, be kind** and **work hard**. When you reach your goals you will feel proud and confident - knowing there's nothing you can't do.

Mrs. Garrity, Mrs. Nyser, Ms. Callahan & Ms. K

DREAM...BELIEVE...WORK HARD...and ACHIEVE!

Reading

- Daily your student should be reading at home for AT LEAST 20 minutes. For now we are building the stamina of reading and the responsibility of continuing their learning at home.
- Later in the year, students will read and react with three jots in their Think Notebook.



Reading continued:

- To begin the year we are reading, The Lions of Little Rock. Please continue to ask your child about this book. It is a powerful story about two friends the year after Little Rock desegregated their schools on that famous day with the Little Rock 9 and the year Gov. Faubus decided to close the high schools rather than integrate.
 - I am modeling to them what strong readers do: read, react, and write about what we read.
- We will work on writing about our reading, analyzing texts, perspective, and continue to work on talking about books. That's what strong readers do!

Writing

As the year progresses we will work on informational writing. At first, we will work on brainstorming ideas to write about. Students will be working on personal goals to make their final piece the best it can be.

We will be flip flopping between our focus being on reading workshop and writing workshop, knowing full well both are tied together and strengthen the students on a daily basis.

Writing Workshop

Individualized: Students will be using their own seed ideas as their topic when we are writing in the various genres.

Genres students will be writing:

personal essay, expository/ informational essay,
and research



Math Curriculum Based on Common Core Standards - Content & Process

The content includes the domains:

Number & Operations - base ten, fractions & decimals; multi-digit multiplication & division

Algebraic Thinking









Geometry

Measurement - volume

Data & Probability

<http://www.corestandards.org/Math/Content/5/introduction/>

The Eight Mathematical Practices

1	I can solve problems without giving up.	
2	I can think about numbers in many ways.	
3	I can explain my thinking and try to understand others.	
4	I can show my work in many ways.	
5	I can use math tools and tell why I chose them.	
6	I can work carefully and check my work.	
7	I can use what I know to solve new problems.	
8	I can solve problems by looking for rules and patterns.	

Illustrative Math

The mathematical work for grade 5 is broken into 7 units:

1. Finding Volume
2. Fractions as Quotients and Fraction Multiplication
3. Multiplying and Dividing Fractions
4. Wrapping Up Multiplication and Division with Multi-digit Numbers
5. Place Value Patterns and Decimal Operations
6. More Decimal and Fraction Operations
7. Shapes on the Coordinate Plane

Focus from
Content

***answers**

Focus on
Application

***process**

Blend knowledge with ability to apply knowledge to:

Solve problems

Communicate math ideas

Justify solutions —

Model math concepts

Reason

GOAL - Students self-regulate their thinking and learning not needing as much direction and support.

“They own it.”

Problem Solving Disposition

- Believing it is possible
- Recognizing that confusion is part of the process
- Discovering that persistence pays off

This is done by: exploring complex problems, recognizing effort, valuing multiple approaches, de-emphasizing speed, and discussing confusion.

Writing in **Math** helps students to construct, explore, represent, refine, connect and reflect on math ideas. It provides a window into each students' thinking and informs instructional decisions.

Giving students **choice** for what to work on is essential for making them feel empowered and in control of their learning. It also reveals valuable information about their confidences, caution and willingness to take risks.

Social Studies and Science

Hall School offers these courses for half of the year for all students.

Grade 5 students:

Quarter 1: social studies

Quarter 2: science

Quarter 3: science

Quarter 4: social studies

Social Studies

First Unit:

The Impact of Science and Technology in the 1400s and 1500s

With a focus on the important technological innovations that allowed Europeans to travel to the Americas. Students will choose a navigational technology or explorer and teach the class the importance/impact of either one. We have been focussing on the importance of looking at history from all perspectives. This includes analyzing primary sources.

Our Units:


The Age of Exploration

Indigenous People

Colonial America from Roanoke to
the rumblings of Revolution

Social Studies



- Instruction is project-based
 - Students generate supporting questions through discussion. Student created questions guide research.
 - Students share learning through projects and presentations.
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Social Studies

Homework for social studies is minimal usually work that was not finished during class.

The Connecticut Social Studies Framework is available online at <http://www.ctsocialstudies.org>

Science

- An Inquiry Based Approach!
- Next Generation Science Standards

Previous science standards were based on old data and real-life advances in science and technology have helped us to get a better understanding in how students learn.



21st Century Skills

A new focus allows for instruction that provides students with the tools they need to progress and think critically in a modern world.



What does science instruction look like?

- Interactive instruction
- Promotes analysis
- Interpretation of data
- Critical thinking
- Problem solving
- Connections across different science disciplines

First Unit of Study

- This unit on **light and matter** begins with a perplexing phenomenon of one-way mirrors and how this material can act as both a mirror and a window at the same time.

Through their investigations, students figure out that the one-way mirror transmits about half the light and reflects about half the light that shines on it due to its microscale structures. Students engage in productive dialogue with their peers to come to consensus about how to model the unseen light interactions with the people and one-way mirror.

Second Unit of Study

- This unit on **thermal energy transfer** begins with students testing whether a new plastic cup sold by a store keeps a drink colder for longer compared to the regular plastic cup that comes free with the drink.

Through a series of lab investigations and simulations, students find that there are two ways to transfer energy into the drink: (1) the absorption of light and (2) thermal energy from the warmer air around the drink. They are then challenged to design their own drink container that can perform as well as the store-bought container, following a set of design criteria and constraints.

The WIN Block (What I Need)

- Students at HMS have WIN once a day for just under an hour.
- Focus goals for Quarter 1:
- to provide students with additional support for learning experiences that meet their unique learning style and/or needs
- to develop habits and skills to be strong, independent learners

S.O.A.R.

(Safety, Ownership, Achievement,
Responsibility)

Facilitated by homeroom teachers

School and District Website

You can find:

- School Calendars
- Important School Information & forms
- Curriculum

www.hms.willingtonpublicschools.org

Special 5th Grade Events:

Whole group 5th grade events with planned activities:

- Fall Festival
 - Reading, Writing & Math celebration
- Reading Olympics
 - Reading competition
- Colonial Field day and field trip to Plimoth Plantation
- Dollar Word Challenge / Problem Solving Pizza Mountain Challenge

Thank you
for attending Curriculum Night!