

Back-To-School Night At Bolton Primary



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(Classrooms → Fifth Grade → me and click on WEB)

A Day in the Life of Your 5th Grader

Warm Up Activity – math or language arts related work

Specials (PE – M/Tu, Music – Tu/W, Library- Th, Chinese – W/F)

Class Meeting – social skills, bonding

Math (60 mins.)

Recess (15 mins.)

Flexible Block – Science/Social Studies/Art/Integrated Writing (60 mins.)

Lunch (25 mins.)/Recess (30 mins.)

Read Aloud – curriculum tie-in, highlights reading strategies and fluency,
fosters a love stories (20 mins.)

Literacy Block (1 hour 10 mins.)

Clean Up/Homework/Organizational skills (15 mins.)

Curricular Topics for 5th Grade

- **Fall (Sept-Dec)**
 - Establishing class norms/expectations
 - Personal Finance – Biz Town (Nov 1st)
 - Paragraphing and narrative writing
 - Geography and landforms
 - Native groups in the US
 - Earth Systems – How do Earth's spheres interact and influence each other? (geosphere, hydrosphere, biosphere, atmosphere)
- **Winter (Jan–March)**
 - Properties of Matter (atoms, molecules, solutions, conservation of matter)
 - Matter and energy in ecosystems (photosynthesis, carbon cycle, flow of energy)
 - Colonization
 - Opinion writing
 - Reading informational text/primary source documents & research related to WL
- **Spring (April-June)**
 - Memoir writing
 - US Constitution/Revolutionary War
 - Garden science
 - State Testing (English Language Arts, Math, Science)

Special 5th Grade Events

- **Fall Overnighter** – Oct dates TBD in the Gorge (focus on how Earth systems interact) – aiming for Oct 17-18 but not yet set
- **Trashion Show** – October 24th @ Community Meeting (engineering & design)
- **BizTown** – November 1st (financial literacy)
 - Volunteer trainings: online or in person 10/8 6-7:30 PM or 10/17 10-11:30 AM at the Junior Achievement office in SE Portland (Bolton needs about 24 parent volunteers for the day)
- **Arts field trip** – TBD winter (arts appreciation)
- **Spring Overnighter** – TBD in Bend (focus on energy flow within ecosystems and earth systems interactions)
- **5th Grade Show** – TBD
- **5th Grade Gateway Projects & Ceremony**

***Please know that the intention behind these special events is to build independence, leadership, efficacy, and strong work ethic in students as they prepare for middle school.

Reader's Workshop

- Learn effective strategies that will deepen their comprehension and then practice these strategies in small groups.
- Students will spend large chunks of time reading with a specific strategy focus. Choice and volume.
- Reading Partnerships, Book Clubs, Strategy Groups.
- Read Aloud- curriculum tie-in and used to highlight important reading and writing strategies
- Word Work/Spelling- focus on Greek & Latin roots (to help build vocabulary) & spelling patterns

Writer's Workshop

We focus on narrative, informational, and persuasive writing.

- Students will learn specific strategies in whole class sessions, small groups, and individual conferences.
- Independence, choice, and volume
- We focus on structure, craft and using mentor texts.
- Students spend large chunks of time writing with a specific strategy focus.
- Teach the writer NOT the writing.
- Publish does NOT mean perfect.

Mathematics - Content

- multi digit multiplication & division
- volume
- fraction equivalence
- fraction computation (whole # divided by a fraction, multiplication of fractions, +/- with unlike denominators)
- decimal computation (+/-)
- order of operations
- patterning
- problem solving strategies

Mathematics - Approach

- An emphasis on understanding vs. rote memorization
- Opportunities to share and justify thinking about problems/strategies with partners, small groups, the entire class or in writing in math journals
- Multiple strategies accepted, developed and guided toward **sense-making first, then efficiency & accuracy**
- **Sense-making** at the forefront of the instruction with the goal of being able to **justify** and **generalize**

Mindset Work by Dr. Carol Dweck

Growth mindset vs fixed mindset



SUCCESS

FRUSTRATION

1. I can learn anything I want to.
2. When I'm frustrated, I persevere.
3. I like to challenge myself.
4. When I fail, I learn.
5. I like being told that I try hard.
6. If my classmates succeed, I'm inspired.
7. My effort and attitude determine everything.

1. I'm either good at it, or I'm not.
2. When I'm frustrated, I give up.
3. I don't like to be challenged.
4. When I fail, I'm no good.
5. I like being told that I'm smart.
6. If my classmates succeed, I feel threatened.
7. My abilities determine everything.

GRIT

Learned helplessness

From Reid Wilson
@wayfarepath

@sylviaaduckworth

Homework Policy

The West Linn – Wilsonville School District’s homework guidelines recommend that all 5th grade students have about 40 minutes of homework to do three to four nights a week. The reasoning behind this is three-fold. First, homework should reinforce the learning students do at school and allow them time for **independent** practice and refining of skills. Second, it helps students develop strong study habits that become crucial as they enter middle school, high school and beyond. Third, it provides a form of communication between school and home. Below is a general outline of what you can expect on a daily basis.

Monday – Thursday

Nightly short assignment to reinforce curricular concepts/skills throughout the week – mostly math

Read 30+ minutes per evening - a novel of student’s choice (a “just right” book)

Practice spelling words for Friday quiz

Friday & Weekend

Finish any late work from the week. If your child has late work, it will be noted on his/her weekly RAP Sheet.

Homework Policy - continued

As a general rule, assignments are due the following morning, although some assignments may be given over time. We understand that families have VERY busy schedules and will accept notes from parents if circumstances require a child to need an extension or to be excused from an assignment completely. Simply jot a note and let us know when you think the assignment can be completed so we know when to expect it, and have your child turn the note in as (s)he would homework.

If you find that it is taking your child longer than about 20 minutes to complete the assigned work (not including the nightly reading), please let me know. The goal is for students to have focused practice and build confidence, not to be spending the entire evening finishing something or becoming highly frustrated. This may mean, for example, that some students complete 5 math problems thoughtfully while others who are a bit more comfortable with the concepts are able to complete 12 problems. What your child accomplishes in the time frame is telling for us about your child's understanding and fluency with a given concept/skill. Feel free to sign your child's paper when you feel that "time is up" and we will accept it as a completed assignment.

All students in our classes have been supplied with a homework folder and will get a weekly planning sheet, on which they should record and track homework and other major assignments. This folder should go to and from school **daily**. We will make sure assignments are correctly recorded on the homework sheet here at school, so please feel free to ask your child to show you this at any time.

This year, in preparation for middle school and increased responsibility, we will be keeping students who do not have homework or a parent note in from the first 10 minutes of recess. This will allow them time to develop a plan for getting things in on time. We find that this only happens a handful of times before students figure out a way to get it done or get that parent note. (Students will still get the full 15 minute morning recess and 20 minutes of their afternoon recess.)

Homework Folders

Week: _____		Name: _____	
Monday		Due	Reading Log
<input type="checkbox"/>	_____	_____	Title: _____ Author: _____ Pages Read: _____ From To Total
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
Tuesday		Due	Reading Log
<input type="checkbox"/>	_____	_____	Title: _____ Author: _____ Pages Read: _____ From To Total
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
Wednesday		Due	Reading Log
<input type="checkbox"/>	_____	_____	Title: _____ Author: _____ Pages Read: _____ From To Total
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
Thursday		Due	Reading Log
<input type="checkbox"/>	_____	_____	Title: _____ Author: _____ Pages Read: _____ From To Total
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
<input type="checkbox"/>	_____	_____	
_____		Total pages read this week: _____	

Parent: _____			

- Each student has a Homework Folder to be used to transport homework and other papers to and from school. Each week we will give out a planner page for students to use to keep track of their homework and weekly home reading. This sheet should stay with the Homework Folder and be easily accessible.
- We ask that parents sign these at the end of each week. Your signature does **not** indicate that you have seen or checked all work, just that your child has shown you his/her assignment page. This helps keep them feeling accountable for the work and reading.

RAP Sheets – “Responsible And Proud”

R.A.P. SHEET
“Responsible And Proud”

Name _____ Week of Sept, 23-26, 2014

Overall, I had:

an **AWESOME** (over-the-top) week! an okay week (a few rough spots),
 a good week (met the expectations!) a difficult week (lots of rough spots).

Positive Behaviors:	Behaviors to Work On:
<input type="checkbox"/> Listening attentively	<input type="checkbox"/> Listening attentively
<input type="checkbox"/> Following directions	<input type="checkbox"/> Following directions
<input type="checkbox"/> Respecting rights and feelings of others	<input type="checkbox"/> Respecting rights and feelings of others
<input type="checkbox"/> Focusing on tasks,	<input type="checkbox"/> Focusing on tasks,
<input type="checkbox"/> Effort into tasks,	<input type="checkbox"/> Effort into tasks,

Homework this week was:

helpful practice for me and made me think or grow, so difficult that it wasn't helpful, but frustrating, so easy that it did not help me think or grow.

completed, YIPPEE! incomplete and needs to be finished, not turned in yet, (see back for details)

Please sign and return to school on Monday, Sept, 29th.
 Parent Signature _____

Comments:

- On Fridays, students will do some self-assessing of their learning behaviors and work for the week on a RAP Sheet.
- If your child is missing work, it will be noted on this sheet and sent home for completion over the weekend.
- Please sign the RAP Sheet and send it back to school on Mondays.
- Feel free to write me a note if there is something you need me to know.
- This is a good way for students to reflect on their week and for me to communicate with you about how your child is doing in class.

General Grading Scale

4 (Advanced)

Complete, correct and goes BEYOND the expectations for the assignment. Work shows an incredible amount of relevant detail and a deep understanding of the concepts.

3 (Proficient)

Complete and correct, with the appropriate level of detail and understanding of concepts.

2 (Developing)

Mostly complete and correct, but may be lacking in some detail or understanding of the concepts.

1 (Novice)

Partially complete or correct and shows a significant lack of detail or understanding of the concepts.

0 (No evidence)

Blank or shows a complete lack of detail or understanding of the concepts.

Snacks

Students are able to eat snacks in class in the morning. We do not have a specific snack time, but rather we munch WHILE we work. As long as students are continuing to work, they may have their snack. We prefer students have healthy snacks and snacks that do not require spoons/forks to eat them. Also, we encourage water bottles for students, but need for it to be just that...water. Colored or sugary drinks inevitably end up spilling and causing problems for our carpet (as well as our custodians).



Birthdays



- If you desire, your child may bring treats for the class to eat with lunch (11:25-11:50 am) on his/her special day. We will sing *Happy Birthday* and enjoy treats as our dessert.
- Due to health department regulations, we **cannot** have homemade treats. Please only send store-bought items.
- If your child has a summer birthday, we can celebrate a “half-birthday” during the school year. Please arrange a day to celebrate with me via email or Remind.

Footwear



TENNIS SHOES

PE is Monday & Tuesday; please make sure your child wears tennis shoes to school those days.

BOOTS

We will be working in the garden this year, as well as taking trips down to do field studies at the river. It may be helpful for your child to have a pair of grubby tennis shoes or rubber boots here at school to use on wet/muddy days. Feel free to send them in to keep on our classroom boot tub. Please label them with your child's name. This is completely optional.

SLIPPERS

Living in Oregon, it is common for students to come in from recess with wet feet. Students may bring in a pair of slippers to leave in class for such days, if they choose.

Suggestions for Home

- Set up a quiet work space where your child can do homework without much distraction.
- Play games with your child each week that involve numbers (Cribbage, Yahtzee, Math War, etc.) to encourage number sense.
- Read to and with your child. They are never too old for this! Try starting a book club with your child if they may be having trouble sticking with books/disliking reading.
- Flash cards, flash cards, flash cards for basic math facts (+, -, x). Do this a couple of times each week.
- Practice spelling words together a couple of times each week.
- Cook together, doubling & halving recipes, reading fractions, etc.

Communications

- Remind App – Please be sure you are signed up so we can quickly and easily message without being logged into email systems. You can text @lterral to 81010 to join the group.
- Email – A great option, as we don't both need to be available at the same time to send/receive messages.
- Phone calls – After school or evenings only, please. I am not able to take phone calls while I am teaching and can't guarantee that I can pick up any voicemail during the school day.
- Website for curriculum updates, fun learning links and reminders.
- Please don't hesitate to contact me with any questions or concerns. We can always meet face to face, as needed.

Final Business

- Permission slips – Walking Field Trips/Website Photos
- BizTown – We need 7-8 parents per classroom for our November 1st simulation and a training session (either Oct 8 6-7:30 PM or Oct 17 10-11:30 AM or online at home – more info soon)
- Volunteers – We will start in October, after conferences. I will contact folks once I have a final schedule figured out. Also, let me know if you have a special talent or skill you would like to share with our class.
- Goal Setting conferences are Oct. 7 & 8 in the evening and Oct 9 during the day. Look for sign up info coming home soon.
- Math Night – Any interest???
- Other???

Thank you!