

5H News

Reading

In 5H we have been working on choosing “Just Right” books. There are a variety of books and reading leveled material available in fifth grade. Our goal is for children to be reading books at their independent level. At this age children are very aware and concerned about what peers are reading. We spend a lot of time talking about reading what is right for you. If a child is reading far beyond his/her reading level, the comprehension will be compromised. Likewise, if a child is reading books that are much too easy, then s/he will not be developing new strategies or vocabulary. Children need to be reading every day to build fluency, comprehension and a love of reading.

Upcoming Dates

- September 12 Ice Cream Social 6 -7:15
- September 17 Back to School Night 6:45-7:15
- September 19 School Photos
- September 15 -19 RRJs in class
- September 15 Word Study homework begins
- September 22 - first RRJs homework

Response Journals (RRJs)

The reading response journal is due once per week for each student. It is an opportunity for the child and teacher to have a conversation about reading and the child to work on writing skills. The response should have four parts.

1. Summary
2. Analysis (connections, observations, predictions, character development etc.)
3. Theme/Message - (What is the author’s message? How is this like real life, other books? What is the author’s theme, style? etc.)
4. Personal Reflection - (Is the book easy, hard, just right? What else do I need to know to understand the book? (background knowledge) Can I personally connect? Do I like the book? etc.)

There are both outlines and strategies in student journals.

Reading Journals are due once per week. Children should be drafting, revising and editing this letter over a few nights. The final copy should be approximately four paragraphs. I write back to students and include a rubric checklist. All of this is kept in the reading response journal to chart growth and progress over the year.

Science

We are working on our Models & Design unit. Students have completed Black Boxes and are building Humdingers. Ask your child to tell you about these.

5H

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Mathematics

We began the year with the first unit of the new Investigations curriculum. You may have noticed a difference in the student booklets. I will also be handing out hardback reference books to parents on Back to School Night.

Our first unit focuses on factors, multiples, multiplication and division strategies. A detailed description of this first unit went home last week. More information will be available at Back to

Writing

Students in 5H began Writing Workshop. We are working on personal narratives. We began by creating heart maps – a method for students to brainstorm writing topics they care about. As I told students, if a writer doesn't care, neither will the reader. Children are working to focus in on a moment and write vivid snapshots of everyday life.

We will work with many genres of writing this year. I look forward to getting to know your child as a writer.

Returned Assignments

5H worked to develop a rubric and common understanding around expectations for a completed homework assignment. (A copy will be glued into student Assignment Notebooks.) Some

School Night.

Math Conversation at Home:

We have been finding the "longest combination" of factors for a given number. (prime factorization) Have your child find the longest "combination" for a number. Ask your child "is it possible to have three 2s in the string for 180? Why or why not?" (This is part of a problem we did in class.)

students were frustrated our first week, because assignments may have been returned to be expanded, done neatly or edited. This was not done as a punishment, but rather as a way to reinforce our core value of Effort – giving your best in your work.

HOMEWORK RUBRIC

Going above and beyond what was required

**Extra details, in-depth explanations
Pushing your limits**

Complete assignment, nothing left undone

Neat, legible, clear, has margins & heading

Full name on paper

Correct spelling, punctuation & grammar

On time

Followed directions

Not your best work

Sloppy or crumpled

Items not numbered or labeled

Skipped part of the assignment

Did not show or explain work

Did not do assignment

More than 75% undone