

5th Grade
Curriculum Night

5780-5781
2020 - 2021



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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 is like no other and 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. I look forward to getting to know you and your child better as the school year progresses.

Important components of 5th grade:

Growth Mindset: 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. 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, and praise vs. constructive feedback.

Constructivist teaching strategies: 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 questions, students are much more invested in their learning. As a result, they are able to retain and recall information more easily and they can understand the material on a deeper, more personal level. The fifth-grade team's goal is to provide these types of experiences to your child each and every day.

Courageous Conversations: Creating a space where expression, identity, and social literacy is of the utmost importance. Fifth graders continue to make sense of themselves and the world as they navigate relevant topics in today's society. From exploring identity and diversity to understanding and addressing biases and microaggressions, we will address real issues honestly in the classroom while honoring and empowering students. We will build a classroom of trust where the students can make their thinking visible and cultivate empathy. There is no magic formula for making the world a better place. It happens in the moments we embrace discomfort and have candid conversations.

Attendance: Staggered arrival times create a great opportunity to ease into our busy day. Students will start their day by turning in homework, filling water bottles, sharpening pencils, saying hello to friends, and participating in morning warm up 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 incorporate aerobic movement and active learning techniques throughout the day. We take a morning snack break outside in the fresh air.

Field Trips: Physical trips are not currently planned, though we may visit exciting places virtually!

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 guest Zoom speakers. Please see the included sample schedule.

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. I will respond to email within 24 hours Monday through Friday, up until Shabbat. If I receive an email over the weekend, we will respond as soon as possible on Monday. Please do not text for school communication.

Snacks: Students are encouraged to bring a small, healthy, snack and sealable 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.

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.

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 let you know if a pattern of missing assignments is beginning to occur so we can team up and strategize accordingly. Students have a specific homework folder to store their weekly planner and materials for their work. Planners and homework resources are also uploaded to Google Classroom each week in case a student forgets the folder at school.

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, and writing about what they read. 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 helps us individualize instruction for each student.

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. Conferring 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.

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 an interactive notebook, practice pages, and authentic writing. The students create a Grammar Keeper notebook to help them internalize the conventions of correctness once and for all. Students are then held accountable for using the newly learned grammar “keeper” correctly in all forms of writing.

Word Work

Word work is divided into three categories to build a complete understanding of vocabulary and spelling.

1. **Morphology:** Almost 70% of the English language is derived from Latin and Greek languages. When we teach students these “building blocks,” they can recognize and decode unfamiliar words that are related to a known root. It is also increasingly important to explicitly teach students the meanings of Greek and

Latin roots as they encounter the very technical vocabulary found in science and other content areas.

2. **Shades of Meaning:** In partnerships, students work together to evaluate and justify 8 synonyms and sometimes antonyms and all the shades of meaning in between, to agree on word meaning and "shaded" order...ranking words in order from "Most of to Least of." A student who learns the word *shake* can subsequently attach other words and concepts to it, such as shiver, vibrate, wiggle, flutter, jitter and so on. This work builds their ability to use and understand precise vocabulary when speaking, listening, and writing.
3. **Spelling:** This year 5th grade is piloting a new spelling curriculum called *Spellwell*. Each *Spellwell* lesson focuses on a spelling rule or generalization. Eight to nineteen *Spellwell* Words follow the lesson's pattern. Irregularly spelled *Outlaw* Words are included in each lesson, and five *Classroom* Words from topics the class is studying or from students' reading and writing. The activities to be completed as homework include finding rhyming words, sorting words, adding affixes, and writing words in puzzles, stories, and bingo games. They also include identifying and writing words from the students' reading books or textbooks that fit the lesson's pattern.

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 Units

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.

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.

Human Body: This unique unit is taught in the context of a medical school simulation. Students attend Rohlman University with the perspective that we can think about our bodies as being like a machine with systems. Students apply to one school of medicine such as Ophthalmology, Cardiology, Orthopedics, or Neurology and participate in classroom experiments, conduct research and create a 3D poster to prepare for a one-day medical residency program; dissection. They present their research poster in front of a panel of peers and are required to complete an MCAT* exam and pass with a score of 85% or above in order to receive their honorary degree.

**MCAT- Medical Classroom Admission Test.*

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.

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 and the culmination of the elementary years of Hebrew learning is Machaneh Ivrit, the Hebrew overnight. It is scheduled to take place on May 13-14 at Shaw Nature Reserve. If we are able to proceed with it this year, students will build, cook, eat and play in Hebrew in this immersion experience modeled after an Israeli Scouts camping experience. 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 it look like?

All K-5 Hebrew classes this year are by homeroom classes. Students in Hebrew class function in a Hebrew environment and work to develop their ability to communicate in three modes: interpretive, presentational and interpersonal. In class and on assignments they participate in activities that engage the language skills of reading, writing, speaking and listening. The materials used in class are vivid and attractive representations of Israeli culture, including videos, advertisements, articles, stories, skits, songs, and books. Some of those materials are produced specifically for Hebrew learners while more and more that we will use are designed for native Hebrew speakers. Students create projects and presentations while they progressively increase their vocabulary, communication and grammatical 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 continue to expand to include the broader community.

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 original expressions, which then increase in length, complexity, and quality. They are able to understand and use language in higher-level tasks, moving from simply listing towards describing, asking questions and handling a simple “real life” situation. They start to be more accurate in their application of grammar rules.

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 stories of our people, connecting them to our lives, and deriving from this learning powerful questions and insights to guide our behavior. Through studying 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, as well as the challenges we experienced and overcame in order to gain our freedom. We will explore Moshe's character, growth, and leadership. 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 join the intergenerational, Jewish conversation with Torah, we will practice *chevruta*, (1-to-1 partnership learning)—a traditional method for Torah study.

What educational approach guides my child's Torah learning?

The two standards we have chosen to guide the trajectories of our students' Torah study. Benchmarks within each standard provide "touchpoints" of particular skills taught, practiced, and mastered as a student works towards greater proficiency within a particular standard. 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.*

- BENCHMARK**
- S**
- Students can recognize repeating words and Hebrew roots and describe how they connect with narrative / values within the text of the TaNaKH.
 - Students can differentiate between narrative, dialogue, and inner quotations within a teacher-selected Hebrew TaNaKH text.
 - Students know basic TaNaKH vocabulary.
 - Students can use some trope to parse verses.
 - 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*

BENCHMARK a. Students demonstrate ability to interpret TaNaKH texts in ways that are specifically, personally meaningful.
S 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.

The following “Big Ideas” and “Essential Questions” will guide our 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 all have power.

Essential Questions:

- Why do people treat others unfairly?
- How can we effectively and appropriately speak out against injustice to bring about greater equity?
- What makes someone a hero?
- How can my actions help my community?
- When is personal / social change necessary?
- What responsibilities arise with greater independence?

Holidays:

Fifth graders will study stories, rituals, and traditions associated with the holidays through the lenses of our school *middot* (core values). We will explore verses in Torah and selections from rabbinic texts in order to learn how we may meaningfully celebrate these holidays. Mirowitz students pursue holiday and ritual learning for the purposes of making meaning by a) connecting with diverse traditional observances and b) developing new perspectives and innovative observances that connect them in personally meaningful ways with the holidays.

Tefillah (prayer):

In *Tefillah* we look closely at a variety of prayers throughout the year with a focus on exploring the blessings of the weekday *Amidah*.

Leading T'fillah:

Throughout the year, we will be writing personal connections to different prayers and sharing them as we lead the school in *tefillot* (prayer services). Your children will take turns leading *tefillah* on Tuesday mornings at 8:45AM, live from the Wolf *Beit Midrash*.

Torah Reading:

Students work with Reb Scott to prepare to read and teach Torah from the weekly *parasha*, on Thursday mornings at 8:45AM, live from the Wolf *Beit Midrash*. These are their scheduled dates:

| Dates | Readers | Torah Portion |
|---------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8/25/20 | Josh C–ALİYAH #2 | <i>Rosh Hodesh Elul</i> (Numbers 28:1-3 & 3-5) https://mirowitztorahreading.weebly.com/rosh-hodesh.html |
| 8/27/20 | Rutie I–ALİYAH #2 & Sam S–ALİYAH #3 | <i>Ki Teitzei</i> (Deut 21:13-15, 21:16-18) http://mirowitztorahreading.weebly.com/ki-teitzei.html |
| 9/3/20 | Eva T–ALİYAH #1 & Isaac H–ALİYAH #2 | <i>Ki Tavo</i> (Deut 26:1-3 / 26:4-6) http://mirowitztorahreading.weebly.com/ki-tavo.html |
| 9/10/20 | Dylan B–ALİYAH #1 | <i>Nitzavim-Vayelexh</i> (Deut 29:9-11) http://mirowitztorahreading.weebly.com/nitzavim.html |
| 9/17/20 | Noah R–ALİYAH #1 & Shira D–ALİYAH #2 | <i>Ha'azinu</i> (Deut.32:1-3—#1) http://mirowitztorahreading.weebly.com/haazinu.html |
| 10/1/20 | Gage W–ALİYAH #1 & Marni R–ALİYAH #2 | <i>V'Zot Ha-Berakhah</i> (Deut. 33:1-3) https://mirowitztorahreading.weebly.com |

[/vzot-habrachah.html](#)

Sukkot Day 6

<https://miowitztorahreading.weebly.com/sukkot-day-4.html>

Bereishit (Genesis 1:1-3 / 1:4-6)

<http://miowitztorahreading.weebly.com/haazinu.html>

Vayera (Genesis 18:1-3 / 4-6)

<http://miowitztorahreading.weebly.com/vayera.html>

10/8/20 Malaya S–*ALIYAH* #1 & Ethan R–*ALIYAH* #2

10/15/20 Hallel A.–*ALIYAH* #1 & Sophia K–*ALIYAH* #2

10/29/20 Max K–*ALIYAH* #1 & Avishai F–*ALIYAH* #2

5th Grade Schedule

| Schedule | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|-------------------------------------------|--------------------------------------------------|--------------------------------------|------------------------------------------|---------------------------------------------------------------------------|
| Title | Agendas: | | | | |
| 8:30 - 8:45 | Morning Work- Morphology Monday (study of | Morning Work- Tanguy Tuesday or TFK Quiz Tuesday | Morning Work- Word Work Wednesday | Morning Work - Three things Thursday | Flashlight Friday/Poetry Friday/Review TFK quiz |
| 8:45 | T'fillah | T'fillah | T'fillah | T'fillah | |
| 9:10 | 9:10-9:55 Writing Workshop | 9:10-9:55 Literacy | 9:10-9:55 Literacy | 9:15-9:55 Writing Workshop | 9:10-9:55 Hebrew |
| 9:55 | Movement Break/Snack | Movement Break/Snack | Movement Break/Snack | Movement Break/Snack | Movement Break/Snack |
| 10:05-10:50 | 0 Math | 0 Math | 50 Math | 0 Math | 50 Math |
| 10:50-10:55 | 10:50-11:35 Judaics | 10:50-11:35 Judaics | 10:50-11:25 Word Work/Language Study | 10:50-11:35 Judaics | 10:50-11:35 Judaics |
| 11:35 | 11:35-12:00 Literacy-TFK | 11:35-12:00 Writing Workshop | 11:25-12:25 Band rotations/Writing | 11:35-12:00 Literacy | 11:35 Study Hall/Friday Folders/Personal Organization |
| 12:00 | 12:00 Recess on Playground | 12:00 Recess in the Woods | | 12:00 Recess in Playscape Area | 12:00 Recess in Playscape Area |
| 12:25-12:30 | Handwashing | Handwashing | Handwashing | Handwashing | Handwashing |
| 12:30-1:00 | Lunch followed by handwashing | Lunch followed by handwashing | Lunch followed by handwashing | Lunch followed by handwashing | Lunch followed by handwashing |
| 1:00 | 1:00-1:35 SS | 1:00-1:40 Writing Workshop continued | 1:00-1:35 SS | 1:00-1:05 Transition 1:05-1:45 Art | 1:00-1:35 SS |
| 1:35-1:40 | 1:35-1:40 Transition | | 1:35-1:40 Transition | | 1:35-2:50 Science Friday! * |
| 1:40-2:25 | 1:40-2:25 Hebrew | 1:40-2:25 Hebrew | 1:40-2:25 Hebrew | 1:45-1:50 Transition 1:50-2:35 Hebrew | |
| 2:25 | End of Day/Read Aloud | End of Day/Read Aloud | 2:25-3:00 Recess on playground | 2:35-2:45 End of | |
| 2:45 | 2:45 Music/Drama | 2:45 PE | 3:00 EOD/Read Aloud | 2:45 PE | 2:50-3:00 EOD/Friday Folders/"6 Minutes" Podcast 3:00 Kabbalat Shabbat |
| 3:30 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |
| | | | | | <i>*Early release Friday-Split Science up into AM/PM sessions</i> |