

# Welcome to Fifth Grade!

This year is all about

**independence**, student  
empowerment, *ORGANIZATION*, and rigor.

# Who are the teachers:



Ms. Covington (401)



Mrs. Hill (402)



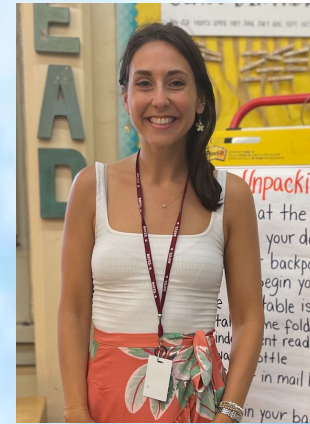
Ms. Stern (403)



Mr. Shuldman (404)



Mrs. Kahn (404)



Mrs. Kawa (406)

# Agenda for tonight:

- Unit Overviews
- Units with Work Samples
  - Reading
  - Writing
  - Math
  - Social Studies
- Social Emotional Learning
  - Reminders
  - Contact Info
  - Time for Q & A
- Washington DC Information Session



# Unit Overview

*Each unit of study will include...*

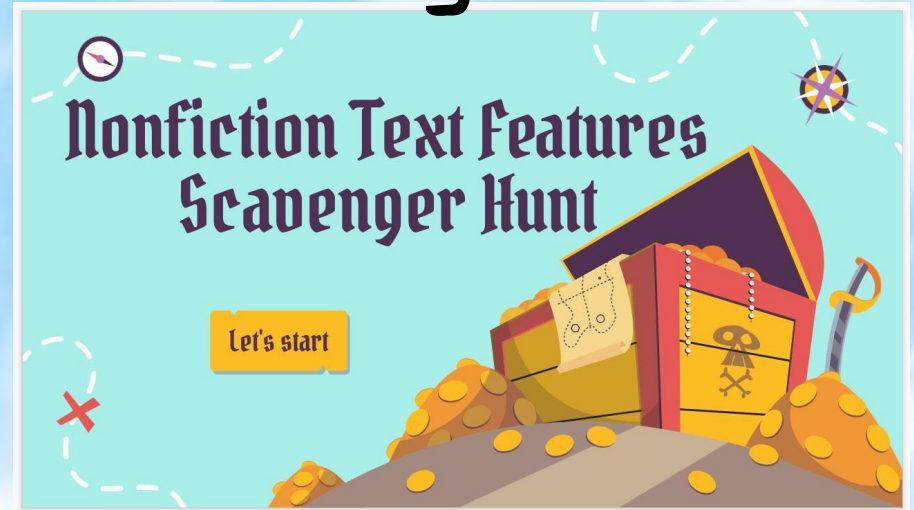
- **Unit Launch** (get kids excited for the unit!)
- **Mentor Piece** (Preview exemplary example of student work)
- **Pre-Assessment/On Demand** (to collect baseline data and form small groups)
- **Menu with "I Can Statements"** (Big unit goals)
- **Conference Sign Ups**
- **Student-Led Seminars** (Student-led teaching)
- **Post-Assessment/Published Piece and Goal Reflection** (to compare to baseline data and self-assessment of unit)

# Unit Launches to get excited!

Star-BOOKS Cafe!



Scavenger Hunt!



Build a Meter Cube!



# Reading:

Growth in higher levels of thinking  
(vs. "Moving up reading levels")

- Unit 1: Interpretation and Growing Ideas (Fiction)
- Unit 2: Tackling Complexity (Non-Fiction)
- Unit 3: Interpretation Book Clubs (Fiction)
- Unit 4: Argument and Advocacy (Non-Fiction)
- Unit 5: Test Prep (Fiction and Non-Fiction)
- Unit 6: Reading through Social Studies  
(Civil Rights) (Non-Fiction)
- Unit 7: Fantasy Book Clubs (Fiction)



# What can my child's reading jotting look like?

## Example:

## Example:

### Characters Perspective

Olivia ☺	Flora ☹
<ul style="list-style-type: none"> <li>• Olivia thinks it's going to be fun with Flora and Ruby living and thinks it will be awesome and they should have done it a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>• Flora thinks it won't be fun moving into a new place and having to start a new life move away from friends and have to make new ones and having to move away from her old house and into a new one.</li> </ul>

### Character web

Flora is optimistic  
I know this because  
• Her parents died  
• and she is moving

into a new town and yet she looks on the bright side and tries to be caring.

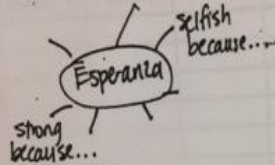
**Flora**

- She took care of Ruby in the hospital when the car crashed.
- She has been like a mother to Ruby with her grandmother.
- Flora is sick in her ways mini.
- She doesn't want to make new friends just wants to be with old friends.

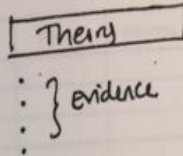
Flora's problem - her parents died in a car crash and she has to move to a new town - she wants to stay in her old house forever - she doesn't want to make new friends just wants to be with old friends.

### What can my Entries Look Like?

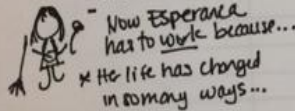
① Character webs with evidence



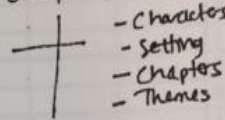
② Boxes & Bullets



③ Character Sketches write about it



④ Compare/Contrast



⑤ Theme/Symbolism  
one major theme is  
...  
Explain how you know?  
WRITES LONG!

⑥ Draw & Describe  
the setting  
How does it impact  
the story?

⑦ Lessons/messages...  
What is the author trying to  
say about \_\_\_\_\_?  
(bravery, protecting others...)

Text 1:

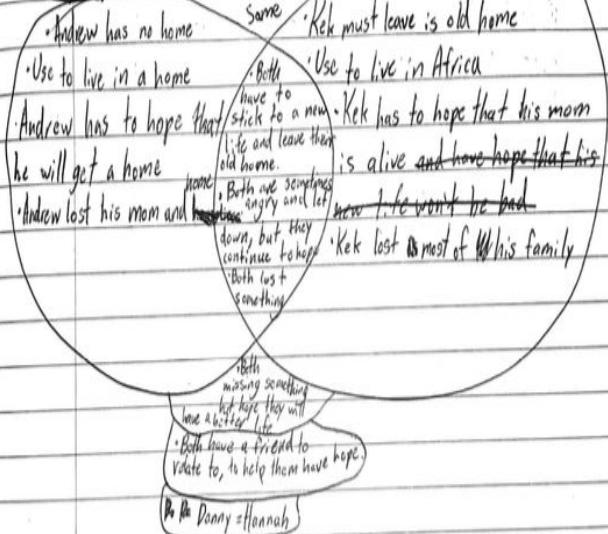
10/10/17  
Fly Away Home / Home of the Brave

Text 2:

Theme: Hope helps people survive in hard times.

Fly Away Home

Home of the Brave



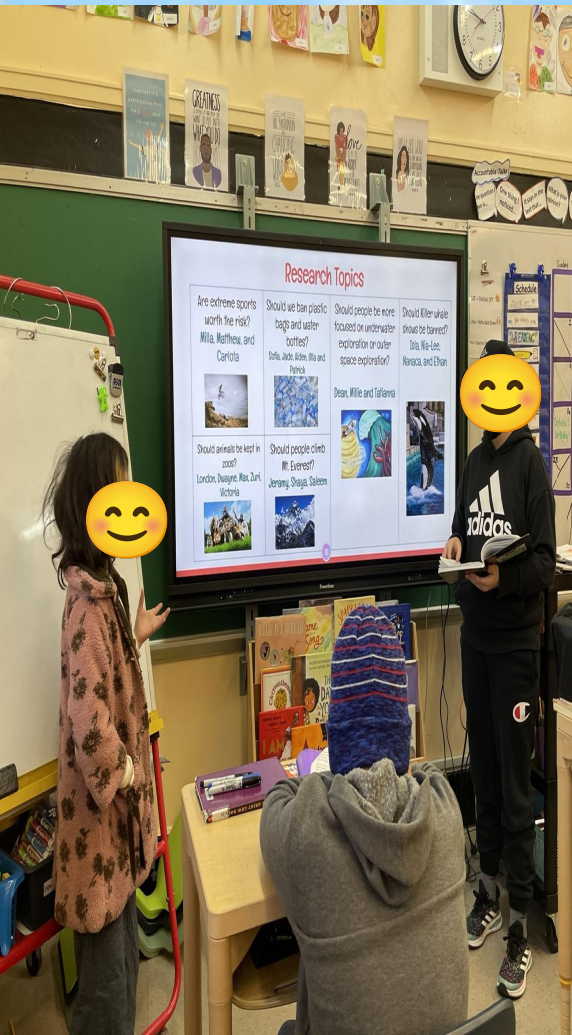


# Later in each unit, students will show what they've learned by...

debating

writing reading responses

creating group poster projects!



Mentor Reading Response: Theme

"Stray" by Cynthia Rylant

"Stray" is a short story about a girl who finds a stray dog in a snow storm. Doris wants to keep the dog but her parents disagree. I have identified two themes from this story that teach the reader about life. *thesis*

One theme is this story is that sometimes people can surprise you. At the beginning of the story, Mr. Lacey is very strict, almost mean. For example, he says that he doesn't know where the dog came from but "he knows where it's going." This makes me think he doesn't care about Doris's feelings. But in the end, he makes a surprising change when he brings the dog back home and says, "wouldn't leave an ant" in a place like the pound. This shows it's not the way he seems in the beginning of the story. *explains the quote*

Another theme is compassion. *Theme 2* The story teaches you that in life, even though you are experiencing hardship, you can still show empathy towards others. For example, "Mrs. Lacey grudgingly let Doris feed it table scraps" even though she is "sensitive about throwing out food." This shows that even though the Lacey's do not have much food to spare, they are compassionate towards the dog and feed him. Also, Mr. Lacey made it clear that he did not want to keep the dog but in the end, he shows compassion by letting the dog stay after he sees the conditions of the pound. *Quotes the text*

Out of these two themes, the strongest one seems to be the theme of compassion because this theme comes about through the actions of many characters. Doris shows compassion by bringing the stray dog in from the storm, Mrs. Lacey by feeding the dog, and Mr. Lacey by bringing the dog back from the pound. *she unpacks the quote*

*summarizes*

*Quotes the text*

*Quotes another part of the text.*

*Says how the themes comes out. what the author did*

*Evaluates which is stronger*

Analyzing Symbolism

Comparing Contrasting Story Elements

Book Club Theories & Ideas...

Analyzing Character Reactions

Ranking Problems

Developing Themes

Problems

**MOST IMPORTANT PROBLEM**  
In The Book Rain Reign

Problem: Rose's beloved dog Ben got lost in the Hurricane!

THEMES

**ELI FRIENDS & MASTER MINDS**

Ranking Problems

Character: ELI FRIENDS

Character: MASTER MINDS

Comparing Characters in Betty Beforex

Character change

Millenares for the Month

Shayla Isabella



# Writing:

Focusing on **MEANING** (writing purposefully), **ELABORATION** (detailed writing), and purposeful **STRUCTURE** (following proper mechanics).

Unit 1: Personal Narrative (**Narrative**)

Unit 2: Journalism (**Informational**)

Unit 3: Literary & Comparative Essay (**Opinion**)

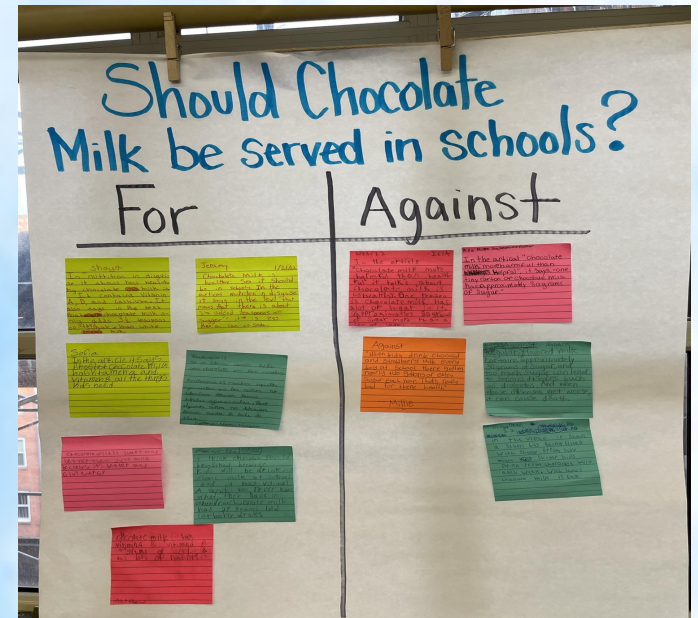
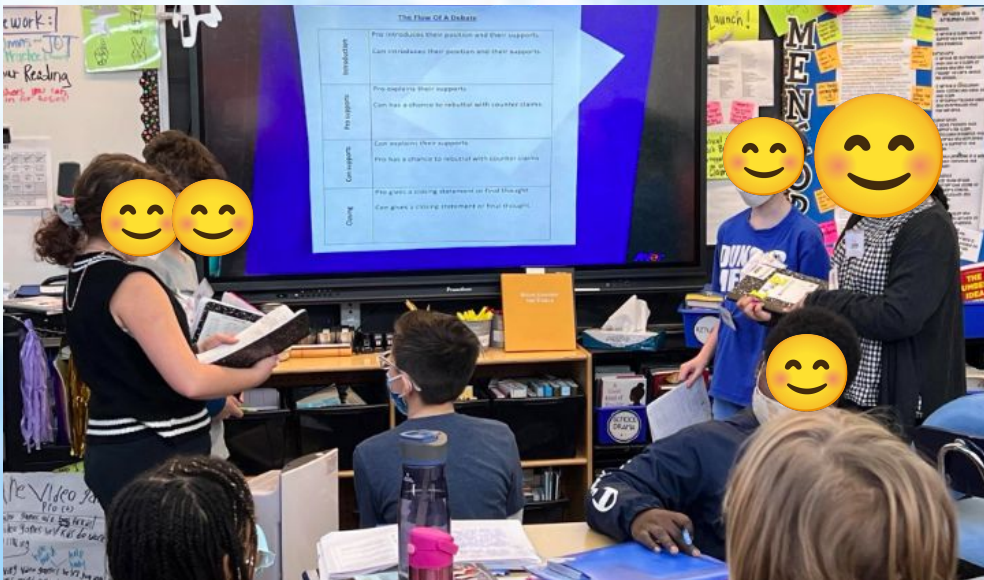
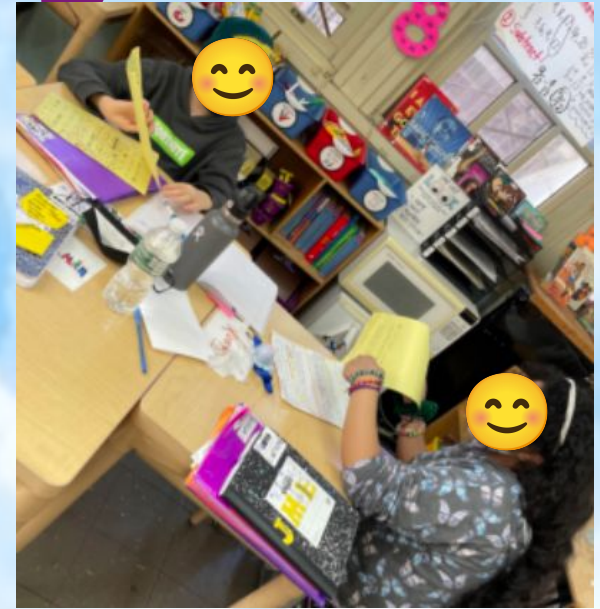
Unit 4: Research Based Argument Essay (**Opinion**)

Unit 5: Test Prep

Unit 6: Research Reports (**Informational**)

Unit 7: Graphic Novels/Fantasy Writing (**Narrative**)

# Samples of Writing Work:





# Mathematics:

Focusing on making a plan for problem solving, evaluating accurately and precisely, and developing a logical argument.

Unit 1: Place Value Concepts for Multiplication and Division with Whole Numbers

Unit 2: Addition and Subtraction with Fractions

Unit 3: Multiplication and Division with Fractions

Unit 4: Place Value concepts for Decimal Operations

Unit 5: Addition and Multiplication with Area and Volume

Unit 6: Foundations to Geometry in the Coordinate Plane

# Eureka Math<sup>2</sup>

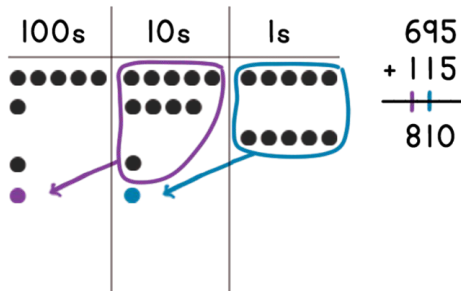
**Learn & Apply** books



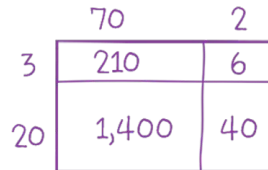
Which one doesn't belong?

<p><b>A</b></p> <p>1 foot = 12 inches</p>	<p><b>B</b></p> <p>1 meter is the same length as 100 centimeters.</p>
<p><b>C</b></p> <p>1 L = 1,000 mL</p>	<p><b>D</b></p> <p>1,000 grams = 1 kilogram</p>

## Place Value Chart

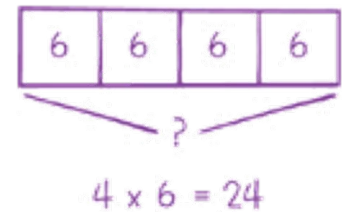


## Area Model



$$\begin{array}{r}
 72 \\
 \times 23 \\
 \hline
 6 \\
 210 \\
 40 \\
 + 1400 \\
 \hline
 1,656
 \end{array}$$

## Tape Diagrams





# Flow of a EM<sup>2</sup> Lesson:

**Fluency:** spiral review, activating prior knowledge

**Launch:** activity to provide access and context

Routines:

- Which One Doesn't Belong?
- Whiteboard Exchange
- Choral Response
- Always, Sometimes, Never

**Learn:** focused on new learning and application

Problem Set - opportunity for practice  
goal is not finishing

**Land:** debrief to discuss key points of lesson

Exit Ticket

Homework

# Social Studies:

- Heritage Month Celebrations
  - Hispanic, Indigenous Peoples, Black History, Asian American, Pacific Islander, Arab American, Women's History
- Geography of the Western Hemisphere
- Power, Wealth, and Morality  
(European Exploration and Colonization)
- Ancient Civilizations
- Civil Rights
- U.S. Government and D.C. Monument Study  
(November 30-December 1, 2023)





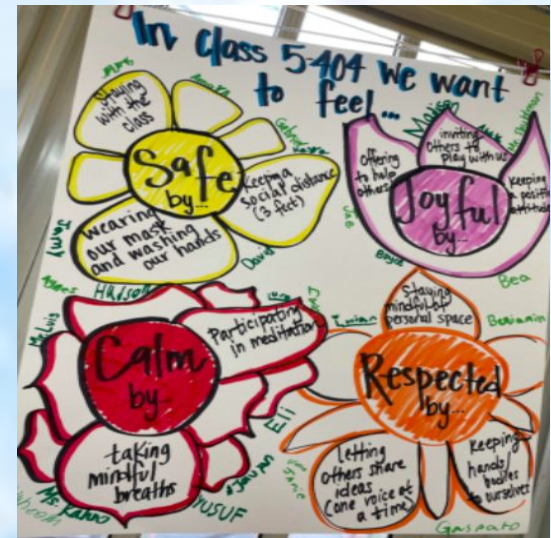


# Social Emotional Learning



## TRUST CIRCLE CONTRACT

- ★ Anything said in our circle, stays here. We promise to never share someone else's story.
- ★ We promise to listen to the person speaking.
- ★ We promise not to judge others when they share.
- ★ We promise to be mindful of how many times we speak. We won't speak 2x if a classmate hasn't spoken 1x and wants to share.





# Reminders:

- Forms!
- Snack
- Google Classroom
- Join and check Class Dojo  
(please hit the like button!) 
- Middle school tours and applications

- **Wednesday, October 11:** MS Application Opens
- **Friday, December 8:** MS Application Closes
- **Wednesday, April 3:** MS Offer Release

# Contact Information

- Emails:
  - [kcovington@schools.nyc.gov](mailto:kcovington@schools.nyc.gov) (401)
  - [lhill14@schools.nyc.gov](mailto:lhill14@schools.nyc.gov) (402)
  - [sstern6@schools.nyc.gov](mailto:sstern6@schools.nyc.gov) (403)
  - [akahn@schools.nyc.gov](mailto:akahn@schools.nyc.gov) (404)
  - [jshuldman@schools.nyc.gov](mailto:jshuldman@schools.nyc.gov) (404)
  - [mkawa@schools.nyc.gov](mailto:mkawa@schools.nyc.gov) (406)
- Please send in handwritten notes for dismissal changes
- Check [ps11chelsea.org](http://ps11chelsea.org) for school schedule updates and after school program information



# THE WASHINGTON DC TRIP

**5th Grade Culminating Experience**

# TRIP DATES

We leave PS 11 on **Thursday, November 30th.**

Students must report to school at 6:30am to board buses.

We return to PS 11 on **Friday, December 1st.**

Pick up time is around 5:30pm depending on traffic.

\*Trip cost

# THURSDAY, NOVEMBER 30TH ITINERARY

- Students will arrive at school at 6:30am and load onto charter buses.
- Stop at rest stop in Delaware (about the  $\frac{1}{2}$  way point).
- All students must bring a disposable lunch to eat on the bus on our way to DC. Bus snacks will be provided by PS 11 throughout the trip.



# ITINERARY DAY 1 ARRIVE IN DC

When we arrive in DC, our stops will be

1. National Archives
2. National Museum of African American History and Culture
3. Smithsonian Museum (TBD which one)

(after dinner)

4. Illuminated Monument Tour (Jefferson, Lincoln, and Vietnam Memorial)

# DAY 1 DINNER

Dinner will be served at the Hard Rock Cafe.

Students will choose from a limited group menu with a variety of options including gluten-free and vegetarian options.

Allergies and diet restrictions will be discussed at the end of presentation



# HOTEL CHECK-IN

We will be staying at the Hyatt Hotel at the National Mall.

Students will stay in rooms with 4 students to a room.

Chaperones will stay in double rooms scattered between kid rooms.

Overnight security is hired to monitor the halls.

Students are asked for a list of a few students they would like to room with. They are guaranteed at least one person from their list.

# FRIDAY, DECEMBER 1: BREAKFAST

Breakfast will be served buffet style at the hotel.

There are many hot and cold options for students.

There is a large area for all groups to sit and eat.

# FRIDAY SITES

1. White House Group Photo
2. Tram Tour of Arlington National Cemetery
3. Participation in the Wreath Laying Ceremony during the changing of the guard ceremony at the Tomb of the Unknown Soldier.

Lunch delivered to the bus at Arlington National Cemetery.

Depart for NYC.



# ALLERGIES AND MEDICATION

We take allergies and dietary restrictions very seriously. Please be sure on the permission slip to fill out the allergy/diet section.

If your child has an EPIPEN, it must be registered with the Ryan Center. The EPIPEN will be carried at all times by a staff member chaperone.

If your child takes daily medication, they must administer the medication themselves. Staff members can remind the student to take the medicine, however they are unable to hold, carry, or distribute medication to students.

# CHAPERONING

If you would like to chaperone, please fill out the “chaperone interest form” that will be attached to your child’s permission slip.

Chaperones will be notified if you are attending. The number of parent chaperones needed is determined by the number of students who attend the trip.

Please double check work schedule and child care before volunteering. You will not be in the same group as your child.

# WEBSITE REGISTRATION

Along with signing the overnight trip permission slip, please follow the guidelines for registering your student on the tour company website.

Please only register your child, even if you are interested in chaperoning the trip.

Please included allergies and dietary restriction in this section as well for the tour company to communicate with the hotel and restaurant.



# ELECTRONICS

The DC trip is an “unplugged” trip.

Students are not allow to bring cell phones, tablets, or other electronics, not even for the camera.

We recommend a disposable camera. Digital cameras and e-readers are ok but we are not responsible for lost or damaged items.

We will be in contact throughout the trip via the remind app. More information on how to connect on the app will be sent out at a later date.

# PAPERWORK DEADLINES

Paper permission slips are due to classroom teachers by **Friday, September 29th.**

Chaperone interest forms are due **Friday, September 29th.**

Tour Company Website registration due **Friday, September 29th.**

Download and sign up on remind app due in **November.**

Packing list will be set home the first week of **November.**