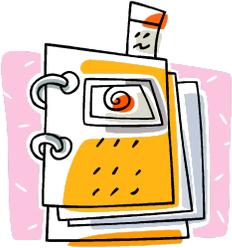


Frazier School District

2019 - 2020 Fifth Grade Parent Resource Guide

Welcome to fifth grade! We look forward to many new challenges and learning opportunities in the months ahead.



The purpose of this parent resource guide is to help answer commonly asked questions and take a brief glance at the areas we will be studying this school year. It is important to note that we reserve the right to make changes or updates to the information contained in this syllabus, as necessary. When changes are made, we will make every effort to inform you of those changes.

The following are areas of importance (listed alphabetically):

ACCELERATED MATH: Students will be given a STAR Math Test at the beginning of the year and at the end of each nine week period. The STAR math level will determine your child's recommended level for Accelerated Math practice. Individual goals and assignments will be set based on these levels.

ACCELERATED READER: Students will be given a STAR Reading Test at the beginning of the year and at the end of each nine week period. The STAR reading level will determine your child's recommended book level. Individual goals will be set based on these levels. Group and/or team goals will be set within the classroom to help encourage every student to meet his or her goals.

ACCELERATED READER GOALS: Individualized student goals will be calculated based on a combination of the student reading for at least 20 minutes every day and the student's ability as determined by the Accelerated Reader program. As part of our middle school transition preparation and our desire to encourage lifelong reading habits, we are making your student's individual AR goal into a reading grade. Students will be required to earn a certain amount of points. This goal will be converted into a 20 point reading assignment. Time will be given in the classroom throughout the week for AR reading, but we also suggest you provide time at home in the evening for either silent reading or have your student read aloud to you or other family members.

If students achieve their individualized point goal, they will earn a certain reward each nine weeks. Tentative rewards include a MakerSpace activity for the first nine weeks, activities in the snow for the second nine weeks, popcorn and a movie for the third nine weeks, and a trip to Sampey Park for the fourth nine weeks. (**These rewards are subject to change based on interest and/or availability.**) A new individualized student goal will be generated each nine weeks. Additional incentives for this program include reaching a whole class movie goal. If a student earns an 80% or higher on an Accelerated Reader quiz, they will earn a bead/marble that will be placed into a classroom container. When the container is full, all of the students in the class, who have at least 75% of their

individual goal met, will earn a classroom reward. Students will also be placed in teacher-planned groups and will work together to accumulate points as a team. The team that has earned the most points by the end of the nine week period will earn a team reward of lunch with the teacher. To earn the reward, each student on the team must have contributed by earning at least 75% of their personal goal.

ACHIEVEMENT TESTING: The fifth graders will be taking the PSSA Tests in the areas of ELA (English Language Arts) and Math. The PSSA ELA and Math Tests will take place in April of 2020. Additionally, students will participate in district testing that will include the Star Reading, Star Math, CDTs, and District Benchmark Assessments.

AGENDAS: Please check student homework books (agendas) nightly. This is our main form of homework communication with you. Ask your child if all of his/her assignments are recorded, and please initial when you see they are completed.

EXPLORATORY/REMEDICATION: At the end of each day, students will participate in an exploratory or remediation session. This time is designed for individualized work in a subject area. Students may rotate through different areas of concentration.

FIFTH GRADE DISCIPLINE POLICY: Students will start with 100 points in conduct each nine-week period and points will be deducted accordingly. Please see the full policy provided at the end of the syllabus.

GRADES: Grades will be updated on Skyward in a timely manner. Please keep in mind that some assignments take a longer period of time to score than others. When possible, scored assignments will be sent home in the communicators on Fridays.

HOMEWORK: Homework will be assigned as needed and graded at the discretion of the teacher. A special time and place set aside each evening is helpful for most children. If all assignments are complete, it would be beneficial to review math flashcards (addition, subtraction, multiplication, and division), read and discuss a library/AR book, or practice the writing process. Consistency is very important in this area. It is the *student's* responsibility to copy his/her assignments into the agenda. Parents/Guardians are encouraged to sign the agenda when the student completes all assignments.

Notes/questions on the homework can be included on the agenda. (ex. "Sally did not understand question #10, could you please review this with her?") It is then up to the student to show the agenda to the appropriate teacher during *homeroom*.

Unless otherwise noted, homework is due the next school day. Not all homework checks will be announced. Homework checks may be graded for completion (done or not done) or accuracy (questions answered correctly). If a checked homework assignment is not complete then a "The Blues" form will be issued. (A sample of this form will be sent home on the first Friday of the school year.)

MISSING ASSIGNMENTS: It is the *student's* responsibility to follow up with the teacher to turn in any late or missing assignments. Any assignments missing at the time of grade input will be given a *score of 0* until this assignment is turned in. Graded assignments that are turned in late may have points deducted. 1 – 2 points may be taken off for each school day the assignment is late. If the assignment is not submitted or if it is submitted more than two weeks after the due date, the “0” score will remain in the gradebook.

MORNING WORK/HOMEROOM: Students' time in homeroom is to be used for organizing materials for the day, communicating notes from home to teachers, and working on a short morning assignment. These assignments may be graded and come from all subject areas.

PARENT INVOLVEMENT: Throughout the school year parents may be asked to come help out in the classroom. The teachers will let the homeroom parents know when we need assistance. As a group, we like to have our homeroom parents plan and direct the Halloween parties and come back again for spring activity day. Certain A.R. Reward Days may also need some helping hands. Individual teacher projects may require some volunteers as well.

RECESS: We will try to enjoy time outside during recess as often as the weather allows. Please make sure your child is dressed appropriately and/or brings a jacket, especially as the weather gets colder.

REMIND APP: Each teacher will provide you with a code for an app called *Remind*. *Remind* allows the teacher to send you brief announcements, project reminders, and messages in either group or individual form. This app can be used with either text messaging or emails. Through *Remind*, you may also directly message the teacher. Please note that *Remind* is not for daily homework assignment notification. Due to the individual nature of this app you will be asked to sign up with EACH teacher based on your child's schedule. Subject codes will be provided at the end of this document.

REQUESTING HOMEWORK WHEN STUDENTS ARE ABSENT: This information can also be found in the Frazier Elementary School Student and Parent Handbook - Students have the right to make-up all class work missed due to excused absences or suspensions. If a student will be absent from school for 3 or more days due to illness, surgery, etc., parents/guardians may request homework by calling the Elementary office as early in the day as possible to request assignments. The student or parent must make arrangements for books and assignments to be picked up.

PLEASE NOTE: To fulfill a request for homework, teachers must be given sufficient time to prepare assignments. It would be greatly appreciated if you could provide at least 24 hours notice to the Office to allow sufficient time for teachers to gather the assignments.

- If a student will be absent from school for field trips, educational trips, athletic events, etc. it is the responsibility of the students to find out from their teachers what class work or assignments will be missed.
- Students returning from suspension must submit make-up work to the building principal immediately upon arrival back to the building before returning to assigned classes.
- Students attending school sponsored activities or events are to be considered in attendance and are responsible for turning in all work assigned as if they were physically in class.

SPELLING: Spelling is a stand-alone grade in fifth grade. Spelling modules will be an integrated combination of everyday vocabulary as well as domain-specific vocabulary terms from across the grade-level core content including mathematics, science, and social studies. After being provided the spelling list for each module, the students will select and complete assignments from a list of options on a “Spelling Menu.” While some time will be provided for the completion of these assignments during classes, it is ultimately the students’ responsibility to complete their spelling menu options by the assigned due date. Students who pass the pre-test will be exempt from the end of module spelling test AND menu assignments for that module only.

SUPPLIES: The following items are a suggested list of supplies to help guide your back-to-school shopping. Most of these items can be purchased from the Dollar Store. If you are unable to purchase any of these materials, the teacher will have most of these supplies available to students in their classrooms. Items include: zipper pencil pouch (if possible, not plastic), pencils (regular or mechanical), pencil top erasers, block erasers, dry-erase markers (any color), manual pencil sharpener with catcher for shavings, homework folder, notebooks (at least 3 single subject), glue sticks, highlighters, individual packs of tissues, individual bottles of hand sanitizer, and earbud headphones. Binders are *not required*. If the use of the binder is chosen, please keep in mind that multiple class materials must be carried between classrooms so the size of the binder should be limited. Donations of tissues, bottles of hand sanitizer, and Lysol wipes for classroom use are encouraged and deeply appreciated at any time throughout the year. **Looking forward to the spring, we will be asking each student to bring in a plain white t-shirt for a special activity at that time.**

WATER BOTTLES: Water bottles will not be permitted in the classroom due to the limited desk space and proximity to student Chromebooks.

WEEKLY CALENDAR: A weekly calendar is sent home with students on Fridays in their communicators. This calendar lists any tests, assignments, or adjustments to the schedule that will be occurring in the upcoming week in all classes. This calendar should be used as a tool to help you guide and plan your work and study time. You may want to start preparing for tests and assignments prior to just “the night before.” This calendar is meant as a guide, therefore, please be aware that the dates may change. Changes will be

announced in class and students are responsible for recording these changes in their agendas.

WEEKLY COMMUNICATORS: Weekly papers and school news will be sent home in the communicator folder every Friday. Please look for these folders and return them on Monday signed and dated. Students will be given 5 tickets for returning signed communicators on Monday (or first day of the school week), 4 on Tuesday, 3 on Wednesday, 2 on Thursday, and 1 if returned on Friday. These tickets can be exchanged for rewards such as sitting by a friend and/or lunch with the teacher. If not returned by Friday, the teacher can ask the students to give back 5 tickets.

Fifth Grade Subject Areas:

*****All subject area topics are based on the Pennsylvania Core Standards.*****

CAREER EDUCATION: Students will participate in activities, such as an interest inventory and a computer program called Career Cruising, in accordance with the Pennsylvania Career Education Standards. These activities will be geared toward helping students prepare for a successful future. (Their Future Project will also be a part of career education. Please see Social Studies and tentative Schedule of Events for more details.)

DIGITAL LITERACY: Students will be taught lessons by their homeroom teacher that will help them safely use technology. They will explore concepts including internet safety, privacy & security, copyright regulations, cyberbullying, and information literacy. These issues underscore the need for students to learn digital literacy and citizenship skills.

ELA-Reading: Students will read from a range of high-quality, increasingly challenging fiction and nonfiction texts from diverse cultures and time periods. The PA Core Standards focus on teaching fifth grade students strategies to understand various texts and develop ideas about what they read and learn. Heavy emphasis is placed on teaching students how to support their ideas using specific details and evidence from the text, and having the ability to quote accurately from a text when answering questions. Other skills that will be focused on include: identifying point of view and how this affects content, comparing multiple perspectives on the same event, idea, or theme, gathering information from multiple sources about one topic, using context to determine the meaning of unknown words, and much more! Students will be using a mixture of resources this year that include the ReadyGen Language Arts series, the Scholastic *Storyworks* magazine, novels, and trade books.

ELA-Writing and Grammar: Students will be learning how to write stories that are real or imaginary, report factual information on a topic, and write about and defend an opinion on a given topic. Although instruction will be presented primarily in the Writing

class, application of these skills may be assigned in any of the content areas. Students will also be learning how to use evidence from given texts to answer questions and support opinions in order to respond to text dependent analysis questions. In all pieces of writing that students create, grade level appropriate conventions of grammar, usage, and punctuation, according to the PA Core standards, will be taught and applied.

MATHEMATICS: Resources for this class will include, but not be limited to, our textbook *Go Math! Common Core Series*, interactive notebooks and computer based programs. Students will be learning mathematics with direct instruction, hands-on experiences, and step-by-step models that build conceptual understanding. Practice will require the use of problem solving skills and strategies. It is our goal for each child to achieve success through a balance of computational skills, conceptual understanding, and problem solving. Please note that math instruction is delivered according to the Pennsylvania Core Standards, and therefore, chapters are not always covered in the order that they appear in the Harcourt series.



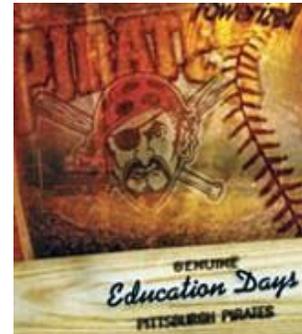
SCIENCE: Fifth grade science explores the world around us from the expanses of space to the microscopic details of cells. Students will study the nature of science and increase their critical thinking abilities through content-specific readings, hands-on investigations, integrated STEM challenges, and various activities working in small groups, with partners, and independently. While content and key vocabulary will be a part of our course, our major goals in science class also include developing work ethic, collaboration, annotation and note-taking skills, written and multimedia communication, innovation and creation, as well as initiative and entrepreneurship. In the fall, students will select an area of independent study to write an inquiry question and complete research to present to their classmates in the style of a TED Talk. In the spring, students will partake in the Science Inventioning Fair where they will identify problems in the world around them, brainstorm solutions, and engineer prototypes to present to a team of sharks.

SOCIAL STUDIES: Four main areas of Social Studies will be covered based on the academic standards for fifth grade. Civics & Government, Geography, History, and Economics are the topics integrated into the curriculum. Famous people, places, events, and ideas pertaining to our state, country, and around the world will be explored through the internet, text, and electronic field trips. Throughout the year, the students will also complete a year long, Past, Present, Future Project. The “Past Project” will be a traditional timeline project where the students select one picture from each year of their life. This project will be due towards the end of October. They will then select one picture (one event) to write a paragraph detailing why this event had a big impact on their life. The “Present Project” will be a project detailing events that occurred this year. During exploratory time, the students will be given an opportunity to write in a journal describing events that have occurred this year. These events could be in or out of school activities. The journal will not be graded. This will just be their method of recording possible events

from them to choose from. In February, the students will create a memory box where they will choose 3 events and 3 objects to represent those events. They will have to write a notecard explaining each of those events, and they will select one of the events to create a paragraph explaining why this event impacted them. The final portion of the year long project is the “Future Research Project.” During this project, the students will write a 5 paragraph paper detailing what they want to be when they grow up. This project will be due at the end of April. All three projects will also include a class presentation where they read their final papers to the class. (During the “Future Project” presentation, if the students dress to show their chosen occupation or dress as if they are participating in a job interview, they will receive bonus points.)

TENTATIVE SCHEDULE of EVENTS:

- “Past Project” Timeline and presentation, End of Oct.
- School and *Davis and Davis* Spelling Bee, Nov.
- TED Talk Writing and Presentations, Nov./Dec.
- National Geographic Geography Bee - School Bee, Jan.
- Writing assignments based on varying themes
- Mini Magazine Project
- “Present Project” Memory Box and presentation, Feb.
- Science-Inventioning Fair, Mar./Apr.
- Tie-Dye T-Shirts, Week of April 6th
- PSSA Testing, April
- Book Club Project, April/May
- “Future Project” 5 paragraph paper and presentation, End of April
- Field Trip, May



Please use the Skyward website as a School-to-Home connection for updated information. If you do not have internet access in your home, the high school library offers free internet.

In closing, we look forward to a positive partnership with you this school year. Let us continue to keep the lines of communication flowing openly. We are always available to answer your questions and hear your comments, concerns, and special needs of your child.

Sincerely,
Mrs. Brown, Mrs. Guiser, Mrs. Morsey and Mrs. Semon



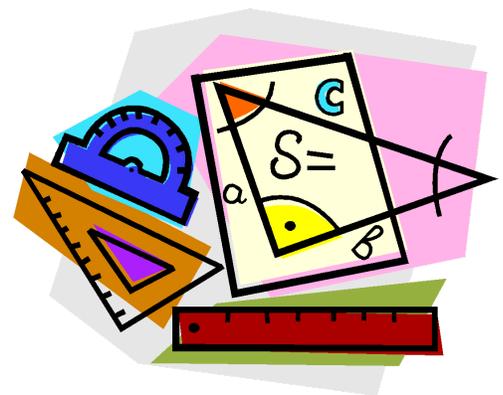
Fifth Grade Classroom Discipline Plan

Frazier Elementary School utilizes a School Wide Positive Behavior Support (SWPBS) program. SWPBS is a school wide system providing interventions to achieve academically and behaviorally important outcomes for all students. School wide procedures and rules have been redesigned and improved to maximize academic engagement and achievement. All students will understand the school-wide behavioral expectations in all classrooms, hallways, office, stairways, bus, bus stops, cafeteria, gymnasium, and recess areas. Violating behaviors will be discouraged and acts of **Teamwork**, **Empathy**, **Accountability**, and **Motivation** will be encouraged through organized acknowledgement (“reward”) systems both in the classroom and in the school. SWPBS improves supports for students with disabilities and those at risk for academic failure. For more information, please see the information regarding SWPBS in the Frazier Elementary School Student and Parent Handbook.

The Fifth Grade Classroom Discipline Plan includes the school wide concepts of Teamwork, Empathy, Accountability and Motivation as well as guidelines specific to each classroom. These rules are to be followed at all times in order to provide a positive learning environment for all students.

General Classroom Rules:

- *Inside voices
- *Eyes on your own paper
- *Keep your hands and feet to yourself
- *Raise your hand to speak
- *Use positive comments
- *Follow the rules
- *Listen to the teacher
- *Respect others’ property



Although we strive to concentrate on the positive, there are still times when consequences are necessary. For this reason, we will have a Behavior

Log that will travel with the students throughout the day and will be used to record any infractions.

All students will begin each nine-week period with 100 points in conduct. Students will be given check marks in the behavior log following the need for multiple verbal warnings caused by disruptive behavior, not being prepared for class, being off task, or excessive talking. One conduct point will be deducted for each check mark. Six check marks on a single day will constitute a “major” discipline report. Activity limitations will be made at the teacher’s discretion. Out of classroom discipline reports will also result in point deductions.

When each student “works well with others” (Teamwork), “can see another’s viewpoint” (Empathy), “owns his/her actions and words” (Accountability), “does the right thing for the right reasons” (Motivation) the classroom climate becomes one filled with positive interactions that promote learning and growth.

School to Home Communication

Remind is a parent-to-teacher communication tool used by the fifth grade team. This allows you to quickly and easily communicate with your child's teachers through text messages OR downloading the app!

To sign up for each of your child's classes, text the following codes (including the @ symbol) to the number **81010**

Mrs. Semon - Grammar/Social Studies/Writing: @b89hc2

Mrs. Guiser - Math: @2h8cd9

Mrs. Morsey - Reading: @hfk6798

Mrs. Brown - Science: @3f94he

Once you have sent the initial text, you can use this thread to send direct, private messages to your child's teacher.

If you want to download the app for enhanced communication, you can follow the prompt you received in the message thread.

Don't have a mobile phone? Go to www.remind.com on a desktop computer to sign up for email notifications using the class codes above.

The 5th Grade Parent Resource Guide contains grade level policies and procedures. After reviewing the material with your child, please sign the form below and have your child return it to his/her homeroom teacher by September 13, 2019. Your signature is required to verify that you have reviewed the material with your child and are aware of the grade level policies and procedures. Thank you for your cooperation!

2019-2020 Frazier Elementary 5th Grade Parent Resource Guide and Discipline Plan

Student's Name: _____

Parent's/Guardian's Signature: _____

Date: _____

Homeroom Teacher: _____