

Welcome to 5th Grade!

Dear Parent(s)/Guardian(s)/Friends,

We invite you to participate actively in your child's education. No one knows your child better than you do, loves him or her more than you do, or has as great an influence on his or her success in life than you do!

Your child has come to us with an open heart and seems very willing to enter into a positive partnership. We teachers will plan and guide this year's educational process. Our goal is to establish a four-way partnership between the child, parent, teacher(s), and principal. When we work together positively, we can accomplish greater things than any of us could imagine possible.

We will work hard to establish a safe learning environment. Students need to be encouraged to take educational risks. If they are afraid to risk failing when trying something new, they can only rehearse what they already know. People feel safe when there is respect, cooperation, toleration of differences, and opportunities to practice responsibility. This is CTC or a Cooperative Tolerant Classroom.

Students will be taught to help create a pleasant, positive climate by practicing self-control, taking good care of themselves by letting others know their needs/desires, listening to others' needs/desires, and practicing good manners. These are excellent social skills appropriate in the school, home, workplace, community and world. Please encourage your child to practice these valuable life skills.

As the important adult in your child's life, your words are powerful. When you ask your child "What did you get on that assignment or test?" the emphasis is in the wrong place. It seems to the student that someone else, the teacher, is "in charge" or responsible to judge and award praise or criticism. Both encourage passive behavior by the student. On the other hand, if you ask, "What did you learn from that assignment or test?" the student is squarely placed in the role of responsible learner. The possibility for conversation opens on any number of topics all potentially better able to help your child think, learn, and grow. True Learning (Engaged Learning) is a very active sport. We want students to become "Cognitive Apprentices," practicing thinking about their learning and vigorously pursuing personal growth and development as a life-long learner.

As life-long learners, research shows that children are more successful when they are praised for their hard work rather than their intelligence. For example, when children completed a difficult task, half were praised for hard work and the other half for intelligence. Ninety percent of those children praised for hard work attempted a more difficult task on the next trial regardless of initial success. In contrast, over fifty percent of the "praised for intelligence" group chose a simpler task. It seems they needed to protect their reputation rather than accept the learning challenge. Let's remember the positive effect of reinforcing the

“Work Ethic.” Having a good work ethic improves a student’s self-concept and helps him/her to become a more capable person.

We are very excited to begin the school year with a new team that includes students, parents, teachers and administration. Communication is essential. We invite you to contact us when a concern arises. Please do not wait until the concern escalates. You can contact the homeroom teacher at 662-4302. We will get back to you as soon as possible. We are looking forward to a good year!

Yours for a better education,

Mrs. Stanek

Mrs. Hiles

Mr. Oberts

Developmental Characteristics of Children in Fifth Grade:

Fifth Grade Students have:

- 1. Individual Differences** — They are at many different stages of development.
- 2. Short Anger Outbursts** – These are usually seen in P.E. and on the playground.
- 3. Social Relationships** — They need to be part of a group and feel accepted.
- 4. Sensitivity Toward Fairness** — They are quick to pick up on differences in treatment and fair play.
- 5. Restlessness and Short Attention Spans** — A variety of activities and movement are provided to address this characteristic.
- 6. Physical Activity Needs**-In addition to P.E. and recess, students have movement between classes.
- 7. Difficulties in Planning Schedules** — The daily assignments are posted in the rooms and on the website.
- 8. Difficulties Correlating and Processing Information** —Assignment books help to organize daily assignments. It is the students’ responsibility to complete the assignment book each day.
- 9. Understanding of Right and Wrong** — They know what is truthful and reasonable and should be held accountable for these things both at school and at home.

Reading/Language Arts:

The guiding principles of our Language Arts program are to teach reading, writing, grammar, spelling, listening, and speaking in one integrated program anchored by the anthology, Expedition. It contains updated award winning literature and is filled with beautiful illustrations. Classroom sets of novels and informational books support the anthology themes, and leveled readers provide additional practice with essential reading skills.

Students will be encouraged to select books for independent reading which coordinate with the content areas, personal interests, literature themes, and their individual reading proficiency. Students will complete a Scholastic Reading Inventory (S.R.I.) quarterly. This assessment will generate a lexile number. Research shows students benefit greatly from reading books within their lexile range (100 points below to 100 points above their score). Students reading significantly above grade level may consult with their teacher for reading lexile guidance. Students are also expected to successfully complete Reading Counts quizzes on the computer at least twice a month as assigned by the teacher. The S.R.I. scores and Reading Counts quiz results will help students and their teachers track reading growth throughout the year. Grammar and writing are studied as a part of the literature series, and practice is provided during language arts and writing workshop times. Students are expected to practice five different forms of writing: expository, narrative, persuasive, literature response, and math response. Fifth graders are tested in the areas of literature response and math response on the ISAT exams in March. Instruction responsibilities for writing workshop and literacy will be shared by all the fifth grade teachers.

Please read to and with your child. It models the priority of school work and gives you the opportunity to discuss your family's values related to the literature. Most of all, enjoy some books with your children this year. Read alongside them and discuss what they're thinking. It's a great way to connect with your children.

Mathematics:

Mr. Oberts aligns his math program with the new Common Core standards. The goal of the math program is to empower each student to understand and use math in problem solving. The program provides students with opportunities to reason, problem solve, connect, and communicate. The students will be using math tools, techniques and group work to help them understand and solve problems so they can share thinking with each other. As they become more proficient in their math skills, they will be better able to understand math in their daily life.

It is important that your child know his/her basic facts in all four operations. This is the foundation of math. Fifth grade students are expected to master many skills and concepts in the fifth grade curriculum. Therefore, it is important for students to spend time at home mastering the basic facts.

Social Studies:

Your child will be using History Alive, America's Past! to study social studies. It is a series of instructional practices and corresponding curricular materials that allow students with diverse learning styles to experience Social Studies. It also improves reading comprehension and writing ability.

Fifth grade students will study the geography of North America and United States history through the 1800s. We also study political science, economics, and citizenship/patriotism.

Social Studies is not a textbook driven curriculum. The classroom experience provides activities which preview and support instructional content. Learning does not take place in just reading the textbook. Therefore, attendance is critically important and make-up work is difficult or even impossible at times. Classroom interactive student packets and assignment books are available to help children who have been absent. They need to access these classroom-learning aids. There are also explanations and rubrics for routine chapter assignments. It is helpful to check these out early in the year and monitor your child's progress.

Science

When scientists begin working on a problem or investigating a phenomenon, they ask themselves many questions and develop plausible solutions. Scientists predict future observations, and they attempt to explain those observations. They combine their observations with knowledge gained from other sources to reflect and justify their thinking. Scientists discuss their ideas with one another and collaborate to solve the problem or explain the phenomenon being investigated.

Your child, or young *scientist*, will study the four sciences: Life Science, Earth Science, Physical Science, and Space/Technology Science. Scientists answer problems using two types of strategies. They create experiments and record observations to help solve problems, and they research previous science knowledge to answer problems. Your child will be involved in solving problems using these two types of strategies.

Learning will take place through individual, partner, small group and whole class activities. The students will rely on several tools to construct their knowledge of science: learning logs, experiments, demonstrations, research sessions, technical readings, and discussions are examples of such tools. Learning does not take place solely through the use of a textbook!

Attendance is very important and make-up work can be difficult or even impossible at times. If your child is absent, s/he needs to speak directly with Mrs. Stanek to discuss the information missed. The science program is aligned with the Illinois State Standards.

Additional “Survival Information” for Fifth Grade

Oakland Oath

Oakland Owls are responsible.
We are respectful.
We are safe.
We give a hoot!

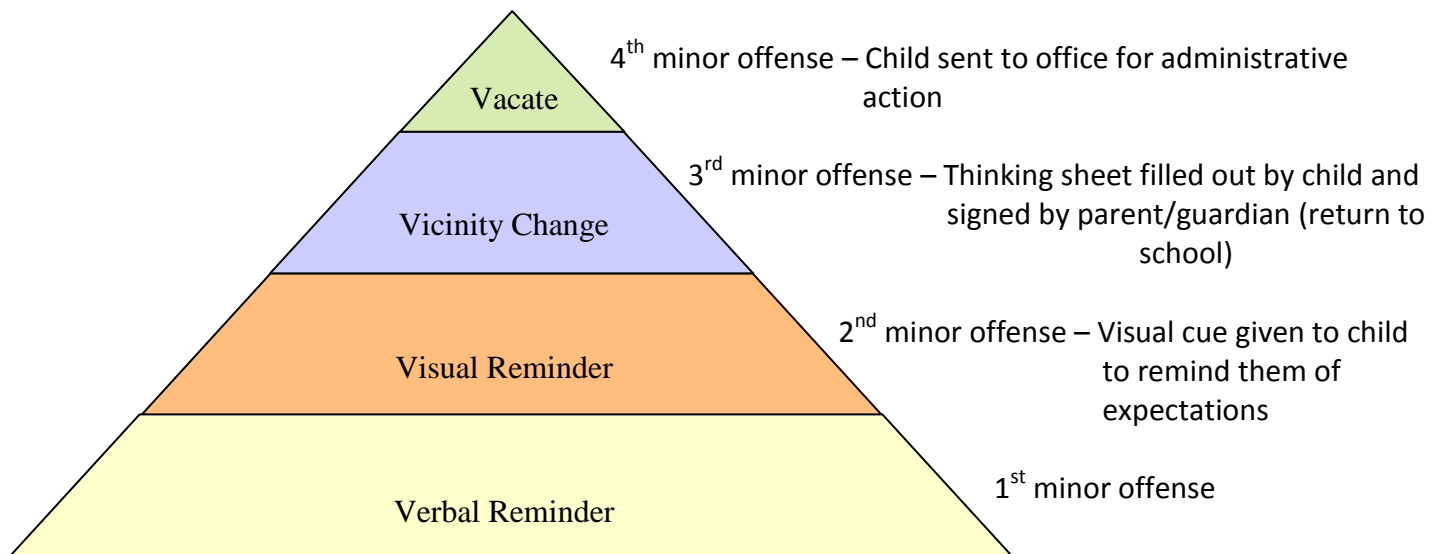
The faculty and staff of Oakland Elementary School are committed to showing, telling, modeling, and acknowledging positive behavior.

H.O.O.T. – How Oakland Operates Together

P.B.I.S. (Positive Behavioral Interventions and Supports) is a process for creating a safer and more effective school. The process focuses on improving a school's ability to teach and support **positive behavior for all students**. P.B.I.S. includes school-wide procedures and processes intended for **ALL** students and **ALL** staff in **ALL** settings. Teachers use a common matrix to teach expected behaviors for the different settings that comprise our school. Students are recognized for positive behaviors by all adults in the school. Finally, data analysis related to problem behaviors guides actions for improvement.

In our school, we refer to our system as “H.O.O.T.” – How Oakland Operates Together. We replaced P.B.I.S. with H.O.O.T. to provide a meaningful acronym for children that is also connected to our recently adopted mascot.

Oakland’s 4-V System



Cool Cards

Each fifth grader receives a cool card. Cool cards allow students to participate in special privileges during 5th grade. Students also receive a variety of prizes for having a cool card. The visual cue given to a student to remind them of the expectations is located on the back of the cool card. This stop sign serves as a warning for the student to rethink

their behavior. If the behavior continues, the student will fill out a thinking spot sheet. Filling out this sheet is *not* a consequence. It is used to gather information so we can help the student make better choices. A possible consequence for behavior might be receiving a hole-punch in their cool card. Other consequences may be loss of recess or detention. Students may receive up to nine hole-punches per quarter. Another consequence may be a temporary loss of their cool card. Students will be given a new cool card each quarter.

Oakland Elementary School



5th Grade
Cool Card

Name: _____

1 2 3 4 5 6 7 8



Testing

- SAT10—Achievement and Cognitive Skills
 - Fall testing
 - A good breakfast and plenty of sleep are important.
- ISAT—Reading and Math—In March, the students take the state tests. If your child misses these tests, **make-up testing is required**. Unfortunately, children are not often able to do their best, and they miss new academic work in the classroom when they are doing the make-up tests.
 - A good breakfast and plenty of sleep are important.
- Discovery Assessment
- Scholastic Reading Inventory (S.R.I.)
- Dibels
- Presidential Academic Fitness Award Requirements (both criteria have to be achieved)
 - The student must earn a minimal grade point average of 90 on a 100-point scale (an A- on a letter grade scale) in 4th and 5th grade.
 - The student score on the SAT10 test must be in the 85th percentile or higher in Math or Reading.

Report Cards

- First nine weeks--parent conferences
- Second-Third nine weeks-- Report cards are sent home with students. Please keep the report card, but sign and return the signature card.

- Fourth nine week—Report cards are mailed to parents.
- Midterms--In the second through fourth nine weeks, we send home midterm reports for students who are achieving below their first quarter's averages. These reports need to be signed and returned to the teachers.

Assessments

- Test scores will be sent home after assessments are graded. Check for a test or the grade in the assignment book and sign it to acknowledge you've seen the grade. Your child will then be expected to show the teacher your signature. This is just another way of communicating with you. This signature is considered a daily assignment and recorded in our grade books as such. We feel it helps your child be more responsible.

Late Papers

- When students are absent, they have the number of days they were absent after returning to school to make up their missed assignments. Teachers sometimes use discretion when applying this policy.
- If a student has a late paper, he/she will receive no higher than a 79% if it is turned in a day late.
- If a paper is turned in more than one day late, he/she will receive no higher than a 50%. Assignments must be turned in by the first day of the next school week.

Study Skills

- Our fifth grade team has committed an additional 20 - 30 minutes during the school day to improve our literacy instruction. Part of the children's daily homework is to read for 30 minutes. This time includes any reading for academic areas and pleasure reading. Encouraging reading and interacting with your child and the text will support our efforts to improve reading skills this year. Please sign your child's reading calendar in the back of the assignment notebook on a daily basis.
- Your child should not have (on the average) more than 50 minutes of homework each night. We understand that homework may take longer at the beginning of the year as children learn new routines. If they are consistently having more, please contact us to see what the problem may be.
- If your child is not having 50 minutes of homework a night, a fifty-minute time period should be set aside for them to read for pleasure. It is important to set aside time for school each night and practice academic skills. It is very important to check the assignment book daily.

Patrol

Students have the opportunity to become patrol officers for Oakland School. The students who participate in this service develop leadership skills and practice good citizenship. Promptness and dependability are skills students practice daily. Students

need to fill out an application and return it to Ms. Addicks. Applications are in Ms. Addicks 'room.

Snacks

- Since our lunch period is late, students are allowed to bring a healthy snack that they can eat mid-morning.
- Due to several students with peanut allergies, please bring food items without peanuts.

Celebrations

- Room Parties—These are taken care of by our parents. We appreciate the volunteers who provide these treats for the classroom.
- Birthdays –
 - Invitations to parties cannot be distributed at school.
 - To celebrate a birthday at school, we ask that the treat be easy to distribute with napkins—no drinks.

Conferences – We'd like to see you again!!!

- Sign up with your child's homeroom teacher only.