



WELCOME TO 5TH  
GRADE!!



# FAMILY HANDBOOK

Please be sure to check out our Family Handbook. It is available on our school website. You can refer to it when you have questions about procedures or events. Of course, I'm always here to answer any questions you may have.



# No SCHOOL

- ✕ Three assessment days per year
- ✕ August 9th is our first one
- ✕ SUG coming out tonight– please choose the best time for your family
- ✕ 15 minute testing and brief chat



## ARRIVAL AND DISMISSAL

- x Severe Weather Dismissal: Thunderstorms, heavy snow, or potentially hazardous weather at the time of dismissal.
  - o Text Alert and Email
  - o Marquee
- x Early Closure/Late Start
  - o Banner on Web Page
  - o Local News Stations





# BIRTHDAYS



- ✗ All birthday celebrations must be non-food items.
  - Please let me know ahead of time if you plan on sending something in.
  - Consider donating a book to our class library





# PARTY TREATS



- ✕ We have 4 exempt party days.
  - Families may sign up to bring donations
  - All food items must be store bought with labels.
    - Halloween, Christmas
    - Valentine's Day, End of Year



# JARED JENSEN PARK

- ✕ May be used from time to time
  - Assumed all students have permission
  - Request Denial Form from the office
    - No Streets Crossed
    - Always Supervision





## BREAKFAST & LUNCH

- X Free and reduced forms are located in the office and online.
- X Breakfast from 7:45–8:05
- X Lunch in cafeteria from 12:35–1:00





## PERSONAL ITEMS

- ✗ Leave the following items at home:
  - Toys, Trading Cards, Expensive Jewelry, etc.
- ✗ No skateboards on school grounds
- ✗ Walk Bikes when on school grounds
- ✗ Cell phones
  - Off and In Backpacks
- ✗ Smartwatches
  - May be Worn, Only used in Emergency or with Teacher Permission



## CLASSROOM INFORMATION

Our class webpage has links to math, great ideas for books to read, and even activities to do as a family.

# MATH OVERVIEW

## Programs Used:

- ✕ Main Math–Ready Math Curriculum
  - Emphasis on understanding problems, key information, and engaging students in productive struggle
- ✕ iReady Math– online program used to differentiate instruction
- ✕ Small Group Instruction– as needed



## Mathematics (adopted 2018)

The mathematics standards in the elementary years focus on number and operations. Ideas from measurement and geometry help students learn about numbers and quantities. In each grade, students make sense of problems, explain their thinking, and describe their world with mathematics.

### Expectations for 5th Grade Students:

- **Number and Quantity:** Fluently (consistently) multiply multi-digit whole numbers; extend the idea of place value to decimals; begin to divide using multi-digit divisors (fluency isn't expected until sixth grade); multiply fractions; add and subtract fractions by creating equivalent fractions ( $\frac{1}{2}$  is the same as  $\frac{2}{4}$ ); understand the relationship between fractions and division ( $\frac{2}{5}$  means  $2 \div 5$ ); solve simple word problems involving the division of fractions with pictures (the formal procedure for dividing fractions is taught in sixth grade).
- **Algebra and Function:** Write and interpret numerical expressions.
- **Data, Statistics, and Probability:** Convert within the metric system; find the volumes of rectangular prisms using multiplication.
- **Geometry:** Graph points on a grid using positive numbers.

### Throughout 5th Grade You May Find Students:

- Exploring patterns (using a calculator) that occur when multiplying by powers of ten (10, 100,  $\frac{1}{10}$ ,  $\frac{1}{100}$ ).
- Making connections between whole numbers and decimals.
- Playing with money to explore how to add and subtract numbers involving decimals.
- Solving fair share problems (3 submarine sandwiches fairly shared among 4 people) to explore the relationship between fractions and division.
- Drawing pictures to solve simple word problems involving the division of fractions by whole numbers and whole numbers by fractions.
- Filling boxes with cubes to explore the concept of volume and its connection to area.
- Exploring how to find the volume of objects that can be broken into several rectangular boxes.
- Playing games involving coordinates-location on a grid ("Battleship").



# ELA OVERVIEW

## Programs Used:

- ✕ Main ELA-CKLA Curriculum (Core Knowledge Language Arts)
  - Emphasis on reading to respond with interpretation, comparing and contrasting, and explaining ideas with detailed and supported arguments which both cite and explain the text.
- ✕ Lexia Core5 or Power Up- online program used to differentiate instruction
- ✕ Small Group Instruction- as needed



## Reading, Writing, and Communicating for K-5 (adopted 2018)

The reading, writing, and communicating standards move from developing skills in reading, writing, and communicating to applying these literacy skills to more complex texts through the elementary years. Standards at each grade emphasize skills related to speaking and collaborating with others as students work with literature and informational readings and participate in individual and group research projects.

### Expectations for 5th Grade Students:

- **Oral Expression and Listening:** Speak to an audience to express an opinion, to persuade, or to explain an idea/process; actively listen during a presentation using listening strategies (asking questions, paraphrasing, and displaying positive body posture).
- **Reading for All Purposes:** Read literary (stories and poems), informational, and persuasive texts in order to understand, interpret, and compare ideas from a variety of authors.
- **Writing and Composition:** Use a writing process – planning, drafting, revising, editing, sharing – to produce effective, unique, well-researched, and grammatically correct writing for different audiences and purposes (telling a story, explaining a topic, building an argument).
- **Research Inquiry and Design:** Gather and organize information from different sources and produce a well-organized, well-thought-out written or verbal presentation that answers a specific question.

### Throughout 5th Grade You May Find Students:

- Reading stories and informational texts to gain new understandings of the world and its people; using different strategies to understand complex texts (generating questions, summarizing, marking the text); working individually and with others to deepen understanding on a topic or text; making connections within and between different texts.
- Writing about texts as they “think through” ideas; directly quoting from the sources to support explanations; sharing writing ideas with others; generating questions based on reading to do research; reflecting on reading.
- Exploring the decisions a writer makes; critiquing a writer’s reasoning; comparing different authors’ writings about the same topic; evaluating graphics in texts.
- Writing narratives (stories) to convey experiences in the world; conducting short research projects; using evidence from sources to produce logical and well-informed presentations; using a variety of sentence structures and effective organization; using grammar and punctuation with accuracy; using technology to produce writing.

## SCIENCE AND SOCIAL STUDIES

- ✕ Life Science
- ✕ Physical Science
- ✕ Earth/Space Science
- ✕ Explorers
- ✕ Geography
- ✕ Colonies
- ✕ Civics
- ✕ Revolutionary War



## Science (adopted 2018)

Three-dimensional science standards in the elementary grades lay the foundation for students to work and think like scientists and engineers. We also see strong connections to skills students will use to be successful with reading, literacy and mathematics. In elementary grades we will explore disciplinary core ideas in Physical, Life, and Earth and Space sciences by phenomena in the world around us. Learners in elementary grades develop and ask testable questions, collect and analyze different types of evidence, and write and communicate our understanding. Mastery of these standards will result in young learners who have a deep understanding of how scientific knowledge can provide solutions to practical problems we see in our world. Fifth grade students in Colorado will participate in the CMAS Science Assessment.

### Expectations for 5th Grade Students:

- **Physical Science:** Recognize that matter is made of particles that are too small to be seen; describe how new substances can be formed when chemical reactions occur, explain how Earth's gravitational force exerts force on objects.
- **Life Science:** Understand that plants acquire their material from growth chiefly from air and water, and that matter flows in cycles between air, soil, plants, animals, and microbes as these organisms live and die.
- **Earth and Space Science:** Understand that the Earth and sun provide many renewable and nonrenewable resources; recognize that Earth's surface changes constantly; understand how the uneven heating of Earth's surface (by the sun) affects weather.

### Throughout 5th Grade You May Find Students:

- Conducting an investigation to determine whether the mixing of two or more substances results in new substances.
- Developing a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Developing models to describe the ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Using data and graphs to describe the amounts and percentages of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth.
- Obtaining information about ways individual communities use science ideas to protect the Earth's resources and environment.





## Social Studies (adopted 2022)

The social studies standards in the elementary years begin with individuals and families and move from there to explorations of neighborhoods, communities, the state of Colorado, and the United States. In each grade, students investigate historical events, examine geographic features and resources, consider economic decision-making processes, and define civic roles and responsibilities.

### 5th Grade, students:

- Use timelines, artifacts, and documents to understand the different people, diverse cultural perspectives, and important events that shaped the early history of the United States from exploration through the American Revolution. (History)
- Use different types of maps, globes, graphs, and diagrams to ask and answer questions about the geography of the Thirteen Colonies and the United States. (Geography)
- Describe the role that resources played in the development of the Thirteen Colonies and the United States. (Geography)
- Explain how trade shaped the development of early America. (Economics)
- Define the basic parts of the United States' economy and examine why people need banks and other financial institutions. (Economics)
- Explain the principles of democracy and how founding documents (Declaration of Independence, the Constitution, Bill of Rights) reflect and preserve these principles. (Civics)
- Describe the rights and responsibilities of U.S. citizenship. (Civics)
- Identify different financial institutions (banks, credit unions) and the services they provide such as checking and savings accounts. (Personal Financial Literacy)



# HOMEWORK & MAKE UP WORK

- ✕ 20 minutes of reading each night
- ✕ Math review problems Monday–Thursday
- ✕ Unfinished classroom assignments (iReady and Lexia)
- ✕ Homework must be turned in on the due date.
  - If a student is struggling with the assignment, please put a note on it and have them bring it back to school.
- ✕ Make up work: Two days for each excused absence





## WATER BOTTLES & SNACKS

- X** Please bring a water bottle that completely closes.
  - Spill-Proof Top
  - Water only
- X** Healthy snacks please
  - Snacks in class should fuel your brain to work hard!
  - We are a nut protected school. This means there should be no snacks that contain nuts in the classroom.  
Remember not to share food with others.



# MEDICATIONS

- ✕ All medication must be administered through the front office.
  - Includes cough drops
  - Must include a note from parent/guardian or doctor





## GRADING

- ✕ We use a standards based report card
  - 1 = This is new information. I need a lot of help.
  - 2 = I am starting to get this. I just need a little bit of help.
  - 3 = I understand, I can do it on my own.
  - 4 = I can take it to an advanced level unprompted.

# ACTIVITY FEE

- ✕ Thank you for paying the activity fee **\$32**
  - You can pay online or leave it with me.
  - Fee covers:
    - Planner, craft supplies, and enrichment classes.



## SOCIAL CONTRACT

- ✕ Students will create a social contract that describes how we treat each other in the classroom and within the school.
  - The goal is for the classroom to be self-managing and successful.
- ✕ Students are expected to put forth their best effort and to treat everyone with respect.



# REWARDS AND CONSEQUENCES

## Rewards:

- Notes Home
- Paw On The Back- this year students will be recognized with positive phone calls home!

Some incentives that can be earned are: Be the DJ, Pajama Day, Free Reading Time, and more!

## Consequences:

- Reminder
- Think Track Laps
- Reflection Sheet
  - Will come home to be signed
- Office Referral

Certain repeat or more severe behaviors will result in a referral.





# BEGIN EACH DAY WITH A GROWTH MINDSET!

Take Risks

Rise to the  
Challenge

Discover  
Your Passion

## VISIT OTHER TEACHERS





# THANKS!

## Any questions?

- ✕ Emergency Contact Information
- ✕ Library Book Check Out
- ✕ Walking Permission Slip
- ✕ All About Your Child Form

I am looking forward to working with you and your student  
to make this the best year yet at RVES!