

The background of the slide is white with a scattered pattern of colorful confetti. The confetti pieces are small, teardrop-shaped, and come in various colors including purple, blue, green, orange, and pink. They are distributed across the entire page, creating a festive and celebratory atmosphere.

# Welcome to Fifth Grade!

This year is all about

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

# Who are the teachers:



**Ms. Covington (401)**



**Ms. Reid (402)**



**Ms. Stern (403)**



**Ms. Woodlye (403)**



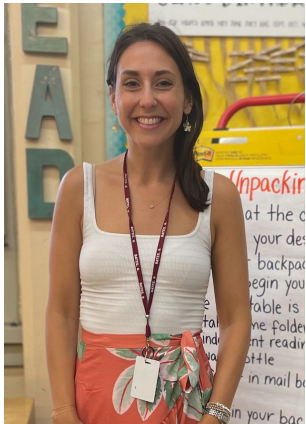
**Mrs. Lawlor (404)**



**Ms. Kahn (404)**



**Ms. D (404)**

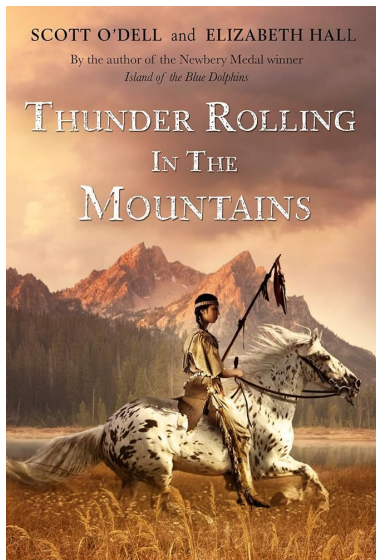
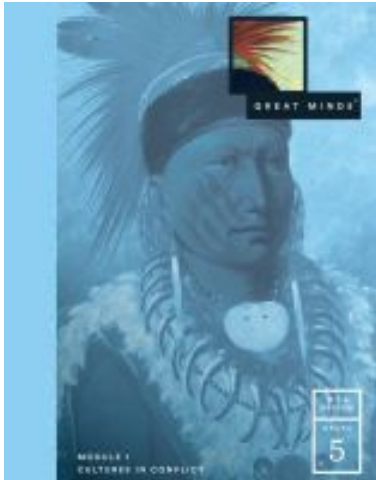


**Mrs. Kawa (406)**

# Agenda for tonight:

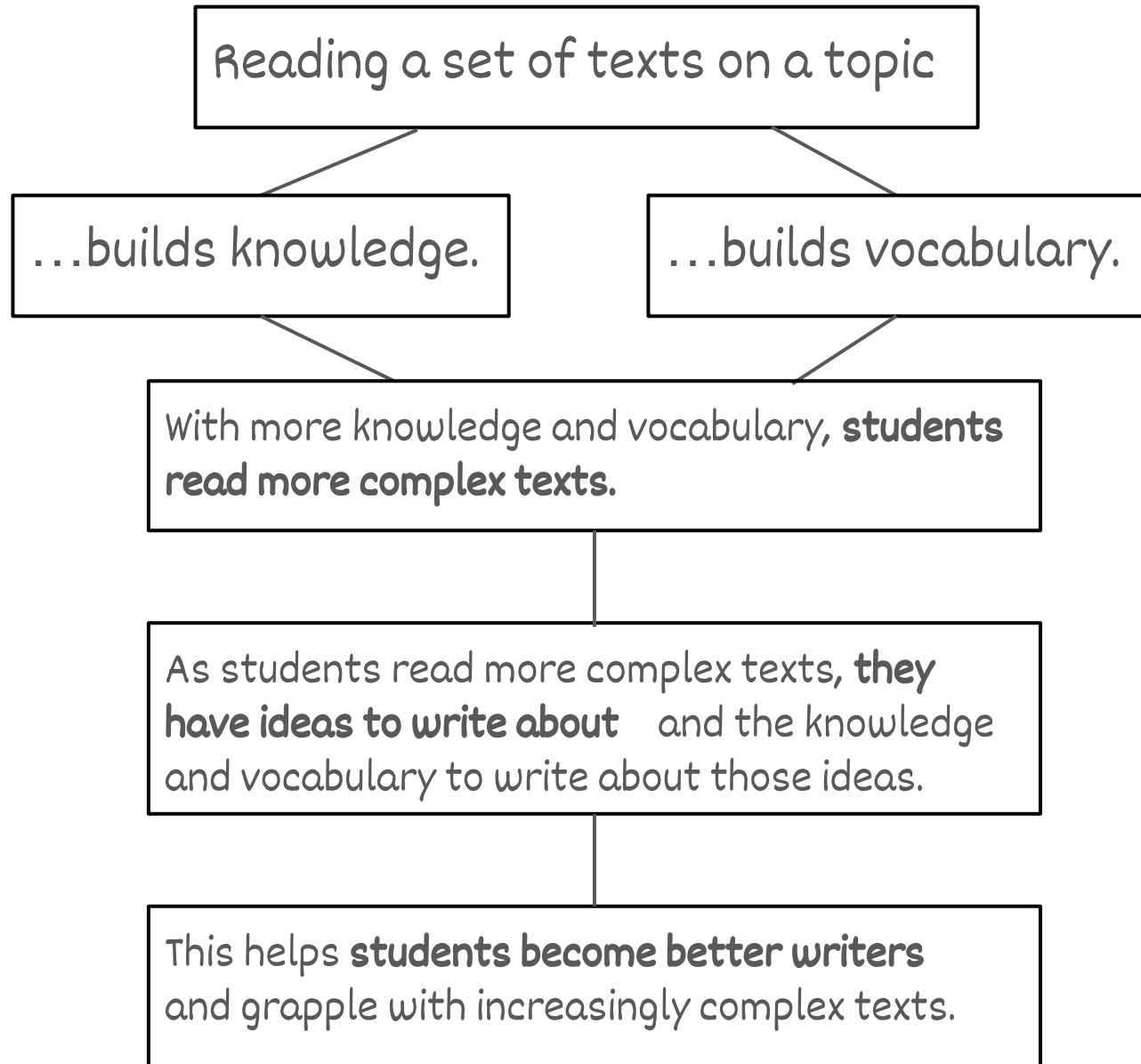
- Unit Overviews
  - Wit & Wisdom (ELA)
  - Eureka Math<sup>2</sup> (Math)
  - Social Studies
- Social Emotional Learning
- Staying Organized
- Reminders
- Contact Info
- Time for Q & A

# What is Wit & Wisdom ?



- Focuses on deep engagement with **literature**, *writing*, and language skills.
- Students explore rich, complex texts to build comprehension.
- Emphasizes academic vocabulary development.
- Encourages writing across genres, including narrative, informative, and opinion writing.
- Promotes close reading, evidence-based writing, and class discussions.
- Helps students develop critical thinking and comprehension skills.
- Integrates themes from other subjects like science and history.

# What is a knowledge based curriculum ?



# ELA: Wit & Wisdom

## ● Module 1: Cultures in Conflict

- Essential Question: How do cultural beliefs and values guide people?
- Students will build knowledge of American westward expansion, learn about Nez Perce culture, and study the conflict between the Nez Perce and the US government
- End-of-Module Task: Students will apply the essential question to write an informative essay.

## ● Module 2: Word Play

- Essential Question: How and why do writers play with words?
- This module explores how authors use wordplay to engage audiences, create humor and meaning, and express themes.
- End-of-Module Task: Students will apply what they learned about wordplay to write a narrative.

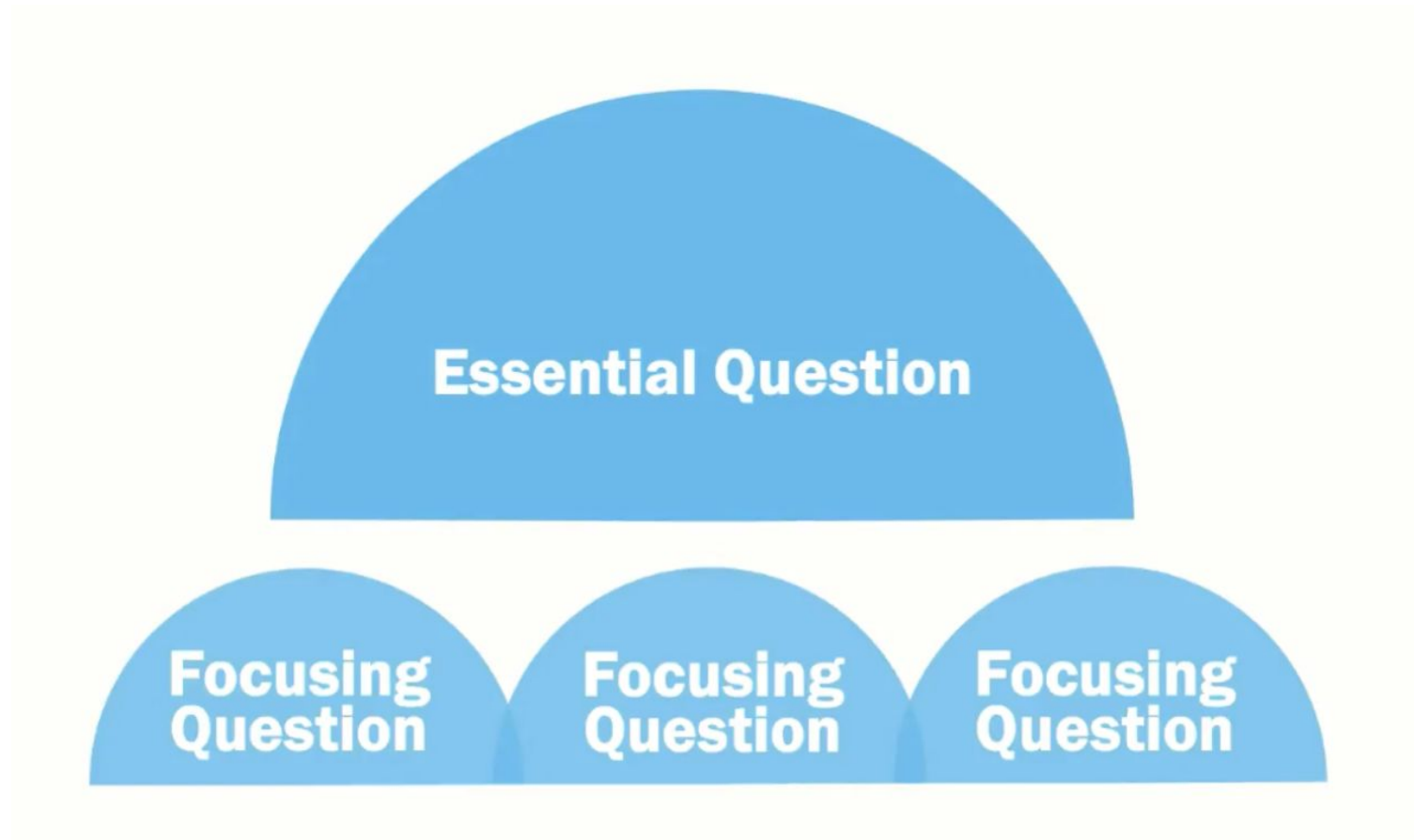
## ● Module 3: A War Between Us

- Essential Question: How did the Civil War impact people?
- Students investigate the Civil War's impact on different groups of people by studying diverse perspectives.
- End-of-Module Task: Students write an opinion essay, expressing their opinion about the impact of the Civil War.

## ● Module 4: Breaking Barriers

- Essential Question: How can sports influence individuals and societies?
- Students learn how the power of sports has been harnessed throughout history, and in our current day, to leave a positive, lasting impact in the world.
- End-of-Module Task: Students will research a soccer organization and describe how the organization is using soccer to influence individuals and societies.

# Outline of a Module





# Outline of a Lesson

1. **Welcome** (5 minutes)
  - students complete a task to prepare them for the lesson
2. **Launch** (20 minutes)
  - the content framing question is introduced, and students interact with it
3. **Learn** (35 minutes)
  - students actively engage with the core text, building their understanding of the material through close reading, analysis, and discussion, focusing on key concepts and vocabulary while developing critical thinking skills by exploring the text deeply and making connections to their prior knowledge
4. **Land** (10 minutes)
  - students solidify their understanding of the new concept by reflecting on their learning, making connections to prior knowledge, and applying what they've learned to a broader context
5. **Wrap** (5 minutes)
  - Debrief of the lesson
6. **\*Deep Dive** (15 minutes)
  - often focus on morphology and how words break into their constituent parts, calling students' attention to the way words are constructed



# How are students being supported?

George Washington

I Notice	I Wonder
What do you first see when you look at this portrait?	
What is he wearing?	
Describe the expression on his face.	
What do you see in the background of the picture?	

The Wit & Wisdom curriculum from Great Minds provides a variety of supports for 5th graders, including:

- Integrated Texts
- Close Reading Strategies
- Discussion Guides
- Assessment Tools
- Differentiation Strategies
- Writing Supports
- Vocabulary Development
- Cross-Disciplinary Connections
- Student-Centered Activities

- The main idea of "A New Nation Comes to the Indian Country" is that \_\_\_\_\_
- First, in the section "New Settlers," I learn that \_\_\_\_\_
  - The text says that \_\_\_\_\_
- Second, in the section "Miners," I learn that \_\_\_\_\_
  - The text says that \_\_\_\_\_
- Finally, in the section "Ranchers," I learn that \_\_\_\_\_
  - The text says that \_\_\_\_\_
- In conclusion, \_\_\_\_\_

Handout 9B: Story Map for "Coyote and the Monster"

Directions: Complete this Story Map to help you organize key elements of the story.

Characters		Setting
Problem		Resolution
Attempts to Solve the Problem		
First, _____.		
Next, _____.		
Then, q1 _____.		

Handout 9A: Norms for Speaking Collaboratively

Directions: Read the definition and norms for speaking collaboratively, annotating questions you have. Refer to these norms during small or large, group academic conversations.

What does it mean to speak collaboratively?

To speak collaboratively means to engage with peers in an academic conversation to meet a common goal.

When you speak collaboratively you work with others to share and respond to ideas in order to reach a greater understanding of a text or question.

Norms for speaking collaboratively

1. **Take turns speaking one at a time.** Speak at least once!
2. **Listen respectfully and carefully to others' ideas.** Give your full attention toward the person speaking.
3. **Build on the ideas of others.** Connect to what has been said, and add related ideas.
4. **Ask questions.** Don't stay confused!
5. **Agree or disagree with ideas, not people.** Be polite!
6. **Ask others to support their ideas.** Ask for an example or evidence from the text.
7. **Invite new voices to share ideas.** Encourage other students to enter the conversation.
8. **Stay focused on the goal or question.** Do your part to help the group reach greater understanding of a text or question.

# Math: Eureka Math <sup>2</sup>

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

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

Module 2: Addition and Subtraction with Fractions

Module 3: Multiplication and Division with Fractions

Module 4: Place Value concepts for Decimal Operations

Module 5: Addition and Multiplication with Area and Volume

Module 6: Foundations to Geometry in the Coordinate Plane

# Eureka Math <sup>2</sup>

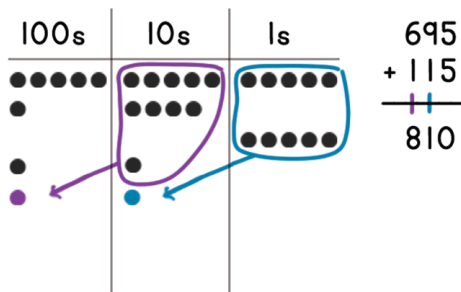
**Learn & Apply** books



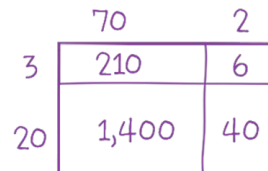
Which one doesn't belong?

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

## Place Value Chart

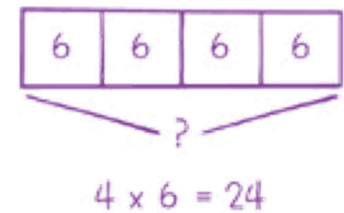


## Area Model



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

## Tape Diagrams



# Outline of a Lesson

1. **Fluency:** spiral review, activating prior knowledge
2. **Launch:** activity to provide access and context
  - Routines:
    - Which One Doesn't Belong?
    - Whiteboard Exchange
    - Choral Response
    - Always, Sometimes, Never
3. **Learn:** focused on new learning and application
  - Problem Set:
    - opportunity for practice
    - goal is not finishing
4. **Land:** debrief to discuss key points of lesson
  - Exit Ticket
5. 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
  - Embedded into Wit & Wisdom
- U.S. Government and D.C. Monument Study
  - December 2-December 12, 2024
- United States Case Study



# Sample Social Studies Work

**Lin-Manuel Miranda**  
took music to a different level.

**Fun facts**

- Born January 16, 1980 in NYC America.
- He his musical Hamilton in 2015
- He wrote the script and the songs and played the main role

**His personality**

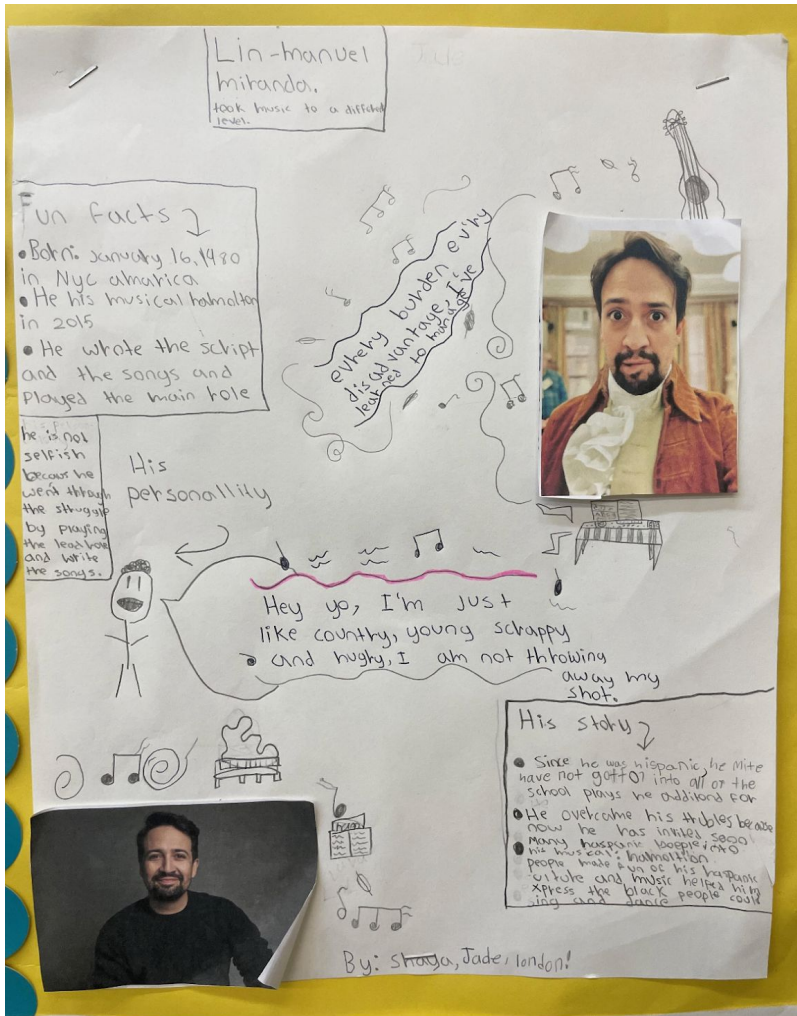
he is not selfish because he went through the struggle by playing the lead role and write the songs.

**His story**

- Since he was hispanic, he might have not gotten into all of the school plays he auditioned for
- He overcome his struggles because now he has initial success
- Many hispanic people/more people make it on of his hispanic white and music helps him ing and dance

By: Shanya, Jade, London!

everybody burdened to the city



## How have Arab Americans contributed to our society?

**Orlando Hanna-Ahna**  
1950  
1955  
1958  
1962

**Hala Zigmund**  
Born: Beirut, Lebanon  
Age: 47

**Michael DeBaKey**  
Born: 1908 September 7th  
Died: 2006 July 11th

**RASHIDA Taha**  
• Born July 21, 1946, Detroit  
• She was an American politician and attorney, she is a former member of the Michigan Legislature and the second Muslim woman in history to be elected as any U.S. state legislator.  
• She became the first Muslim woman in congress and the first Palestinian.  
• She is currently the congresswoman for Michigan's 13th district.  
• "Another working for justice for all" - Rashida Taha

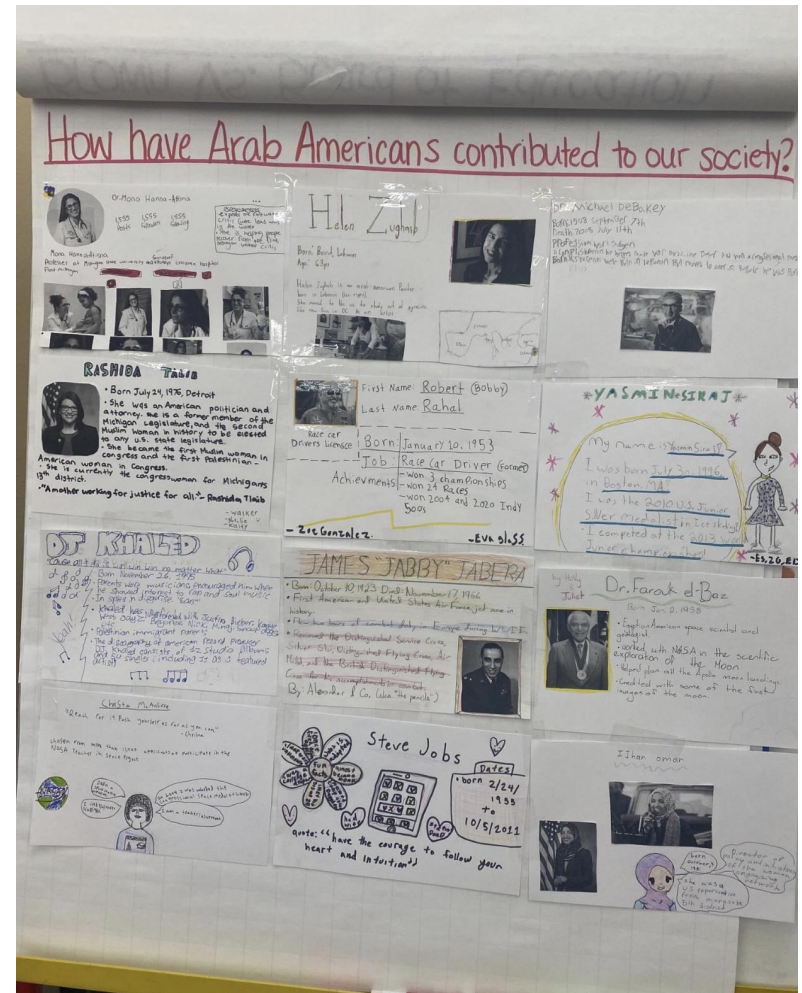
**Robert (Bob) Rahal**  
First Name: Robert (Bob)  
Last Name: Rahal  
Born: January 10, 1953  
Job: Race Car Driver (former)  
Achievements:  
- won 3 championships  
- won 24 races  
- won 2007 and 2020 Indy 500  
- Eric Gonzalez  
- Eva Oliss

**YASMIN SIRAJ**  
My Name: Yasmin Siraj  
I was born July 3, 1996 in London, UK  
I was the gold medalist in the silver medalist in the school.  
I competed at the 2015 Junior Olympics.

**Dr. Faruk el-Baz**  
Born: Jan 2, 1928  
• English American space scientist and geologist  
• worked with NASA in the scientific exploration of the Moon  
• helped plan all the Apollo moon landings  
• credited with name of the dust that surrounds the moon

**Steve Jobs**  
DATE: born 2/24/1955 to 10/5/2011  
Quote: "have the courage to follow your heart and intuition"

**DT KILLED**  
Date of Birth: Born November 24, 1928  
Date of Death: Died August 2, 2011 (aged 82)  
Cause of Death: Lung cancer  
Nationality: American  
Occupation: Musician, actor, singer, and songwriter  
Known for: "The Sound of Music"  
Awards: Grammy Award for Best Musical Album for Children (1965), Grammy Award for Best Musical Album for Children (1966), Grammy Award for Best Musical Album for Children (1967), Grammy Award for Best Musical Album for Children (1968), Grammy Award for Best Musical Album for Children (1969), Grammy Award for Best Musical Album for Children (1970), Grammy Award for Best Musical Album for Children (1971), Grammy Award for Best Musical Album for Children (1972), Grammy Award for Best Musical Album for Children (1973), Grammy Award for Best Musical Album for Children (1974), Grammy Award for Best Musical Album for Children (1975), Grammy Award for Best Musical Album for Children (1976), Grammy Award for Best Musical Album for Children (1977), Grammy Award for Best Musical Album for Children (1978), Grammy Award for Best Musical Album for Children (1979), Grammy Award for Best Musical Album for Children (1980), Grammy Award for Best Musical Album for Children (1981), Grammy Award for Best Musical Album for Children (1982), Grammy Award for Best Musical Album for Children (1983), Grammy Award for Best Musical Album for Children (1984), Grammy Award for Best Musical Album for Children (1985), Grammy Award for Best Musical Album for Children (1986), Grammy Award for Best Musical Album for Children (1987), Grammy Award for Best Musical Album for Children (1988), Grammy Award for Best Musical Album for Children (1989), Grammy Award for Best Musical Album for Children (1990), Grammy Award for Best Musical Album for Children (1991), Grammy Award for Best Musical Album for Children (1992), Grammy Award for Best Musical Album for Children (1993), Grammy Award for Best Musical Album for Children (1994), Grammy Award for Best Musical Album for Children (1995), Grammy Award for Best Musical Album for Children (1996), Grammy Award for Best Musical Album for Children (1997), Grammy Award for Best Musical Album for Children (1998), Grammy Award for Best Musical Album for Children (1999), Grammy Award for Best Musical Album for Children (2000), Grammy Award for Best Musical Album for Children (2001), Grammy Award for Best Musical Album for Children (2002), Grammy Award for Best Musical Album for Children (2003), Grammy Award for Best Musical Album for Children (2004), Grammy Award for Best Musical Album for Children (2005), Grammy Award for Best Musical Album for Children (2006), Grammy Award for Best Musical Album for Children (2007), Grammy Award for Best Musical Album for Children (2008), Grammy Award for Best Musical Album for Children (2009), Grammy Award for Best Musical Album for Children (2010), Grammy Award for Best Musical Album for Children (2011), Grammy Award for Best Musical Album for Children (2012), Grammy Award for Best Musical Album for Children (2013), Grammy Award for Best Musical Album for Children (2014), Grammy Award for Best Musical Album for Children (2015), Grammy Award for Best Musical Album for Children (2016), Grammy Award for Best Musical Album for Children (2017), Grammy Award for Best Musical Album for Children (2018), Grammy Award for Best Musical Album for Children (2019), Grammy Award for Best Musical Album for Children (2020), Grammy Award for Best Musical Album for Children (2021), Grammy Award for Best Musical Album for Children (2022)





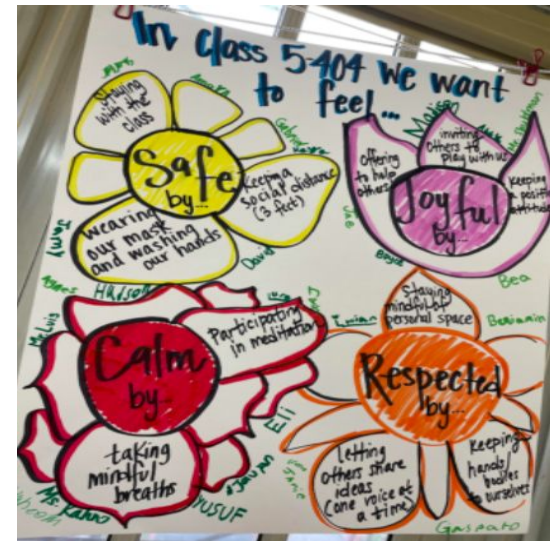
# Social Emotional Learning



## 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.

K&G&  
G  
JOY



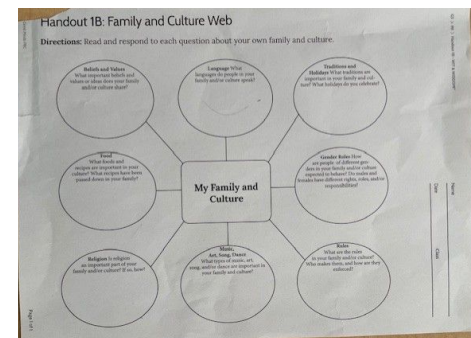


# Staying Organized


- Home Folder
  - Homework
  - Fliers
  - Notes



- Planner
  - Homework



# Reminders

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

# Contact Information

- Emails:
  - [kcovington@schools.nyc.gov](mailto:kcovington@schools.nyc.gov) (401)
  - [mreid10@schools.nyc.gov](mailto:mreid10@schools.nyc.gov) (402)
  - [sstern6@schools.nyc.gov](mailto:sstern6@schools.nyc.gov) (403)
  - [akahn@schools.nyc.gov](mailto:akahn@schools.nyc.gov) (404)
  - [jzarzowski@schools.nyc.gov](mailto:jzarzowski@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

**Any Questions ?**