

**5th Grade
Curriculum Night**

**5779-5780
2019 - 2020**



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*"To be rooted is perhaps the most important and least recognized need for the human soul."
~Simon Weil*

All About 5th Grade

Welcome to fifth grade! This year promises to be one filled with amazing opportunities and exciting learning experiences. In fifth grade, your child will be encouraged to develop more independence and take on more responsibilities. Doing so will help your child become better prepared for the upcoming transition into middle school. Your child's education is of the utmost importance to me, as we know it is to you. We look forward to getting to know you and your child better as the school year progresses.

Our Philosophy on How Students Learn:

Carol Dweck's research on "mindsets" has paved the way to frame opportunities to learn from challenges and increase student achievement. When students have a fixed mindset, they believe that knowledge is unchangeable and they will avoid challenging scenarios or have low perseverance. They may feel defeated in the face of failure. Throughout the year, we will work together to build a common language around growth mindsets, persisting on challenging work and stamina when we make mistakes. We believe growth mindsets are part of the driving force behind high levels of achievement and a passion for learning throughout the children's lives.

In addition, we believe students thrive in environments where they are offered choice in their learning while working towards high expectations. Children learn best when they are allowed to experience high interest content in hands-on ways. By pursuing one's own interests and exploring one's own questions, students are much more invested in their learning. As a result, students are able to retain and recall information more easily and they can understand the material on a deeper, more personal level. Our goal is to provide these types of experiences to your child each and every day.

Attendance: Your child must arrive at school by 8:20. Students will start their day by turning in homework, sharpening pencils, saying hello to friends and other activities that help them get ready for learning. Class begins promptly at 8:30. Arriving on time sets the pace for the day and allows for a successful transition from home to school.

Movement: Based upon research, movement is key for academic success in the classroom. We will be incorporating aerobic movement and active learning techniques throughout the day.

Growth Mindset: We will build a common language around having a Growth Mindset vs. a Fixed Mindset. Conversations and class meetings will include topics such as how the brain is like a muscle, speaking with a growth mindset, famous growth mind-setters, praise vs. constructive feedback.

Field Trips: Currently, the fifth grade is planning the following field experiences:

- February: Lincoln Train Trip to Springfield, Illinois (Need parent chaperones)
- Challenger Learning Center: TBD
- Portrait Gallery: Fall/Winter
- April 2019- Gateway 180
- May 2019 Longview Farm Park- Nature Trip with Kindergarten buddies
- May 2019- Fifth Grade Overnight

Throughout the year, we will need parents to drive our classes on school field trips. If you would like to drive on a field trip, you will need to have a copy of your driver's license and current automobile insurance card on file in the office.

Parent Driver Guidelines:

- Due to students' allergies, you may not serve food in your car.
- While driving students, you may not talk on your cell phone.
- You may not make any unauthorized stops while driving Mirowitz students.
- Unless it is your own child, students will not be allowed to sit in the front seat of a vehicle.
- Drivers must abide by all traffic laws, including speed limit.
- Please use discretion when selecting music or radio stations. No movies may be shown while driving.
- The number of children permitted in the car shall not exceed the number of shoulder-strap seat belts in the vehicle.
- All students must be in appropriate seats based upon Missouri law.
 - *Children ages 4 through 7 who weigh at least 40 pounds must be in an appropriate child safety seat or booster seat unless they are 80 pounds or 4'9" tall.*
 - *Children 8 and over or weighing at least 80 pounds or at least 4'9" tall are required to be secured by a safety belt or buckled into an appropriate booster seat.*

Weekly Schedule: The schedule serves a general idea as to what we are most likely learning at any given moment, but it is subject to changes due to projects, special events, teachable moments, field trips and visitors.

Homework Policy: Homework is checked daily as part of our morning routine. To ensure you are informed of all parts of your student's progress, we will email you if any piece of home learning is missing or incomplete for a consecutive time frame.

Communication: You will receive personal emails and newsletters throughout each month. We will contact you immediately with time-sensitive information about your child. Please feel free to contact me if you have any questions or information that will help me work with your child. We will respond to emails within 24 hours Monday through Friday, up until Shabbat. If we receive an email over the weekend, we will respond as soon as possible on Monday. Please do not text for school communication. We are also happy to meet with you in person. Please schedule meetings in advance. While we love to chat with you during carpool or drop-off, our focus is on supervising the students at that time. If dismissal information has changed mid-day, please notify the office. We don't always get a chance to check email during the day and won't see changes to carpool arrangements.

Snacks: Students are encouraged to bring a small, healthy, snack and water bottle each day. Examples of suitable snacks include nut-free granola bars, string cheese, apples, veggies, nut-free trail mix, or grapes. **Do not send nuts or peanuts or anything that is labeled "May contain nuts."** Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value. No soda in snacks or lunches please.

Responsibility and Organization: To start the year, we will provide support, reminding them what to bring, record, finish, etc. As the year goes by, we will expect your child to become more and more responsible for his or her own assignments and supplies. Soon, they will be taking charge of these things by themselves without reminders from their partner or teachers. They will need to come prepared to work, record assignments, and complete and return homework on time. These are life skills that enable them to be successful, productive adults.

5th Grade
Homework/Home Learning Policy

Students will have home learning each school night and you can help establish a routine that includes a time and place for the work. Students have nightly assignments to support their continued development and provide reinforcement for concepts introduced each day, time management, organization, and personal responsibility. Students have a specific homework folder to store their weekly planner and materials for their work.

With this in mind, students in fifth grade are expected to complete 50 minutes of home learning each night that may include general studies, band, Hebrew and writing about what they read. Students will receive a Hebrew Reading Record sheet on which they will record their Hebrew reading time for the week. This sheet will need to be signed by a parent and returned to school every Thursday morning.

It is not a parent's responsibility to check for accuracy and mark errors. However, it is important that teachers are informed of home learning struggles at home. An e-mail or a note from you that explains difficulties can go a long way in helping to individualize instruction for each student.

We appreciate your support in helping your children gain independence and lifelong skills.

Sample After School Checklist for your Child

PUT AWAY COAT AND SHOES

EMPTY BACKPACK

- Rinse lunch container
- Put water bottle in the sink
- Give your caregiver important papers
- Put homework at homework station (your desk, kitchen table, etc.)

GET A HEALTHY SNACK

RELAX/DOWNTIME

- Play outside
- Play games
- Screen time with permission

HOMEWORK/READING TIME

- Put homework back in folders and backpack

PACK TOMORROW'S LUNCH

- Include a fruit and or veggie
- Get drink ready
- Keep in fridge until the morning

GET BACKPACK, COAT, AND SHOES READY FOR TOMORROW

Curriculum Outline

Literacy

The literacy program is divided into four components:

Writer's Workshop

Our writing workshop series provides a systematic and sequential program and reflects the latest research on data based, responsive instruction. Written by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, The Units of Study in Opinion, Information, and Narrative Writing gives students repeated opportunities to practice each kind of writing and to receive explicit informed feedback while conferring with the teacher and other students.

The architecture of the Units of Study brings continuity to daily instruction.

1. Brief mini-lessons inspire and rally students to apply the strategy or concept to be learned.
2. Conferencing and small-group work provides tips and ideas for making the most of one-to-one conferences and small-group strategies.
3. During writing time, mid-workshop teaching either extends what children are working on or corrects the course of their work.
4. In the sharing time, children come back together for a closing point and offer an observation or celebration of some great work.

Units of Study

Personal Narrative- Use what you know about small moment stories to improve your craft and make them more thematic.

Information Writing - Use inspiration from historical accounts to write from one lens of the American Revolution.

Fantasy-Dive into the fantastic world of heroes, dragons, wizards, and spells! Students will develop a fantasy piece with depth, significance, and believability.

Argumentative Essays- Research both sides to an issue and present your argument and counter arguments to make a stand to the world.

Poetry Fridays- Much like "Casual Friday" in the corporate world, we are going to relax a bit and take a moment for something special. Each Friday, we will spend 5 minutes sharing, exploring and connecting a poem to the children's lives.

Reading Workshop

Fifth grade is a time for children to hone their intellectual independence. Our reading connects with the writing units of study, overlapping themes and skills.

Unit 1: *Interpretation Book Clubs: Analyzing Themes*

Students draw on a repertoire of ways for reading closely, noticing how story elements interact, understanding how different authors develop the same theme, and comparing and contrasting texts that develop a similar theme.

Unit 2: *Tackling Complexity: Moving Up Levels of Nonfiction*

Students investigate the ways nonfiction texts are becoming more complex, and they learn strategies to tackle these new challenges. This unit emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction.

Unit 3: *Fantasy Book Clubs: The Magic of Themes and Symbols*

Students work in clubs to become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time. They think metaphorically as well as analytically, explore the quests and themes within and across their novels, and consider the implications of conflicts, themes, and lessons learned.

In essence, fifth grade begins with a shift from emphasizing the volume of independent reading to the quality of thinking about what they read.

Sampling of Mentor Text:

- *Alien Deep* by Bradley Hague
- *Every Living Thing* by Cynthia Rylant
- *Fly Away Home* by Eve Bunting
- *Home Of The Brave* by Katherine Applegate
- *Mufaro's Beautiful Daughters* by John Steptoe
- *The Paper Bag Princess* by Robert Munsch
- *The Thief of Always* by Clive Barker
- *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca L. Johnson

Grammar

Following the research of Mary Ehrenworth and Gretchen Bernabei, grammar functions are taught one at a time and then reinforced within the context of authentic journal writing. Minilessons and interactive dialogues provide the example of how to make grammatical choices. They create a *Grammar Keeper notebook to help them* internalize the conventions of correctness once and for all. Finally, fifth graders build a “Keepers 101” tracking sheet to use as a reference tool. Students are then held accountable for using the newly learned grammar “keeper” correctly in all forms of writing.

Spelling and Word Study

Each student will have his or her own spelling and word study notebook where they will maintain lists of words, academic vocabulary and learning activities. Activities focus on spelling and vocabulary knowledge that grow from a single base word or word root to a number of related words derived through the addition of prefixes and suffixes. Students will explore spelling and meaning relationships through a host of activities such as open word sorts, sketches, using weekly lists in sentences and hunting for the words in novels. They will complete weekly spelling contracts and work with their accountability partner to stay on track for assessments.

Mathematics

Math in Focus: a Singapore Math program

Overall Goal:

- Teaching students to be effective thinkers and mathematical communicators

Defining Characteristics:

- Math in Focus emphasizes the development of strong number sense (using the base-10 system), excellent mental-math skills, and a deep understanding of place value.
- The curriculum is based on a progression from concrete experience—using manipulatives—to a pictorial stage and finally to the abstract level or algorithm. This sequence gives students a solid understanding of basic mathematical concepts and relationships before they start working at the abstract level.
- Singapore Math includes a strong emphasis on model drawing, a visual approach to solving word problems that helps students organize information and solve problems in a step-by-step manner.
- Concepts are taught to mastery, then later revisited but not re-taught.
- The Singapore Math approach focuses on developing students who are problem solvers.
- Lessons are interactive and incorporate technology (SmartBoard), manipulatives, and gross motor in addition to paper and pencil tasks.

Overall Themes, Concepts and Skills:

Numbers and Operations: compare and order whole numbers to 10,000,000; explore negative numbers in context; find quotients involving multi digit dividends; add and subtract unlike fractions and mixed numbers; multiply proper fractions, improper fractions, mixed numbers, and whole numbers; convert fractions to decimals and percents; understand decimal place value concepts to the thousandths; multiply and divide decimals by whole numbers; find equivalent ratios and solve problems using ratios; use estimation and mental math to estimate sums, differences, products, quotients, decimals and fractions

Algebra: identify, describe, and extend numeric patterns involving all operations, simplify algebraic expressions; graph linear equations

Geometry: apply the properties of a parallelogram, rhombus, and trapezoid, and right, isosceles and equilateral triangles; identify and classify prisms and pyramids; identify the solid that can be made from a net; identify and describe cylinders, spheres, and cones by the number of and types of faces, and the number of edges and vertices; plot points on a coordinate grid

Measurement: apply the idea that vertical angles are equal in measure and the sum of angles at a point is 360° ; find the area of triangles

Data Analysis: represent data in a double bar graph; solve real-world problems using picture graphs

Math Facts

We define automaticity as knowing the answer to a fact in three seconds or less. Rather than treating each addition fact as an isolated piece of knowledge, a strategic approach is applied to learning math facts. It is important for students to see how basic facts generalize. That is, it is critical that students see the link between $3 + 2$, $30 + 20$, and $300 + 200$. The purpose of these exercises is to develop a wider sense of numbers. This knowledge is also crucial to approximation skills and solving more complex problems.

By fifth grade, students should ideally have their multiplication math facts completely mastered. If this is not the case for your child, please practice with them every single day to help them memorize their multiplication and division tables up to 12.

Social Studies

A. Units and Essential Questions

a. Colonies/American Revolution

- i. Why are people willing to take serious risks and endure great hardships for an opportunity to have a better life?
- ii. How can specific individuals have a profound effect on history?
- iii. Why do wartime fears and perceived threats to security lead to a denial of civil liberties?
- iv. How can social, economic, and political inequalities cause revolutions?
- v. How can the outcomes of revolutions affect both local and global communities?
- vi. What brought people to the North American colonies?
- vii. What were the challenges the colonists faced as they settled in North America?
- viii. How did the different English colonies prosper?
- ix. How is government formed?
- x. How and why does war begin?
- xi. What is the Declaration of Independence? Why is it important?
- xii. Who won the American Revolution? Why is that important?
- xiii. How can exploration have a profound effect on world history?

b. Civil War

- i. How do people come to a compromise?
- ii. What is a satisfactory compromise?
- iii. What are some results of people being unable to compromise?
- iv. What is the concept of cause and effect?
- v. How is cause and effect involved in the understanding of the Civil War?
- vi. How does war affect economic, political, and social issues?
- vii. How can social and economic problems divide a nation and lead to war?
- viii. Why did ending slavery not end the effects of slavery?

B. Projects and Assignments

- a. Jamestown Simulation
- b. Colonial Day
- c. Revolutionary War Battle Project
- d. Founder's Project

- e. Civil War Simulation
- f. Civil War Scrapbook
- g. Note-taking and summation

Science

A. Units and Enduring Understandings:

- a. **Chemical Magic:** This unit helps students develop the concepts of “substances” and “chemical reactions.” Students see that chemical reactions enable us to make new materials by transforming the ones we have. The results of these reactions are interesting and sometimes profoundly useful.
- b. **Web of Life:** The food materials and energy that our bodies use for growth ultimately come from plants. Plants in turn derive their materials from air, water, and soil and their energy from the sun. Thus in a very real way, our bodies come from the earth and the sun. And when we die, decomposers return our materials and energy to the earth, to be used again by future organisms. The whole of nature forms a great system—the ecosystem.
- c. **Energizing Everything (Rube Goldberg Machines):** “Energy” is a real thing--not just some vague term--almost like a power or substance that causes objects to move, speed up, or slow down. This power or substance can be transferred between objects when they collide. Thinking about the world in terms of energy helps us to make sense of how and why things speed up and slow down. Students will create models of simple machines and design their own Rube Goldberg contraption to showcase their knowledge.
- d. **Spaceship Earth:** This astronomy unit helps students develop a new perspective on the world they’re standing on. They will be given evidence that the Earth beneath our feet is actually moving through space, both spinning on its axis, and traveling in a great orbit around the Sun. They will see how these movements account for the patterns we see in our sky (the paths of our Sun across the sky, the changing seasons, and the changing constellations). Accompanying us on this journey are the Moon and planets, which the students will observe have their own patterns of movement in the sky.

Reproductive Health Session

Your children will participate in a discussion about their changing bodies in the spring. In separate rooms, boys and girls will learn about the changes they are experiencing and the ones they can expect. Dr. Andy Zuckerman, a pediatrician, will facilitate the boys' discussion, and Cyndee Levy, a registered nurse, will facilitate the girls' discussion. The discussion for each group is intended to give students an understanding of what to expect as they go through puberty. Although our intention is not to discuss sensitive topics, questions sometimes arise. Our facilitators will advise students to ask their parents for more information. We encourage you to continue this discussion at home.

Ivrit - Hebrew in Kitah Hay

The highlight of Kitah Hay is Machaneh Ivrit, the Hebrew overnight. It will take place March 26-27 at Shaw Nature Reserve. Students will build, cook, eat and play in Hebrew in this immersion experience that is a culmination of the first six years of their Hebrew learning. At the end of the year, students will write in Hebrew about this experience and about the other highlights of their elementary school learning.

What does Hebrew learning look like in class?

Hebrew classes this year are combined between 4th and 5th grades. Class placements are flexible and can be adjusted during the year as needed. Students in Hebrew class participate in activities that engage the language modalities of reading, writing, speaking and listening. The materials used in class are vivid and attractive representations of Israeli culture, including books, stories, skits, songs, projects, presentations and the Hebrew environment. Students progressively increase their vocabulary, grammatical and communication skills while also developing thinking, learning and life skills.

What are students learning?

In the upper elementary years, students continue to strengthen their abilities to connect in Hebrew both with classmates and with other Hebrew speakers and learners. Topics of study include the immediate surroundings and activities of students and begin to expand to include the broader community. In addition to texts and videos produced specifically for Hebrew students, learning materials also include authentic materials produced for native speakers of Hebrew, such as songs, stories, poems and videos.

With each additional year of learning, students continue to develop skills and abilities to use the Hebrew language for more effective and higher-level communication, the demands of which increase exponentially. It is our goal that by the end of the year most students reach the “Novice-High” to “Intermediate-Low” levels of proficiency in reading, writing, listening and speaking on the language proficiency scale established by the American Council on the Teaching of Foreign Languages. At these levels students begin to rely less on memorized words and phrases. They develop their abilities to understand longer and more detailed text and to create their own utterances, which then increase in length, complexity, and quality. They are able to understand and use language in higher-level tasks, moving from simply listing moving from simply listing towards describing, asking questions and handling a simple situation.

Look for more specific information about your child’s class soon in an email from your child’s Hebrew teacher.

5th Grade Judaics 2019-2020

What can my child look forward to this year in Judaics?

In fifth grade Judaics, we will have the exciting opportunity to dig into biblical texts, examining the story of our people and connecting them to our lives and apply their messages to guide our behavior. Through learning Torah, we will gain more insight about ourselves, our ancestors, and our role in the world.

Shemot (Exodus) - Shemot, Va'era, Bo, Beshalach:

We will learn about the expansion of the Jewish family into an Israelite nation, and the challenges we experienced and overcame in order to gain our freedom. We will explore Moshe's character and growth as a leader, and identify leadership traits that can be applicable to our lives as well. We will discuss the power of the individual and community, and the importance of standing up against injustice.

In order to help us delve deeper into text and really become part of a conversation with the Torah, we will start learning in chevruta, a traditional way to study Torah. Often in pairs, chevruta discuss and argue about the text- what does the text teach us and how is it relevant to us today.

What educational approach guides my child's Torah learning?

Mirowitz has adopted a standards-based approach to Torah instruction. Our adopted **standards** reflect our overarching goals for our students, while our chosen **benchmarks** contain clear language articulating our instructional objectives for our students. Our system of standards and benchmarks come from the The Jewish Day School Standards & Benchmarks Project, guided by The Jewish Theological Seminary and The Legacy Heritage Foundation.

Guiding Fifth Grade Standards and Benchmarks

STANDARD 1 *Students will become independent and literarily astute readers of the biblical text in Hebrew.*

BENCHMARKS

- a. Students can recognize repeating words and Hebrew roots and describe how they connect with narrative / values within the text of the TaNaKH.
- b. Students can differentiate between narrative, dialogue, and inner quotations within a teacher-selected Hebrew TaNaKH text.
- c. Students know basic TaNaKH vocabulary.
- d. Students can use some trope to parse verses.
- e. Students can cite and find a TaNaKH text according to the perek and pasuk of that text.

STANDARD 2 *Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world*

BENCHMARKS

- a. Students demonstrate ability to interpret TaNaKH texts in ways that are specifically, personally meaningful.
- b. Students can analyze moral dilemmas as complex, sometimes irresolvable questions.
- c. Students able to suggest “Big Idea” or “Essential Question” titles for TaNaKH passages.

What big ideas and essential questions will guide my child’s Judaic learning?**Big Ideas:**

- Choices have consequences.
- We have a responsibility to speak out against injustice.
- The community has power to create a just and equal society.
- It takes time to transition from dependence to independence.
- With freedom comes responsibility.
- We have power to make an impact.
- Personal change is difficult but necessary for growth.

Essential Questions:

- Why do people treat others unfairly?
- How can we effectively and appropriately speak out against injustice and bring about positive change?
- What makes someone a hero?
- How can a community affect equality in a society?
- How can my actions help my community?
- When is change necessary in order to progress in life?
- What responsibilities arise with greater independence?

Holidays:

Fifth grade students will study stories, rituals, and traditions associated with the holidays. They will study particular verses in Torah and rabbinic texts with a view towards learning how we may meaningfully celebrate these holidays.

T'filla (prayer):

In *T'fillah* we look closely at a variety of prayers throughout the year with a focus on exploring the blessings of the weekday *Amidah* and understanding many of the themes of the prayer service.

Leading T'fillah:

Throughout the year, we will be writing personal connections to different prayers and sharing them as we lead the school in *t'fillot* (prayer services). Your children will take turns leading *t'fillah* in the Beit Midrash at 8:45a.m.

Torah Reading:

Your children will work with Reb Scott to prepare to read and teach Torah—meeting with him to practice the Hebrew and cantillation, and to gain a deeper understanding of the text. Here are the dates they will chant Torah!

Dates	Readers	Torah Portion
8/15/19	Ben Spector _{-ALIJAH #1} (Deut 3:23-25) Eliana Wax _{-ALIJAH #2} (Deut 3:26-28)	Va-Etchanan
8/22/19	Ezra Gould _{-ALIJAH #1} Leah Weisenberg _{-ALIJAH #2}	Eikev
8/29/19	Shauni Kruger _{-ALIJAH #1}	Re-eh
9/5/19	Jordyn Dudley _{-ALIJAH #1} Noam Buch _{-ALIJAH #2}	Shoftim
9/12/19	Zachary Nathanson _{-ALIJAH #2} Ayden Nelson _{-ALIJAH #3}	Ki Teitzei
9/19/19	Abigail Pupillo _{-ALIJAH #1} Parker Goltzman _{-ALIJAH #2}	Ki Tavo
9/26/19	Carter Vonk _{-ALIJAH #1} , Maya Kruvand _{-ALIJAH #2}	Nitzavim
10/3/19	Ari Bernstein _{-ALIJAH #1} , Annika Olivero _{-ALIJAH #2}	Vayeilekh
10/10/19	Ilan Gabris _{-ALIJAH #1} , Eden Raviv _{-ALIJAH #2}	Ha'azinu
10/17/19	Liam Shoghi _{-ALIJAH #1} , Omri Snir _{-ALIJAH #2}	Sukkot Day 4
10/24/19	Nathan James _{-ALIJAH #1} , Sagi Ben Abraham _{-ALIJAH #2}	Bereishit
10/31/19	Corey Woolf _{-ALIJAH #1} Calvino Hammerman _{-ALIJAH #2}	Noah