



# **A Year in the Life of a PS11 Fifth Grader\***

\*The staff of PS11 has carefully planned for this coming school year. However, all great educators understand that even the best made plans need to be reflected upon, and edited depending on the needs of the students at any given time. While we do not imagine the scope of this year to be drastically different than we have planned, this guide should be considered a framework, rather than a specific and exact plan. We try to keep these pages as up to date as possible, but typos are inevitable. If you see an error, please send an email to [ps11slt@gmail.com](mailto:ps11slt@gmail.com). Thank you. *Updated 8/2016*

# A TYPICAL DAY IN FIFTH GRADE AT PS11

## Welcome to Fifth Grade!

**School begins each day at 8:50am promptly.** Students who wish to eat school breakfast will be allowed to enter the cafeteria at 8:30am. Second grade parents and guardians will NOT be permitted to accompany their children to the cafeteria. All other second graders will enter through the playground starting at 8:30am, and will be sent up to their classrooms at 8:45am.

A sample day in second grade is provided below. Each class's daily schedule will differ due to scheduling, but all periods run the same length of time. Depending on unit foci, outside programs and classroom goals, studies may change. Students will have math, reading and writing every day.

### Sample Daily Schedule for Fifth Grade

8:45	Arrival (students go to classrooms from playground)
8:50-9:27	Shared Math Journaling/Word Study
9:27-10:30	Reading Workshop
10:30-11:22	Writing Workshop
11:22-12:22	Math Workshop
12:22-1:24	Recess/Lunch
1:24-2:16	Social Studies
2:16-3:08	Special Class ( <i>Music, Gym, Theatre, Science, etc.</i> )
3:10	Dismissal (pick up students from playground)

## General Information

**Lunch and Recess:** Fifth grade students go outside for recess before eating lunch. During recess, teachers, coaches and school aides monitor students for an adult to student ratio of 1:20. Organized activities and free play options are offered. Be sure to dress your child appropriately as students go outside all year round. As a part of our community service commitment, all fifth graders will serve as Lunch Leaders for our first graders, helping them in the cafeteria and during recess. Fifth graders serve as Lunch Leaders for one week at a time on a rotating schedule.

**Dismissal:** Fifth grade students are dismissed from the playground. Families must wait on the sidewalk outside of the fence. Standing in the same spot each day will make it easier for your child to find you.

**Morning Program:** Each September, and at various times throughout the year, teachers identify students who could benefit from additional academic instruction in a small group setting. These students are invited to attend Morning Program where they will receive small group, targeted instruction. Morning Program will be held on Wednesday and Thursday from 8:00-8:50am. Students should be dropped off *before* 8:00am in the front lobby and will be sent upstairs to their Morning Program classroom. They will be sent directly to their regular classroom at 8:50am. *It is imperative that students are on time.*

**After School Program:** Students registered for the PS11 After School Program will be escorted to the cafeteria at 3:10pm by their classroom teacher. Students registered at other after school programs will be picked up by program employees in designated areas.

**Late Arrival:** All students arriving late for school (AFTER 8:45am) will enter through the eastern set of doors on 21st Street and must wait in line in the cafeteria to obtain a late pass before going upstairs to their classroom. Late students will not be permitted to enter a classroom without a late pass. Family members are not permitted to escort students to classrooms.

**Late Pick Up:** Parents or guardians who arrive late for dismissal (AFTER 3:10pm) will find their child in the Main Office on the second floor. As there will not be staff members available to supervise children, if the Main Office is unable to contact you, your child may be taken to the NYPD 10th Precinct on West 20th Street.

# LITERACY CURRICULA

PS11 employs a research-based reading and writing curriculum developed by Teachers College Reading and Writing Project at Columbia University. The teacher-educators from this research and staff development organization are involved in long-lasting collaborations with teachers across the world. The Project has a deep and enduring affiliation with six hundred schools, and develops ideas that are foundational to literacy instruction. PS11 staff members attend Teachers College a few days each year for specific professional development seminars. In addition, PS11 has a dedicated staff developer who visits throughout the year to further the school's professional practice

For more information on TCRWP, please visit their website: <http://tc.readingandwritingproject.com/>

## Literacy Assessments

We use a multitude of assessments to make sure we are constantly aware of where your child is performing and how we can best serve him/her.

**Formal Running Records:** Using the Teachers College method, students periodically read a leveled book one-on-one with their teacher, retelling the story, and answering both literal and inferential questions about the text. The teacher then records their reading accuracy, reading rate (words per minute) and comprehension in the student's *Formal Running Record*. At this time, their current reading level is determined.

**Conferences/Informal Running Records:** Teachers hold individual conferences with students as often as possible. Conferences are specific to each child and focus on the individual skills and strategies that the child may be working on. During conferences it is common that a teacher will keep an informal running record. This is to ensure that students are constantly being challenged.

**Spelling Inventory:** This assessment is administered three times a year: September, January and May. It is a list of spelling words that test students' knowledge of spelling patterns. This spelling inventory determines where a student starts, and continues working, during their word study time.

**Unit Based Assessments:** These assessments are administered at the beginning and end of each unit. They assess students' understanding and application of reading comprehension skills that are addressed in each unit and determine a course of teaching during the unit.

**In-Book Assessments:** These assessments are administered as children move from one reading band to another. A child will read a leveled text and answer a variety of questions. The questions are then scored on a rubric. These assessments provide information about how children apply reading skills necessary to read at that particular level. They are used to inform individual teaching and reading work for a child.

## READING CURRICULUM

Reading in fifth grade marks the culmination of all the amazing work PS11 students have done throughout the years, and the invitation to a life as a thoughtful and reflective reader. Students are expected to be "at the helm" of their own reading experience, seeking out texts that excite them, actively engaging in reading-based relationships with their peers, and making personal goals that reflect their knowledge of their own strengths and weaknesses as readers. Teachers act as stewards in this journey, connecting students with new and exciting material, creating a safe, collaborative environment which promotes taking risks, and challenges students to question assumptions and understanding of familiar texts.

This year is all about interpretation and synthesis. Readers learn new ways to find deeper meanings within and across books, within and across genres, and of the world around them. They work extensively with themes, seeing how they transcend the barrier of fiction and nonfiction, and understand why these themes have captured the imagination of writers throughout history and in contemporary writing. They study archetypes that show up repeatedly, and then begin to challenge those archetypes and discuss their relevance to their own experience of the world. It is difficult, often uncomfortable, work. But it is uncomfortable in the way that true, meaningful learning should be: door opening, perspective shifting, and life changing.

### Units of Study in Reading *(subject to change)*

<i>Unit 1</i>	Interpretation Book Clubs
<i>Unit 2</i>	Tackling Complexity in Nonfiction Texts
<i>Unit 3</i>	Reading Like A Fan
<i>Unit 4</i>	Argument and Advocacy
<i>Unit 5</i>	Test Sophistication
<i>Unit 6</i>	Reading in the Content Area
<i>Unit 7</i>	Fantasy Book Clubs

*You will receive more in-depth information about what each unit entails during the beginning of year grade breakfast, and through monthly Classroom Newsletters.*

## **Unit 1-Interpretation Book Clubs**

In this unit children will start the year writing about reading and learning skills and strategies to support growing ideas about the books they read. They will not only jot as they read to hold on to their thinking, but they will also write long in their notebooks to develop their ideas. Additionally, they will talk in book clubs to further grow the ideas they develop about their reading. During this unit, children will pay particular attention to developing and revising themes and then comparing themes across books.

### **Unit Outcomes:**

- I can set goals for my reading and make a plan to work towards those goals.
- I can write about my thinking in order to grow bigger ideas.
- I can develop themes about my books.
- I can analyze author's craft.
- I can compare and contrast story elements and theme.
- I can analyze parts in relation to the whole.

## **Unit 2- Tackling Complexity in Nonfiction Texts**

In this unit, children will learn ways in which nonfiction gets more complicated as we move up reading levels. This includes the ways main idea, vocabulary and structure become more complex. Children will then apply that information to reading and learning from nonfiction texts and to conduct research.

### **Unit Outcomes:**

- I can identify main ideas with supporting details in order to summarize a text.
- I can analyze author's craft in nonfiction texts.
- I can infer with a text in order to synthesize information.
- I can compare and contrast across different texts within one topic.

### **Unit 3-Reading Like A Fan**

In this unit, children will study the works of an author of choice. They will apply the reading skill word they learned in previous units to consider theme, compare and contrast across texts and grow their ideas about reading. They will also pay careful attention to an author's particular style and the craft he/she uses to develop story elements and theme as well as the literary devices she/he uses such as symbolism and word choice.

#### **Unit Outcomes:**

- I can analyze author's' craft.
- I can analyze parts of the text in relation to the whole.
- I can determine themes in my books.
- I can compare and contrast story elements and themes.

### **Unit 4-Argument and Advocacy**

In this unit, children will research debatable issues. They will consider an author's perspective on an issue to mine the text for relevant information in support of the issue. They will learn skills and strategies to read and research a text to weigh the evidence that is or is not included in a text and consider why that choice was made by the author. They will also use this research to conduct in class debates in support of both sides of an issue.

#### **Unit Outcomes:**

- I can summarize a text including multiple main ideas with supporting details.
- I can analyze parts of a text in relation to the whole
- I can analyze multiple perspectives on a topic.
- I can synthesize information on a topic across texts.

## **Unit 5-Test Sophistication:**

This unit will focus on preparation for the upcoming English Language Arts State Exam. Children will set goals for themselves each week to build their skills in test-taking. Each week children will participate in a whole class shared experience, partner time, and individual work time to build independence and stamina. In addition to reviewing literary, informational and argumentative genres and the skill needed to read them, children will also learn test-taking strategies to help them transfer what they have already learned this year to a testing context.

## **Unit 6-Reading in the Content Area**

In this unit, children will use their nonfiction reading and research skills to build content knowledge in social studies as they learn more about Westward Expansion in the United States. Children will work in research teams to become an expert on a subtopic of Westward Expansion, such as The Gold Rush or The Trail of Tears. Children will consider different authors' perspectives as they research and read critically. They will compare and contrast information across sources, consider choices authors make about craft as well as information that is and is not included and why that is to grow ideas about this time period.

### **Unit Outcomes:**

- I can summarize a text including multiple main ideas with supporting details.
- I can analyze parts of a text in relation to the whole
- I can analyze multiple perspectives on a topic.
- I can synthesize information on a topic across texts.

## **Unit 7-Fantasy Book Clubs**

In this unit, children will continue to develop reading skills such as interpretation (theme) and considering author's craft while applying this work to reading fantasy. Children will consider the particular elements of fantasy such as analyzing internal and external quests or "dragons," character archetypes, setting and how it lends itself to story development. Children will continue to consider how different authors develop themes in texts and compare and contrast across books and even across genres.

### **Unit Outcomes:**

- I can develop and revise themes in my books.
- I can analyze author's craft.

- I can compare and contrast story elements and themes across books.
- I can read critically.
- I can analyze parts in relation to the whole.

## Reading Curriculum Terminology

**Shared Reading:** Shared reading is when the teacher uses an enlarged text or class sets of texts to teach skills and strategies. Skills and strategies are based around self-monitoring for meaning while reading, accumulating information, developing thoughts around the big ideas and making connections to what we already know about the world and ourselves. The text is provided to each student so students can see and follow along in the learning process. Texts may include passages of books, letters, short stories, poems, advertisements, newspaper articles, songs or non-fiction materials.

**Interactive Read Aloud:** Reading aloud exposes students to books on and beyond their current reading level. This enables students to enjoy and appreciate the world of literature, while giving them a glimpse into their future reading lives. It is a way to expose students to cultural and social issues that they are faced with daily.

Teacher "think-alouds," which model sophisticated ways of interacting with a text in a transparent and metacognitive way, allow students to see the normally hidden process happening as mature readers experience a text. While very enjoyable, read aloud leads to rich conversation and reflection about both the literature and important worldly topics.

It also allows the teacher to model various styles of note-taking, graphic organizers, and other reader's notebook strategies that students can try in their own reading lives. Reading aloud is typically done in a whole class setting with time set aside for partnership discussion and independent reflection.

**Guided Reading:** Guided reading instruction happens with students reading at the same reading level. This time is used to introduce a set of skills necessary to move on to the next reading level. This instruction incorporates strong teacher support as students become comfortable navigating more difficult texts. Teacher supports include strong book introductions, vocabulary exposure, tools to support students with new reading skills and in-depth book discussions. During fifth grade, this type of instruction is most commonly found during extended-day instruction and in book clubs.

**Strategy Group Instruction:** This is a time when the teacher works with a small group of students with the same needs. These students may not be on the same reading level, but they need the same work with specific readings skills and strategies. Here students are taught strategies to practice right then and there. They work within their own books so the work is authentic. Discussions ensue about the usefulness of the strategy and how it can be incorporated into further learning. Often students set goals

during this time for how they will practice this strategy in their future reading. Based on need, strategy groups are commonly held 2-3 times on the same strategy so that it becomes a natural tool for the student to use while reading.

**Independent Reading:** Independent reading, at the heart of reading workshop, is the time of reading workshop when students are reading books on their appropriate reading level. It is crucial students spend this time (in school and at home) in their 'just right' books because this is when they practice their skills and comprehension. Students are expected to build up stamina so they are reading for about 45 minutes to an hour at a time. It is during this time that the teacher is conferring with individual students or small groups, providing tailored, targeted instruction. Students create reading plans to set goals and keep them on task throughout the week. Reading plans are to be filled out at the end of each reading session (both in school and at home).

**Book Clubs:** While reading the same book, students participate in conversations, using "accountable talk" to deepen their understanding of the text while also making them stronger thinkers and readers. Reading workshop will still include a mini-lesson, and independent reading, however book clubs give students an additional opportunity to interact.

**Reading Plans:** Each individual student creates a reading plan each week. This plan is specific to each child and the layout varies depending on the types of books students are reading. Students plan out how many books/pages they will be reading each day, both in school and at home. This is a way for students to create reading goals for themselves and helps to increase stamina, responsibility and accountability. By the end of the week, each child is responsible to complete his/her reading as planned. If they are unable to finish their reading during a designated time, it is up to them to find the time to make it up. This process can be difficult for the students at the beginning of the year, and will need the support to follow through with their plans; as time goes on however, they will become independent in the process.

**Word Study:** Fifth graders use a variety of programs to build spelling and vocabulary skills.

Students study Greek and Latin roots in a program designed by Tim Rasinski. They deconstruct known words into base, prefix, and suffix roots in order to define each root. They can then use this knowledge to determine meaning of unknown words.

*Words Their Way* is a word study program that teaches students letter sounds with an emphasis on vowel sounds and patterns, digraphs and blends, complex consonants, and prefixes and suffixes. Students are given a spelling inventory 3 times a year to assess their initial placement in the program and their progress throughout the year. Each week students are given a set of words. These words are based around a spelling pattern/rule, i.e. long vowel sound 'e' can be 'ea' 'ee' or a word that ends in 'e' (CVC-e; here).

Students interact with the words in their sort in a variety of ways throughout their week. On the first day, they become familiar with new words, identifying their common spelling patterns or roots, as well as the words that deviate from that pattern. Additionally,

they group these words in various ways based on different attributes, and familiarize themselves with the meaning of unfamiliar words. Students then revisit the same words within a meaningful context and look in their own texts to "hunt" for other words that follow the same sort. Finally, students use the words to play games (Password, for example), create visual models of words that show spelling, meaning, part of speech, etc, or write their own texts that use the words meaningfully. Students are periodically assessed on their understanding, both of the words they studied, and of their knowledge of the spelling pattern or root.

## WRITING CURRICULUM

Fifth graders will learn to elevate their writing by improving the focus, elaboration, voice, and conventions with which they write. These skills will be taught across writing units.

### Writing Assessments

Several assessments are used to track where students are performing in writing. This helps the teacher determine how best to support a student's progress.

**Unit Rubrics:** At the start of every unit, fifth graders are provided with a rubric that lists the goals for the unit. The teacher explains the goals during the writing unit preview so that the students have a clear understanding of what will be expected of them during each unit. Some goals carry over into every unit and other goals are unit specific.

At the end of the unit, the students will use the rubric to score themselves on how well they met each of the unit goals. The student will then have to explain why they graded themselves the way that they did. Then the teacher will grade the writer using the same rubric. Compliments and suggestions for improving writing will be included for the writer to apply in future writing units.

**Conferences:** Teachers hold individual conferences with students as often as possible. Conferences are specific to each student and focus on the writer's need of skills and strategies.

**Spelling Inventory:** This assessment is administered three times a year: September, January and May. It is a list of spelling words that test students' knowledge of spelling patterns. This spelling inventory determines where a student starts, and continues working, during their word study time.

## Units of Study in Writing *(subject to change)*

<i>Unit 1</i>	Narrative Craft
<i>Unit 2</i>	Feature Articles
<i>Unit 3</i>	Literary Essay
<i>Unit 4</i>	Research-Based Argument Essays
<i>Unit 5</i>	Writing for the Test
<i>Unit 6</i>	The Lens of History: Research Reports
<i>Unit 7</i>	Shaping Texts: From Essay and Narrative to Memoir

### Unit 1: Narrative Craft

In this unit, children will write stories of personal significance. After exploring many moments in their lives, they will choose one to take through the writing process—drafting, revision, editing and publishing. As they revise, they will further hone their narrative crafting techniques to bring out a desired meaning in their stories. They will finish the unit by publishing and sharing their pieces in a story slam.

#### Unit Outcomes:

- I can communicate a clear message in my piece.
- I can write a strong lead.
- I can write a strong ending that reinforces the meaning of my piece.
- I can include transitions that show the passage of time.
- I can develop characters, setting, and plot.
- I can show not tell.
- I can write towards an intent or purpose to communicate my meaning
- I can show grade appropriate usage of standard English, capitalization and spelling.

- I can develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach based on the feedback from peers and adults.

## **Unit 2: Feature Articles**

In this unit, children will write feature articles on areas of expertise that are organized by headings and subheadings to group related information together. Children will begin this unit by gathering ideas, considering a main idea for their piece and making a plan for how to structure it to communicate their idea. Children will then study published authors to revise in a way to elicit the meaning in their writing in order to teach others about their topic.

### **Unit Outcomes:**

- I can write about one idea or aspect of a topic throughout my piece.
- I can provide relevant and sufficient information to develop my topic.
- I can explain how information connects to the main idea of each section.
- I can organize my piece into sections with a clear main idea for each section that relates to the topic.
- I can purposefully choose text structures to communicate the main idea of each section and think about how they fit together.
- I can include a strong introduction that communicates meaning.
- I can include a conclusion that summarizes and connects to a bigger picture.
- I can show grade appropriate usage of standard English, capitalization and spelling.
- I can develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach based on the feedback from peers and adults.

## **Unit 3: Literary Essay**

This is a unit on opinion writing. In this unit, children will write essays about different texts. Children will learn to craft thesis statements that reveal the content and the structure of their piece. They will work to elaborate on their reasons that support their thesis statements such as mini stories, quotes, analyzing author's craft.

### **Unit Outcomes:**

- I can write a clear, sophisticated claim.
- I can use strong details from the text to support my claim.
- I can make deliberate choices in how to unpack and connect my evidence to further convince my reader.
- I can write strong body paragraphs.
- I can make strong choices about how to build an effective essay.
- I can include transitions to further develop my claim.
- I can write a strong introduction.
- I can write a strong conclusion that reinforces the meaning of my piece.

#### **Unit 4: Research-Based Argument Essays**

This writing unit is closely aligned with the reading unit, Argument and Advocacy. In reading children are researching debatable issues and exploring author's perspective. In this writing unit, children will further hone their essay and opinion writing skills by using their research to craft a thesis reflecting their opinion of a debatable issue, such as chocolate milk in schools. They will collect reasons and evidence in support of their issues and include those to convince their reader of their position.

##### **Unit Outcomes:**

- I can write a clear, sophisticated claim.
- I can use strong details from the text to support my claim.
- I can make deliberate choices in how to unpack and connect my evidence to further convince my reader.
- I can write strong body paragraphs.
- I can make strong choices about how to build an effective essay.
- I can include transitions to further develop my claim.
- I can write a strong introduction.
- I can write a strong conclusion that reinforces the meaning of my piece.

#### **Unit 5: Writing for the Test**

In this unit, children will transfer the reading and writing skills they have learned during the year in order to write to test like

prompts and questions. They will work on reading and interpreting test questions to provide the best answer. They will mine the text for relevant and sufficient details to support their answers. They will refer to rubrics to self reflect and improve their skills at writing to a prompt.

## **Unit 6: The Lens of History: Research Reports**

This unit is closely aligned with the reading unit, Reading in the Content Area. In reading, children are researching aspects of Westward Expansion in the United States. Children will use the information they have gathered from reading to organize, structure and draft an informational text about an aspect of this time period. They will then study published authors to learn ways to craft and revise their writing to bring out the intended purpose to teach their reader about this time period. They will finish the unit by publishing a mini-book and sharing their knowledge with others.

### **Unit Outcomes:**

- I can write about one idea or aspect of a topic throughout my piece.
- I can provide relevant and sufficient information to develop my topic.
- I can explain how information connects to the main idea of each section.
- I can organize my piece into sections with a clear main idea for each section that relates to the topic.
- I can purposefully choose text structures to communicate the main idea of each section and think about how they fit together.
- I can include a strong introduction that communicates meaning.
- I can include a conclusion that summarizes and connects to a bigger picture.

## **Unit 7: Shaping Texts: From Essay and Narrative to Memoir**

In this unit, children will draw on their knowledge of expository and narrative writing to craft memoirs about their lives. They will craft memoirs making the moments in their lives significant and worth sharing. They will discover the meaning of these moments in their lives, convey them with precise details, blending ideas and vignettes and writing in structures that elicit this meaning. They will mentor themselves to published authors, using their craft techniques in their own writing.

### **Unit Outcomes:**

I can use all I know about writing and make deliberate choices to communicate a clear message in my writing.

## **Writing Curriculum Terminology**

**Writing Workshop:** Each writing period will start with a mini-lesson from the teacher. During this time the teacher will instruct the whole class on a writing technique that is not just appropriate to that unit of study, but to their life as a writer. Students will have the opportunity to engage this skill while still in a whole group; this is an opportunity for them to try it out before working independently.

**Independent Writing** is the time when students are working on their own stories. Students work within specific genres, but each individual student generates his/her own ideas. The writing process is a major focus in fifth grade. Students are taught to brainstorm ideas, test a few of those ideas out (by planning to see if there is enough information for a draft), write a draft, revise and edit that story and publish their writing into a final piece. Focusing on this process teaches students to plan, organize and maintain focus on one idea. In fifth grade, students become independent writers.

**Shared Writing** is a strategy used to allow students to apply the skills and strategies they are learning while still having support from the teacher and their peers. The focus of shared writing lessons is recently learned skills and skills that should be used consistently by writers. During shared writing, the teacher does the physical writing, but the students generate the ideas that lead to the sentences.

# MATHEMATICS CURRICULUM

The PS11 math curriculum is designed around the Common Core Math Standards and is taught through a constructivist philosophy intended to develop critical thinkers and problem solvers through a deep understanding of mathematics.

Our curriculum integrates many programs and is designed to:

- Support students to **MAKE SENSE OF MATHEMATICS** and become mathematical thinkers
- Focus on **COMPUTATIONAL FLUENCY** with whole numbers
- Provide substantive work in areas of rational numbers, geometry, measurement, data and early algebra **AND MAKE THE CONNECTIONS AMONG THEM**
- Emphasize **REASONING** about mathematical ideas, **CONSTRUCTING** arguments, and **CRITIQUING** the thinking of others
- Using appropriate **TOOLS** and **MODELING** with mathematics

Our curricular resources are compiled from many different, research-based math programs to ensure that we are addressing all the common core standards and the diversity of student learning in the richest way possible. We draw our resources from TERC Investigations, Houghton Mifflin's Math in Focus, Singapore Math and Contexts from Learning. We also reference units of study written by New York and Georgia. The *Common Core State Standards* can be found online at <http://www.corestandards.org/the-standards>

## Small Group Instruction

Teachers work with small groups of students based on their needs as mathematicians. Instruction may be focused on revisiting concepts or strategies, reviewing the day's lesson, or an extension of the current unit's work.

## Math Journal Tasks

Journal tasks provide students with opportunity to organize, clarify and reflect on their thinking while also developing key mathematical skills, concepts and understandings through problem solving.

They also address the 8 Common Core State Standards For Mathematical Practice.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Mathematics Assessments

Several comprehensive assessments are used to track Students' math performance. These assessments allow the teacher to determine how to best support a student's progress.

**Pre- and post-assessments:** Students are given an assessment at the beginning and end of each unit. These assessments test students' understanding of unit benchmarks. The purpose is to gauge prior knowledge and mastery. Based on this assessment a teacher is able to adjust the curriculum, plan for small groups and individual instructional time in order to provide support and/or enrichment. Students are not expected to know what they are being tested on at the beginning of a unit; so if no skills are mastered, don't worry! At the end of the unit, the assessment is administered again. Based on the assessment, teachers will continue to work with small groups of students on areas that need continued support.

**Curriculum-Based Assessments:** In an effort to continuously assess each student, quick interim assessments and/or exit tickets are given throughout the unit to test students' mastery.

**Fact Fluency Assessment:** Four times a year, students are given timed addition/subtraction and multiplication/division sheets with 4 problems per specific fluency skill set. This is a way to gauge a student's mental mastery of one- and two- digit addition and subtraction facts. Benchmarks and at-home strategies are provided in student's portfolios during the first parent-teacher conference.

## **Units of Study in Mathematics** *(subject to change)*

Units are organized around similar math concepts in hopes that teacher communicate and make clear the “interconnectivity” between the math ideas and present them in a practical and more comprehensive light.

### **Unit 1: Multiplication and Division Strategies**

In this unit, students solve multiplication and division problems by using strategies they have already examined as 4th graders and refined. They practice solving multi-digit problems, continuing to gain fluency in solving problems and clearly notating their solutions. Students are forming connections between mathematical models and the operations of multiplication and division. They are also applying these multiplication and division strategies to real world problems.

#### **Unit Outcomes:**

- I can multiply multi-digit whole numbers
- I can create equivalent multiplication and division expressions
- I can divide four-digit dividends by two-digit divisors
- I can illustrate and explain a division problem using equations, arrays and/or models

### **Unit 2: Place Value**

In this unit, students will grow their understanding of the place value as a base 10-number system. Students will be exploring place value of multi-digit whole numbers and decimals to the thousandths. Students will deepen their understanding of the value of a number in relation to another place value. Students will explore patterns when a decimal is multiplied and divided by a power of ten. Students will perform operations by using place value, reason and estimation. Students will engage with the use of parentheses to simplify expressions.

#### **Unit Outcomes:**

- I can describe the value of a number in relation to another place value
- I can explain patterns when multiplying a number by powers of ten
- I can explain patterns when a decimal is multiplied or divided by a power of 10

- I can read, write, compare and order decimals to thousandths
- I can round decimals to any place
- I can yield and represent that multiplying tenths by hundredths yields thousandths
- I can use place value and logic to estimate products of decimals
- I can divide whole numbers by tenths and hundredths
- I can use parentheses to simplify expressions by using facts I know, including powers of 10

### **Unit 3: Decimal Operations**

In the unit students will apply their understanding of place value, the value of the digit up to the thousandths place. They will understand the conceptual relationship in numbers being represented as decimals, fractions and percents. They develop fluency in calculating sums and differences of decimals, and make reasonable estimates of them. In addition, they will compute accurately multiplication and division decimal operations. Students will be asked to utilize the skills to solve real world mathematical problems. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: addition/ add, sum, subtraction/subtract, difference, estimate, reasonableness, mixed numbers.

#### **Unit Outcomes:**

- I can compare and order decimals
- I can convert between fractions/decimals/percents
- I can add and subtract decimals
- I can round decimals
- I can multiply and divide decimals

### **Unit 4: Fractions**

In this unit, students apply their understanding of fractions and fraction models from fourth grade to represent the addition and subtraction of fractions with *unlike* denominators. Students will investigate real world situations to develop an understanding of fractions as division as well as operations with fractions. In addition, they will discover how multiplication and division of fractions differs from their understanding of multiplying and dividing whole numbers. Real world application of fractions is crucial, as is students' ability to represent their thinking with visual models. Eventually, we expect students to compute efficiently with fractions.

However, a conceptual understanding of fractions (showing visuals, explaining, discussions, etc.) is essential to this work and provides a strong foundation for sixth grade level mathematics involving ratios and proportions.

#### **Unit Outcomes:**

- I can compare and order all fractions
- I can use landmark fractions to predict sums and differences
- I can compare fractions based on the numerator or denominator
- I can understand that fractions are really the division of a numerator by the denominator.
- I can determine and explain fraction equivalence
- I can add and subtract fractions and mixed numbers with unlike denominators.
- I can multiply fractions by whole numbers using repeated addition of fractions
- I can subtract fractions from one whole
- I can multiply fractions and mixed numbers by whole numbers
- I can divide whole numbers by fractions
- I can multiply fractions by fractions
- I can divide a fraction by a whole
- I can solve word problems that involve fractions.
- I can solve word problems where I divide whole numbers to create an appropriate answer.

#### **Unit 5: Volume**

In this unit students will learn to recognize volume as an attribute of three-dimensional space. They will discover that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They will come to understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They will select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. Students will decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. Students will also determine volumes to solve real world and mathematical problems.

#### **Unit Outcomes:**

- I can measure volume by counting cubic units.
- I can multiply the three dimensions in any order to calculate volume.
- I can find the volume when I know the base and height of a figure.
- I can apply volume formulas to right rectangular prisms to solve real world problems.

## **Unit 6: Geometry**

In this unit students will be exposed to the first quadrant of the coordinate plane, setting them up for future work in middle school that will involve graphing in all four quadrants. Students will graph and interpret coordinates and use the coordinate plane to graph points in the context of real world situations. In addition, students are expected to name characteristics of shapes and create a hierarchy of shapes based on properties. For example, students will identify that a parallelogram is a quadrilateral but not all quadrilaterals are parallelograms. During this unit, students will work on project-based activities to work toward mastery of these skills.

### **Unit Outcomes:**

- I can understand how to graph ordered pairs on a coordinate plane.
- I can graph and interpret points in the first quadrant of a coordinate plane.
- I can classify shapes into categories.
- I can classify shapes based on properties.

## **Unit 7: Real World Application of Data: Baseball**

### **Unit Outcomes:**

- I can collect data and calculate statistics
- I can determine the appropriate type of graph to create, given a set of data
- I can create a graph that accurately reflects a given set of data

# SOCIAL STUDIES

Fifth grade students learn about a variety of interconnected topics related to the Western Hemisphere. Lessons are often interactive with students embarking on field trips, including one to Washington, DC, as well as engaging in projects and research investigations.

Students explore events and concepts in early American history including European exploration, appropriation of land, colonization, different forms of government, economics, roots and manifestations of revolution, and the legislation and documents that founded the United States government. The year culminates with a trip to Washington D.C. in which students have the opportunity to explore the places and concepts they studied.

Students will also broaden their understanding of these concepts by applying it to the Western Hemisphere at large. They apply what they have learned about the role of geography on shaping nations, revolution, clashes between Native and European cultures and peoples, expansion, immigration, and the forming of and diverse varieties of governments in the United States to other countries in the Western Hemisphere.

## Essential Questions and Key Understandings

### **Essential Questions:**

- How do geography, economy, and power influence culture and historical events?
- What are the events that lead to the rejection of old governments and the formation of new governments?
- Where do ideas for government come from?
- How do different people and perspectives influence one another when forming a new government?
- Which groups get to be represented in forming new nations? Which are not?
- How does government work for individual citizens? How doesn't it?
- What is like to be a citizen in Latin American countries and the United States of America today?
- How do international concerns affect citizens of different countries?

### **Key Understandings:**

- US government structure was designed to meet the needs of a variety of people from varied regions
- People's ideas and values are influenced by responding to or being inspired by the past
- Decision makers hold significant power
- Revolution is a common story, that is caused by:

- Human & Civil Rights
- Representation & Power
- Resource\$ & Opportunities
- People and cultures have varied responses/ideological goals when departing from monarchical rule
- The roles of citizenship are defined by different governments in the Western Hemisphere, governmental structures vary from place to place, as do the structure and functions of governments
- Citizens of the world are interconnected and concerns of the world affect people from different cultures in multiple ways

## SCIENCE

Fifth graders utilize the Science Lab two periods per week, learning to work collaboratively on science experiments. The students will be engaged in several activities in each unit, which incorporate observing, comparing, predicting, recording and analyzing data, and drawing conclusions.

## TESTING

All 3rd, 4th and 5th grade students are mandated to take NY State English Language Arts (ELA) and Mathematics Examinations. These exams are each given over a three-day period in late spring. Students who do not pass either the math or ELA exam may be mandated to attend summer school and may not be promoted to the next grade. Information on these exams can be found on the NY State Department of Education website: <http://www.p12.nysed.gov/apda/>

## SPEAKING AND LISTENING

Classroom participation is a major factor in student learning. Students gather information, clarify their thinking, question new ideas, contribute their thoughts and opinions, and respond to others. Through strong accountable talk, all fifth grade students will:

- Practice active listening
- Use precise language
- Take turns speaking
- Ask relevant questions for more information or clarity
- Share information, thoughts and opinions
- Support their ideas with personal experiences or literary text

## HOMWORK

*Each teacher's homework system varies. Specifics will be given during the curriculum breakfast at the beginning of the year.*

Fifth graders receive Daily Planners from PS11 during the first week of school, and will copy their homework into them each day.

Homework should be expected Monday through Thursday, along with 45 minutes of independent reading daily (including weekends). During this reading time, students should be focused and completing the reading work they are also doing in class (post-its, chapter grids, etc.) Reading MUST be recorded on the reading log.

Homework assignments will consist of reading, writing, math, and often an additional subject. This homework should take an additional 20-25 minutes per night. Homework is a review of what has been taught in class; students should have a clear understanding of what they are doing. If there are questions about homework email the teacher or send a note with your child, please do not just leave it blank.

Students will also receive holiday and summer homework packets to keep their minds fresh and active over breaks.

## SPECIALTY CLASSES

Each school day, fifth graders participate in a different specialty class or "Special", taught by certified staff members.

**Music:** Fifth Graders start music second semester due to their busy schedule. They review note values and treble clef note reading skills, in preparation for Middle School. They also start work on their *Moving On* celebration songs. Those who choose to participate in the Fifth Grade Production participate in morning and afternoon play practice.

**Theatre:** Fifth graders will create dynamic characters. They will explore writing and performing monologues. All students will have the opportunity to be part of the cast or crew of the 5th grade musical.

**Gym:** The first part of the year is spent engaging in various athletic activities outside and in the gym. Students continue to learn the rules of gym and how to be responsible in a very physical environment. In the beginning of November as the weather gets colder, students will resume aquatics, perfecting swimming techniques and stamina. Once a week they will swim as a class in our indoor pool. Students may bring a bathing suit and towel to school at the beginning of the year. They may either leave these at school, where they will be washed on weekly basis, or bring them from home each week.

**Computer:** Fifth grade students will study and research a number of classroom subjects using the computer as a tool to augment their studies. We will be using a wide selection of software including: *PowerPoint, Keynote, MicroWorlds, Scratch, Word, Pages, iLife*, and of course many Web 2.0 programs on the Internet.

**Art:** The Art curriculum immerses students in a variety of artistic styles and techniques, including drawing, painting, oils, ceramics, mosaics and collage. Students learn the importance of expressing themselves through various forms of art.

**Dance:** Fifth graders will begin with a Hip Hop and Body Percussion focus, creating their own definitions of dance, working toward a “class dance.” They’ll analyze and discuss master dance works, and compare and contrast the vast array of dance genres.

## OUTSIDE PARTNERSHIPS

**Rosie’s Theater Kids:** While working with *Rosie’s Theater Kids* staff members, fifth graders learn musical, theater and dance vocabulary. The students apply their knowledge of this vocabulary through weekly rehearsals where they sing, dance and move all over the stage. Each class perfects and then performs their own choreographed song and then the entire grade combines for a rousing finale. Every fifth grade loves to go to Rosie’s rehearsal

**Ballroom Dancing:** Fifth graders gain intense cultural enrichment by participating in ballroom dancing rehearsal. A dancing expert comes in several times a week to teach the students the meringue, waltz, foxtrot, swing, and rumba. Through these dance rehearsals, students learn about the origins and evolutions of these dances. After months of practice, fifth graders have the opportunity to audition for the ballroom dancing team that competes in a citywide competition.

## FIELD TRIPS AND SPECIAL ACTIVITIES

**Washington DC Trip:** In May, students and teachers embark on a journey to our nation’s capital for two days and one night. This trip is done as the culminating event to an in-depth study of the structure and history of American Government. During the two days in DC, students see inside the Capitol Building, the Supreme Court, the National Archives, the Smithsonian Museum, the Lincoln Memorial, WWII Memorial, FDR Memorial, and Arlington National Cemetery. Students stay in a hostel with teachers, administrators, and parent chaperones. This is an exciting and educational experience for everyone, and a wonderful time for teachers and students to build relationships that last for the rest of the year.

**Fifth Grade Musical:** Each year our fifth graders rehearse and perform a full-blown Broadway Junior version of a stage musical. Students rehearse after school and on Saturdays to prepare for this incredible performance.

**Track and Field Meets:** Fifth graders have the opportunity to participate in the Department of Education *Citywide Track and Field Series*, along with third and fourth graders. All students are invited to attend two all-day track meets, typically held in April or May. The meets take place at *Verizon Track and Field* on the Lower East Side. It is a great opportunity to introduce students to competition and the training required to perform at their maximum level. Track practice is offered during the month of April on Mondays at 8am. After the first two meets, select students will be invited to compete in the *Manhattan South Championship*, *Manhattan Championship*, and *NYC Championship*.

**Field Day:** Each June all first, second, third, fourth and fifth grade students participate in a full day of field day activities. Students are divided into cross-grade and cross-classroom teams. Field day takes place outside in the big yard and on 21st street.

**Enrichment Cycle:** Fifth graders participate in two 10-week enrichment cycles, during which they participate in an activity of their choice along with a mixed group of 3-5 students for one period a week. Enrichment activities change each year with our teachers' interests. Previous offerings include Comic Book Making, Trash with Panache, Kids Care Club, Basketball, T-Shirt Design, Anthropology, Gallery Visits and Tap Dancing.

## SCHOOL COMMUNITY

**GRIT:** We believe in respecting ourselves and others as we take risks, reflect on our learning process, celebrate our triumphs and struggles and persevere to reach our goals.

*After a year of research and collaboration between faculty and families we are excited to continue to improve practices that will inspire and promote grit in every student. This is a work in progress but through this joint effort we decided the following principles are the first examples of what you will be seeing in the classroom.*

**Our GRITTY school will LOOK like:**

- Gritty language will be on charts.
- Evidence of student reflections about work will be evident.
- Students will be solving their own academic and social emotional issues (with support from adults).
- Families will learn how to use language to support student independence.

- Teachers will present at monthly PTA meetings to talk about the “work.”

**Our GRITTY school will SOUND like:**

**Students will say things like:**

- I had a hard time with...
- Next time I will try...
- I tried...but...
- I can use (Strategy) to help me with...
- When I am confident...
- I can offer help with...
- After struggling with...I learned...
- I am proud of the way I...
- Let me show you how I...
- I felt frustrated, but then I...

**Adults will say things like:**

- Can you show me where it got hard?
- Let me show you how I worked through...
- I struggled with...
- Next time I might...
- You worked so hard at...
- What’s your plan?
- How can you solve this using the tools that you have?
- What would you do differently next time?

**Our GRITTY school will FEEL like:**

- Students are celebrated for their resiliency when solving academic, social and emotional problems.
- Process will be celebrated as equally as product.
- We will learn from our efforts.

- We will all work hard and solve issues without giving up.
- We will all understand that even though we may try our best, the outcome may not be what we desired. We will be resilient in our disappointment and try again!

**Kind & Gentle:** The PS11 community revolves around a philosophy called "Kind & Gentle". More than just words, "K&G" means all the actions and language of "doing unto others what you would have them do unto you." Throughout the school, there are clear expectations for students to behave in a kind and gentle way towards others within our community and beyond. Students are encouraged to maintain this attitude towards others throughout their years at PS11. Some examples of ways teachers foster K&G in the classroom include: using kind words, complimenting one another, and picking a secret K&G and being extra kind to that person all day or all week.

**Family Friday:** One Friday morning each month is designated as "Family Friday". All families are invited to come into the classroom and take part in activities that reflect an element of the school day. This is a great opportunity for families to see all the amazing work that is going on in the classroom. Activities in the past have featured reading workshop, art projects, Family CookShop, publishing celebrations and poetry centers.

**PS11 Garden:** Students will have the opportunity to work and learn in our amazing vegetable and flower gardens all year. Throughout the year, food from our garden will be harvested and served in our lunchroom.

**SLT and PTA Events:** Throughout the year, PS11's School Leadership Team (SLT) and PTA sponsor community-building events, as well as family workshops that support parents as partners in their children's education. You will find information about these events on the PS11 website, in the monthly Classroom Newsletter, and in flyers coming home in your child's home folder.

## COMMUNITY SERVICE AND CITIZENSHIP

We believe very strongly in community service at PS11. Throughout the year students will be engaged in activities that will benefit our local, national and global communities.