

5th Grade
Curriculum Night

5781 - 5782
2021 - 2022



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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. This 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. 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 as well.

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 samples of our schedules.

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 we 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 their 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 using a 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. Settling in the New World Simulation
- b. Jamestown Newspaper
- c. Colonial Day
- d. Journey Through the Revolutionary War
- e. Founder's Project ("TV" Talk Show)
- f. Civil War Simulation
- g. Civil War Scrapbook
- h. United States Geography Expo

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 will attend 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

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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 April 6-7 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?

Hebrew classes this year are mixed across the two 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 created specifically for Hebrew learners, such as the online curricular program Ivrit BeClick, produced by the Israeli Center for Educational Technology (CET). Heritage speakers supplement their learning with the Ofek program also produced by CET. At the same time, we are increasing our use of materials designed for native Hebrew speakers which exemplify the most authentic form of real-life communication in Hebrew. Students create projects and presentations as they progressively increase their vocabulary, communicative and grammatical skills, while also developing thinking, learning and life skills. Teachers speak almost exclusively in Hebrew during class, and students are expected to answer in Hebrew as well. All assignments must be completed in Hebrew unless otherwise instructed.

What are students learning in Hebrew?

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 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 items towards describing, asking questions and handling simple “real-life” situations. They start to be more accurate in their application of grammar rules.

Main topics of study in the Ivrit BeClick program Stage 3, which implicitly connect to Israel, include:

- Daily routine and telling time;
- Shopping at the greengrocer;
- When were you born?
- Hobbies
- What I did yesterday
- End of the year celebration.

Yisrael - Israel

At Mirowitz we seek to instill in our students an attachment to the State of Israel, its culture, and its people, as well as a sense of responsibility for their welfare. We envision a generation of Jewish leaders who — energized by a profound cultural and historical knowledge of Israel, meaningful relationships with Israelis, personal experiences in Israel, Hebrew language proficiency and a nuanced understanding of modern Israel — proudly lead, support and strengthen the Jewish state.

The particulars of our curriculum are dynamic, evolving to reflect available materials and research on Israel education, as well as current culture and events within Israel. If you have any particular questions about what or how your student is learning about Israel, please don't hesitate to reach out to your student's classroom teacher or Becky Lerner, our Hebrew and Israel Education Coordinator.

Students in Kitah Hay make connections to Israel both in and outside of their Hebrew learning. Examples of this type of learning in fifth grade include:

- Classic and modern Israeli songs and literature
- Israeli elements of Jewish holiday celebrations and special days on the Israeli calendar
- Eliezer Ben Yehuda and his efforts to revitalize the Hebrew language as we celebrate Yom HaLashon Halvrit - Hebrew Language Day
- The significance of Jerusalem
- Israeli artist or public art and artistic style
- "Trip to Israel" game in drama class
- SpacEL and the Beresheet lunar projects as part of the space unit
- Current events in Israel or around the world that impact Israel
- Expository writing unit: Students research an element of Israeli society that interests them. They read a variety of non-fiction sources on their topic, then write and present an informational report about their learning.
- Units in development for this year:
 - Regional geography of Israel as part of the geography unit
 - Comparing the establishment of the United States to that of the State of Israel as part of the American independence unit

Our approach to Israel education is built on three pillars:

1. Modern Hebrew

One of the great successes of the modern State of Israel has been the revitalization of the Hebrew language. Our commitment to Hebrew study is bolstered by research showing that language proficiency correlates with affinity for the community that naturally speaks that language. Strong Hebrew skills help students forge meaningful relationships with Hebrew-speaking family and friends, connect emotionally with Israeli culture and literature, and engage with the Israeli society when they visit the country.

2. Relationships and Culture

Mirowitz students engage with Israelis and Israeli culture every day through personal interactions and by learning in an environment rich with Israeli symbols and references. Each year students learn about how Jewish holidays are celebrated in Israel and mark modern Israeli holidays and national events. They learn Israeli dances and children's games, listen to Israeli music, and enjoy Israeli stories, poems and videos. Fifth graders simulate an Israeli scout-style camping adventure. The Mirowitz educational experience culminates with a two-week Israel Study Tour where students visit and learn in greater depth about the people, places, culture, accomplishments and challenges of the State of Israel.

3. Arts, Sciences, and Humanities

When Mirowitz students study developmentally appropriate aspects of Israel through the lenses of the various arts, sciences and humanities, it deepens their connections to Israel, informs their understanding of the state and its history, and inspires lifelong curiosity about Israel. The Hebrew and Israel Education Coordinator and Director of Jewish Life collaborate with specialist and classroom teachers to develop both stand-alone lessons on Israel and units of study that integrate Israel content into other content areas.

5th Grade Judaics 2021-2022

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

In fifth grade Judaics, we will dig into biblical texts and examine the stories of our people, connect them to our lives, and derive 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* learning (1-to-1 partnership learning) – a traditional method for Torah study.

What educational approach guides my child's Torah learning?

The following **standards and benchmarks** will guide our students' learning of text in the fifth grade:

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 and 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 the 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 are 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 and/or act against injustice.
- The community has the 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 may 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 & Grades in room
8/19/21	Dan N- <i>ALIYAH</i> #1 (K)	Ki Teitzei (Deut 21:13-15) http://mirowitztorahreading.weebly.com/ki-teitzei.html

(K)		Grades: 2, 5
8/26/21 (R)	Maya N _{-ALIYAH #1} Orli R _{-ALIYAH #2}	Ki Tavo (Deut 26:1-3 / 26:4-6) http://miowitztorahreading.weebly.com/ki-tavo.html Grades: 1, 4, 5
9/2/21 (R)	Michaela M _{-ALIYAH #1} Evan W _{-ALIYAH #2}	Nitzavim (Deut 29:9-11 / 9:12-14) http://miowitztorahreading.weebly.com/nitzavim.html Grades: 3, 5
9/9/21 (K)	Snir Ben-Abraham _{-ALIYAH #1} Sully Kessler _{-ALIYAH #2}	Vayeilekh (Deut 31:1-3 / 31:4-6) https://miowitztorahreading.weebly.com/vayeilekh.html Grades: 2, 4, 5
9/23/21 (K)	Miriam K _{-ALIYAH #1} Benny A _{-ALIYAH #2}	Sukkot Day 3 (Numbers 29:17-19 / 20-22) https://miowitztorahreading.weebly.com/sukkot-day-3.html Grades: 1, 5
9/30/21 (K)	Lucy R _{-ALIYAH #1} Gabriel W _{-ALIYAH #2}	Bereishit (Genesis 1:1-3 / 4-6) http://miowitztorahreading.weebly.com/haazinu.html Grades: 3, 4, 5
10/7/21 (R)	Anna K _{-ALIYAH #1} Masa H _{-ALIYAH #2}	Noah (Genesis 6:9-11 / 6:12-14) http://miowitztorahreading.weebly.com/noah.html Grades: 2, 5
10/14/21 (K)	Yehuda D _{-ALIYAH #1} Omer H _{-ALIYAH #2}	Lekh Lekha (Genesis 12:1-3 / 12:4-6) https://miowitztorahreading.weebly.com/lech-lecha.html Grades: 1, 4, 5
10/21/21 (R)	Sammy G _{-ALIYAH #1} Seth I _{-ALIYAH #2}	Vayera (Genesis 18:1-3 / 18:4-6) http://miowitztorahreading.weebly.com/vayera.html Grades: 3, 5
10/28/21 (K)	Samantha G _{-ALIYAH #1} Daliya G _{-ALIYAH #2}	Chayyei Sarah (Genesis 23:1-3 / 23:4-6) http://miowitztorahreading.weebly.com/chayyei-sarah.html Grades: 2, 4, 5
11/4/21 (R)	Gavi B _{-ALIYAH #1} Charles L _{-ALIYAH #2}	Toledot (Genesis 25:19-21 / 25:22) https://miowitztorahreading.weebly.com/toledot.html Grades: 1, 5
11/11/21	NO TORAH READERS: ERBs	
11/11/21 (K&R)	Eli B _{-ALIYAH #1} Jonah B _{-ALIYAH #2}	Vayeitzei (Genesis 28:10-12) https://miowitztorahreading.weebly.com/vayeitzei.html Grades: K, 3, 5

Schedules:

5th Grade Schedule - Morah Katie (Without Band)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45	Morning Work: Morphology Monday (8:30-8:45)	Morning Work: Tangy Tuesday (8:30-8:45)	Morning Work: Word Work Wednesday (8:30-8:45)	Morning Work: Three Things Thursday (8:30-8:45)	Morning Work: Poetry Friday/Flashlight Friday (8:30-8:45)
8:45-9:15	T'fillah (8:45-9:15)	T'fillah (8:45-9:15)	T'fillah (8:45-9:15)	T'fillah (8:45-9:15)	Social Studies (8:45-9:15)
9:15-10:00	Writing Workshop (9:15-10)	Literacy (9:15-10)	Literacy (TFK Quiz) (9:15-10)	Writing Workshop (9:15-10)	Literacy (9:15-10)
10-10:08	Break/Snack	Break/Snack	Break/Snack	Break/Snack	Break/Snack
10:08-10:50	Math (10:08-10:50)	Math (10:08-10:50)	Math (10:08-10:50)	Math (10:08-10:50)	Math (10:08-10:50)
10:50-10:55	Transition	Judaics (10:50-11:35)	Transition	Judaics (10:50-11:35)	Judaics (10:50-11:35)
10:55-11:25	Social Studies (10:55-11:25)		Social Studies (10:55-11:25)		
11:25-11:55	PE (11:25-11:55)		Transition/Tidy Up (11:25-11:35)		
		Recess - Woods (11:35-11:55)	Recess - Playscape (11:35-11:55)	Recess - Playground (11:35-11:55)	Recess - Playscape (11:35-11:55)
11:55-12:25	Lunch (11:55-12:25)	Lunch (11:55-12:25)	Lunch (11:55-12:25)	Lunch (11:55-12:25)	Lunch (11:55-12:25)
12:25-1:25	Recess - Playscape (12:25-1:00)	Read Aloud (12:25-12:50)	Read Aloud (12:25-1:00)	Read Aloud (12:25-12:50)	Transition
	Read Aloud (1:00-1:25)	Literacy (12:50-1:25)		Literacy (12:50-1:25)	Hebrew (12:30-1:15)
		Grammar (1:00-1:25)		PE (1:15-1:45)	
1:25-2:10	Hebrew (1:25-2:10)	Hebrew (1:25-2:10)	Hebrew (1:25-2:10)		Science (1:45-2:50)
2:10-2:40	Literacy (TFK) (2:10-2:40)	PE (2:10-2:40)	Writing Workshop (2:10-2:40)	PE (2:10-2:40)	
2:40-2:45	Transition	Art (2:40-3:25)	Music/Drama (2:40-3:25)	Literacy (2:40-3:25)	
2:45-3:30	Judaics (2:45-3:30)				Friday Folders/Organize (2:50-3)
					Kabbalat Shabbat (3:00-3:25)

Morah Rachel's 5th Grade Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Work: Morphology Monday (8:40-8:45)	Morning Work: Tangy Tuesday or TFK Quiz (8:30-8:45)	Morning Work: Word Work Wednesday (8:30-8:45)	Morning Work: Three Things Thursday (8:30-8:45)	Morning Work: Poetry Friday (8:30-8:40)
t'fillah (8:45-9:15)	t'fillah (8:45-9:15)	t'fillah (8:45-9:15)	t'fillah (8:45-9:15)	Judaics (8:40-9:25)
Literacy- TFK (9:15-10:00) 45 min	Judaics (9:15-10:00)	Literacy (9:15-10:00) 45 min	Judaics (9:15-10:00)	
Break/ Snack	Break/ Snack	Break/ Snack	Break/ Snack	Writing (9:25-10:00) 35 min
math (10:10-10:50) 40 min	math (10:10-10:50) 40 min	math (10:10-10:50) 40 min	math (10:10-10:50) 40 min	math (10:10-10:50) 40 min
Writing Workshop (10:50-11:25) 30 min	Literacy (10:50-11:35) 45 min	Judaics (10:50-11:35) 45 min	Literacy (10:50-11:35) 45 min	Social Studies (10:50-11:20) 30 min
PE (11:25-11:55) 30 min				Independent Reading Time (11:20-11:35)
	Recess in Woods (11:35-11:55)	Recess in Playscape (11:35-11:55)	Recess on Playground (11:35-11:55)	Recess in Playscape (11:35-11:55)
lunch (11:55-12:25)	lunch (11:55-12:25)	lunch* (11:55-12:25)	lunch (11:55-12:25)	lunch (11:55-12:25)
Recess in Playscape (12:25-12:55)	Art (12:25-1:10) 45 min	Literacy Cont. (12:25-12:55)	Read Aloud (12:25-1:25)	Transition
Writing Rotations (12:55-1:25) 30 min		Transition (1:10-1:25)	Read Aloud (12:55-1:25) 30 min	Writing (12:55-1:25) 30 min
Hebrew (1:25-2:10) 45 min	Hebrew (1:25-2:10) 45 min	Hebrew (1:25-2:10) 45 min	Hebrew (1:25-2:10) 45 min	PE (1:15-1:45)
Grammar/ Read Aloud (2:10-2:40) 30 min	PE (2:10-2:40)	Writing (2:10-2:40) 30 min	PE (2:10-2:40)	Science (1:45-2:50) 1 hr 15 min
Music/Drama (2:40-3:25)	Read Aloud (2:40-2:50)	Grammar/ Vocabulary (2:40-3:15) 35 min	Independent Reading (2:40-2:50)	Friday Folders (2:50-3:00)
	Social Studies (2:50-3:20)		Social Studies (2:50-3:20)	Kabbalat Shabbat (3:00-3:25)
		Class Group Meeting		
Pack Up/ Jobs	Pack Up/ Jobs	Pack Up/ Jobs	Pack Up/ Jobs	Pack Up/ Jobs