

Grade 5 Syllabus

Ms. Straus - 2010-2011

My focus in grade five is on concepts, meaning, and critical thinking. Students continue to absorb and store information. They also learn how to find and organize many types of information and how pieces of information fit together. My teaching is rich in content and activity, and as a result I have extremely high expectations for my students. I ask them to use their minds fully to solve problems, ask pertinent questions, and become responsible citizens. Students will enjoy the many high points of the year and will develop a life-long love of learning.

MEAP

All grade five students in Michigan write the MEAP (Michigan Educational Assessment Program) in Science, English Language Arts, and Math. These tests will be written in October. The results of this test assist the Michigan Government in evaluating schools and the state benchmarks.

Edvission

Grade 5 students also write a computerized test called Edvission. The students are tested at the beginning of the year in Reading, Writing, and Math. These results assist me in knowing where your child has strengths and challenges. Then, students repeat the test in Reading, Writing, and Math in May to assess their growth.

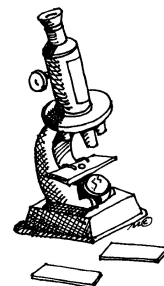
Science

Grade 5 students study life science, physical science, and earth science. In addition to learning content in each unit, students learn and use scientific language and reflect on their scientific knowledge. My goal for students is to help them develop attitudes essential to the scientific process: curiosity, creativity, openness to new ideas, self-confidence as a questioner, and appropriate skepticism.

Students will develop these attitudes through the following units:

- | | | |
|---------------------------|-------------------------------|---------------|
| ★ Introduction to Inquiry | ★ Force | ★ Motion |
| ★ Animal Systems | ★ Inherited & Acquired Traits | ★ Adaptations |
| ★ Seasons | ★ Solar System & its Motion | |

All units will use scientific inquiry and investigations as the main method of learning. The textbook will not be used for all units and students should also rely on their investigation science journal.



Social Studies

The Grade 5 Michigan Grade Level Content Expectations in Social Studies are in History, Geography, Civics, and Economics. Students develop the knowledge, skills, and civic values they need to become active and reflective participants in the world.

Students study the following units:

- ★ Clues to Our Past
- ★ The Age of Exploration
- ★ Geography
- ★ Economics
- ★ The Middle Colonies
- ★ The Origins of Civics
- ★ Searching for Unity
- ★ Birth of a New Nation
- ★ Early Peoples of America
- ★ Settling a New World
- ★ The Southern Colonies
- ★ The New England Colonies
- ★ Crisis with Britain
- ★ War Breaks Out
- ★ The Constitution



Mathematics

Grades kindergarten through five use the Everyday Mathematics Program. Students will be engaged in exploring, conjecturing, and thinking collaboratively with their peers in mathematics. My goal for students is to read, write, and speak the language of mathematics and to become increasingly articulate in describing their own mathematical reasoning. Students will develop the confidence, knowledge, and techniques necessary to approach and solve everyday problems mathematically.

Students will acquire these skills during the following units:

- ★ Number Theory
- ★ Geometry Explorations
- ★ Fractions, Decimals, & Percents
- ★ Addition & Subtraction of Fractions
- ★ Fractions & Ratios
- ★ Algebra Concepts & Skills
- ★ Probability, Ratios, & Rates
- ★ Estimation and Computation
- ★ Division
- ★ Using Data
- ★ Exponents & Negative Numbers
- ★ Coordinates, Area, Volume, & Capacity
- ★ Volume

Reading

Literature, the foundation of my teaching of reading, can take readers both into and beyond themselves, creating opportunities to identify with differences in age, life experience, gender, culture, and time period. My focus is on guiding students to develop a knowledge and understanding of key literary elements. This is vital in order for students to understand how literature works and to become critical readers and writers. The components of literature - theme, character, setting, author's style and tone, genre, plot, structure, point of view - as well as figurative language and literary terms, such as alliteration, simile, metaphor, personification, imagery, and symbolism will all be taught within the context of guided literature conversation, shared-reading discussions, and read aloud time. I provide a balance between shared class

reading of text, small group reading, book clubs, and individual reading to meet the needs and interests of individuals. We read a variety of reading sources, including fiction (mysteries, realistic fiction, historical fiction, fantasy) and non-fiction (newspapers, articles, and book reviews). Students tend to leave grade five with an enhanced love of reading, as reflected in the popularity of our class library which encourages children to continue reading at home.



Writing

My teaching in writing emphasizes the skills necessary to produce writing that is clear and precise and that communicates with ease. Students learn a proven systematic writing process. The writing skills they learn support and complement the skills necessary for effective communication: the ability to think clearly and creatively and to order ideas in a logical and disciplined manner. These conventions are taught through a writing workshop in which students are given the opportunity to produce writing that is interesting and original and that reflects their capacity for independent critical thought. This is accomplished through repeated daily opportunities for students to write and through intensive, targeted instruction to the whole group, small groups, and individuals. Students will write descriptive, narrative, expository, and persuasive pieces. Particularly, these pieces may include autobiographies, book reviews, letters, advertisements, essays, mysteries, personal narratives, plays, and speeches.

Language/Word Study

Grades kindergarten through five use the research-based Rebecca Sitton Spelling program. Students will have instruction in spelling that focuses on spelling well in writing, not just spelling well on a test. Each student learns at a personalized pace, within the same instructional unit. All essential skills and concepts are carefully presented and systematically recycled throughout the year. Students discover concepts through exploration of words instead of memorizing spelling generalizations. I also encourage parent support in spelling through Take Home Tasks and through at home proofreading of papers where parents and children work together. Practice activities are also found on the classroom website.

I also focus weekly lessons on Poetry Workshop, Drama, and Character Education. In addition to all of the above subjects, students visit the gymnasium for Physical Education, Mrs. Shalabi for Arabic, and the Art room for Art. Technology is infused throughout the curriculum and students visit the Computer Lab on a regular basis.

My teaching is guided by the Michigan Curriculum Benchmarks and Grade Level Content Expectations. I have these guidelines available in the classroom for parents to read. As well, I list the objectives on the whiteboard each day so that students know which benchmarks are being met by each lesson. I also detail the benchmarks that are met on each major assignment given to students. Please contact me or visit www.teamstraus.com if you are interested in having your own copy of the grade five Michigan Curriculum Benchmarks and Grade Level Content Expectations.

Expectations and Policies

Grade 5 - Ms. Straus

Contact Information

Please feel free to contact me throughout the year with any questions or comments:

1. By phone: 822-1100, ext. 170
2. In person
3. Through note sent in planner
4. Email: strausa@centralacademy.net or amys@gee-edu.com

Check out our website:

<http://www.teamstraus.com>

For Password Protected Areas:

Username: teamstraus __ password: pluto __

While I welcome parental communication, I ask that you please contact me before 7:45 a.m. or after 3:15 p.m.

Please do not call or visit our classroom to discuss your child during school hours.

During the school day my attention is solely focused on the students. If you do visit our classroom during the day, I will not be in a position to discuss your concerns. You are, however, welcome to visit to observe any time. Please ensure that you sign in at the office before coming to our room. Thank you! ☺

Classroom Procedures

Raise 1 finger to ask a question

Raise 2 fingers to get out of seat

Raise 3 fingers to use the washroom

Respect

- yourself

-others

-property

When students choose to not follow classroom procedures, the following consequences will result:

-1 infraction: name on board (warning)

-2 infractions: check beside name (lose recess)

-3 infractions: 2nd check (asked to leave classroom)

-4 infractions: 3rd check (call home to parent/guardian)

Homework

- ◆ assigned daily (except Fridays)
- ◆ always recorded in planner
- ◆ must be completed for the next day
- ◆ spelling review every unit (varies)
- ◆ reading and writing every night
- ◆ multiplication facts every night
- ◆ parents can check Team Straus homework every day by reading the planner and by checking www.teamstraus.com (Click on "workout schedule")

Study Skills

- ◆ parent initial required in the planner every day to ensure that parents are aware of all work, tests, and assignments
- ◆ parents are asked to ensure that homework is completed each night
- ◆ check TEAM Tracker each night
- ◆ students are always given at least 1 week notice of all tests
- ◆ all tests and major assignments must be signed by a parent/guardian within 2 days of being handed back
- ◆ a weekly homework summary (the Workout Report) detailing missed homework is passed out every Monday. Parents are asked to sign the summary and return it the next day.

Assessment

Students are assessed in many ways, including, but not limited to:

- ◆ written tests
- ◆ assignments
- ◆ writing samples
- ◆ notebook neatness & completeness
- ◆ general participation and behavior
- ◆ completion of homework

Team Straus Newsletters (All Star News)

- ◆ sent home several times a month
- ◆ newsletter sticker will be in planner, for parents to sign
- ◆ color version available on www.teamstraus.com (Click on All Star News)