

**Mrs. Schultz's 5th Grade  
Classroom Handbook**

**Kewaskum  
Elementary School—  
Igniting a Passion for Learning!**



**Do unto others, as you would have them do unto you!**

## **DISCIPLINE PLAN**

When a child chooses to break a rule, there is a consequence. The child will first be given a verbal warning. If the behavior continues, the child will be given a second warning and be removed from the situation. Repeated misbehavior will result in a written intervention and a conference with parents. Other consequences may be used depending on the individual student and the type of misbehavior. Of course children will be given positive feedback for good behavior.

## **SCHOOL DISCIPLINE**

Our school has a discipline policy that involves the use of intervention slips. These slips are explained in the student handbook and pertain to the classroom, playground, and the entire school building.

## **WEB PAGE**

Check out my web page at [Kewaskumschools.org](http://Kewaskumschools.org) Click on Kewaskum Elementary School, then staff directory. Scroll down to my name and click on my web page.

My e-mail address is: [bschultz@ksd.k12.wi.us](mailto:bschultz@ksd.k12.wi.us)

## **ASSIGNMENTS**

Assignment notebooks need to be signed nightly by a parent or guardian. This will help students stay organized.

## **GRADING SCALE**

Each student is an individual and will be graded accordingly. Academic grades will be based on classroom assessments. Cooperative group projects will be assessed individually. Student behaviors will not be included in academic grades. Student behaviors will be noted in the behavior standards and comments section of the report card. Students with assignments missing will be given an Incomplete until the necessary work is completed. The terms Beginning, Developing and Secure will be used for both the academic and behavioral sections of the report card.

## **FRIDAY FOLDERS**

Each Friday all students will be taking home a folder containing the graded work from the week and a weekly review sheet listing any notable behaviors and late work. This sheet needs to be signed by a parent or guardian and returned the following Monday.

## **READING**

Students will have silent reading during the week. They must have a book for this purpose at all times. Each student will be required to do one book report each quarter. Scholastic Book Club orders will be given out each month. If you would like to order books, please send the exact amount of cash or a check made out to SCHOLASTIC BOOK CLUB.

## **SNACK BREAK**

Students will have a short break each day. Children who pay for milk will drink it during this time. Students may bring their own healthy snacks from home. Students should eat what they bring for themselves. If students want to share their snacks, they must share with the entire class.

## **HOMEWORK**

Homework will vary. A student may have between 20-60 minutes of homework. Each child should read or be read to nightly for 20 minutes.

\*Reading At Home (RAH) slips will be sent home on Monday to be filled out and returned signed the following Monday.

## **OTHER TEACHERS**

There will be other teachers in the classroom during parts of the day. Mrs. King and several aides will be sharing responsibilities to help meet the needs of all the students.

## **CLASS MEETINGS**

Each week the students will get together to discuss classroom concerns, talk about school wide virtues, participate in team building activities, and plan projects.

## **LITTLE BUDDIES**

The fifth graders will be pairing up with the second graders from time to time in order to build a positive school community and help them with reading, writing, or math activities.

## **COMPUTERS**

Each week the students will have many opportunities to use the computers. They will create Power Points and work with other programs such as Word, Publisher, and Excel.

## **\*\*\*\*\*CURRICULUM\*\*\*\*\***

### **Math Syllabus**

#### **Number Theory**

- Demonstrate an understanding of divisibility, prime and composite and even and odd numbers
- Demonstrate an understanding of square numbers and find factors of numbers
- Multiply numbers

#### **Estimation and Computation**

- Round, estimate to make a magnitude estimate
- Multiply, add and subtract whole numbers and decimals
- Find landmarks of data

#### **Geometry**

- Estimate, measure, and identify types of angles and triangles
- Learn the properties of polygons
- Understand and make tessellations

#### **Division**

- Use variables in division
- Find quotients and interpret remainders when dividing by 1 and 2 digit numbers
- Know place value in decimals to hundredths

#### **Fractions/Decimals/Percents**

- Order, compare, and find equivalent fractions
- Draw, measure and interpret circle graphs
- Convert between fractions, mixed numbers and percents

**Using data/Adding and subtracting of fractions**

- Add and subtract fractions with like/unlike denominators
- Understand sample size
- Find common denominators

**Exponents and Negative Numbers**

- Understand and apply scientific and exponential notation, and the power of ten
- Number sentences and order of operations
- Compare, order, add and subtract integers

**Fractions and Ratios**

- Multiply fractions
- Add and subtract mixed numbers
- Find percent of a number

**Coordinates, Area of Volume and Capacity**

- Plot ordered pairs
- Understand and use formulas to find volume of prisms
- Find base, height and area of triangles, parallelograms and rectangles

**Algebra**

- Write algebraic expressions in pan balance problems
- Represent rate problems
- Find circumference and area of a circle
- Solve mystery line plots and graphs

**Volume**

- Find volume of prisms and cylinders
- Find area of polygons and circles
- Know properties of geometric solids

**Probability, Ratios, Rates**

- Find the GCF/LCM
- Solve ratio and rate problems
- Understand and use prime factorization

**Common Assessments:**

Pre and Post Tests  
Unit Assessments  
Basic Fact Quizzes

# Reading Syllabus

## Reading Content/Genres:

### Nonfiction

- Apply reading strategies to comprehend a nonfiction passage
- Utilize vocabulary strategies while reading
- Read a variety of materials for multiple purposes (biography, historical, scientific, etc.)

### Historical Fiction

- Apply reading strategies to comprehend a historical fiction passage
- Construct meaning from each passage as it may compare to historical events covered in social studies (US History)
- Utilize vocabulary strategies while reading

### Realistic Fiction

- Apply reading strategies to comprehend a realistic fiction passage
- Utilize vocabulary strategies while reading
- Compare text-to-text characters/settings/events in book club settings

## Reading Skills:

### Text Structure

- Identify text features, story structures and sequencing
- Analyze nonfiction vs. fiction, cause and effect, compare/contrast, problem/solution
- Construct descriptive meaning

### Reading Strategies

- Construct meaning by asking questions, determining importance, synthesizing
- Construct meaning from text through visualizing
- Construct meaning through making connections, inferring, making judgments, analyzing text
- Recognizing words with unknown meanings through picture and context clues
- Determine meaning of new words by using roots, prefixes and suffixes
- Making personal connections with new connections

### Vocabulary Development

- Recognize words with unknown meanings through picture and context clues

- Determine meaning of new words by using roots, prefixes and suffixes
- Make personal connections with new connections

### **Fluency**

- Apply appropriate reading rate while reading orally
- Apply expression while reading orally
- Apply phrasing techniques while reading orally

### **Common Assessments:**

Rigby Benchmarks---September Level 29, May Level 30

Comprehension Assessments—First Semester Assessment 1 & 2 Second Semester Assessments 3 & 5

## **Writing Syllabus**

### **Writing Topics/Genres**

#### **Personal Narrative**

Compose a piece that tells about an important time in their life

#### **Explanatory**

- Describe steps to complete a process

#### **Research/Persuasive**

- Conduct research; use it to compose a persuasive speech on a theme

#### **Descriptive**

- Describe an object based on its characteristics, using the 5 senses

### **Writing Skills/6+1 Traits of Writing**

#### **Control of Language**

- Voice
- Sentence Fluency
- Word Choice

#### **Content/Composition**

- Organization
- Ideas
- Conventions
- Writing Process

## **Grammar/Spelling**

### **Sentences**

- Identifies kinds (Declarative, Interrogative, Exclamatory, Question)
- Identifies and corrects run-on
- Identifies subjects and predicates
- Punctuates dialogue

### **Nouns**

- Identifies and correctly uses singular and plural
- Identifies and correctly uses singular and plural possessives
- Identifies and correctly uses common and proper
- Identifies and correctly uses adjectives

### **Verbs**

- Identifies and correctly uses subject/verb agreement
- Identifies and correctly uses tenses
- Identifies and correctly uses irregular verbs
- Identifies and correctly uses comparing adverbs

### **Pronouns**

- Identifies and correctly uses subject and object

## **Listening/Speaking**

### **Speech**

- Students research, create, and present speeches on a particular theme.

## **Science Syllabus**

(Every unit will incorporate the scientific method: state a problem, observe to form a question, hypothesize, experiment/test hypothesis, and draw conclusions)

### **Cells**

- Identify and explain the function of parts of a plant cell and an animal cell
- Classify living things into groups according to their cell characteristics
- Explain the function of cells in the different organ systems of the human body

### **Plant Systems**

- Describe the process of photosynthesis
- Demonstrate knowledge of the oxygen and carbon dioxide cycle
- Compare and contrast how different types of plants reproduce

### **Traits of Living Things**

- Collect data and observe the difference between an inherited trait and a learned trait
- Discuss the structure of DNA
- List adaptations in plants and animals that help them survive

### **Ecosystems, Communities, and Biomes**

- Examine the roles and behaviors of producers, consumers, predators, prey, and decomposers
- Identify the characteristics of water ecosystems and major land biomes
- Analyze factors that affect ecosystems and report on the positive and negative ways humans impact ecosystems

### **Earth's Changing Surface**

- Memorize that water covers 3/4s of the Earth
- List and define Earth's main surface features
- Evaluate the effects of erosion, weathering, and deposition on the Earth

### **Earth's Structure**

- Create a model of the 4 layers of the Earth
- Differentiate between the 3 types of plate boundaries
- Map the location of earthquakes and volcanoes

### **Using Resources Wisely**

- Understand the difference between renewable and non-renewable resources
- Experiment with soil to understand its importance in the growth of plants
- Name alternative energy sources and ways to reduce, reuse, and recycle in order to conserve resources

### **Weather and Climate**

- Know that temperature and precipitation are the 2 most important characteristics of climate
- Recall the 3 major climate zones
- Sketch the structure and the 4 main layers of the Earth's atmosphere

### **Earth and Its Moon**

- Use models to understand the reason for Earth's seasons
- Observe the phases of Earth's moon

- Compare the positions of the Earth, Sun, and Moon during a solar and lunar eclipse

### **Exploring Space**

- Identify objects within the Solar System
- Summarize the life cycle of a star
- Restate the characteristics of the 3 types of galaxies and draw an example of each type

### **Common Assessments:**

Create a model or draw a diagram and label the parts of an animal or plant

Research and report on a biome

Observe, sketch, and identify the phases of the moon

Analyze and compare and contrast two related features of Earth's surface—Report findings through an essay or a Venn diagram

## **Social Studies Syllabus**

### **Exploration**

- Evaluate the actions and effects of early European explorers in the Americas and/or summarizing the experiences of the Vikings, Marco Polo, Vespucci, Cabot, Balboa, Columbus, and Magellan.
- Analyze the impact the Incas had on ancient civilizations and summarize the results of the Spanish explorations in the Southeast.
- Explain the effect of French and Dutch fur trade on North America.

### **Colonization**

- Analyze the failures and successes of the Roanoke and Jamestown colonies.
- Describe the Spanish and French influences on America.
- Determine the reasons various European groups came to the British colonies and compare/contrast the lifestyle of people in the New England, Middle and Southern colonies.

### **American Revolution**

- Identify the events, which caused the colonies to want to break away from Britain and form their own country.
- Compare and contrast the strengths and weaknesses of the Continental Army and British Army and identify the major battles that were fought during the Revolution that lead our nation to freedom.
- Explain the purpose of the Declaration of Independence and the leaders who had an impact on forming our nation.

## **Government**

- Determine why the nation was weak under the Articles of Confederation and describe the debates and compromises related to the U.S. constitution.
- Compare and contrast the three branches of government and the two-house legislature.
- Summarize the provisions of the Bill of Rights and ways in which rights and responsibilities work together in a democracy.

## **American Expansion**

- Describe important explorers and their contributions in gaining new land for the U.S. including Louis and Clark.
- Analyze pioneer life and the difficulties settlers faced.
- Evaluate how the Industrial Revolution brought about great change because of new inventions and new transportation.

## **Civil War**

- Describe the differences between the North and the South.
- Summarize how slavery impacted people in the U.S. and how slaves helped each other by showing resistance including the Underground Railroad.
- Identify the events leading up to the war and reasons for succession.  
Compare/contrast advantages and disadvantages of both sides in the war by analyzing the reasons for the North's victory and the South's surrender.

# **Band Syllabus**

## **Tone Production**

- Posture/instrument carriage
- Breathing
- Embouchure
- Tonguing

## **Rhythm**

- Keep a steady beat
- Understand and play note values and rhythms correctly

## **Ensemble Skills**

- Play in a group with proper balance and blend

## **Individual Skills**

- Memorize correct fingerings and identify notes

- Understand and apply sharps, flats, and naturals
- Practice ability to match pitch

**Performance**

- Perform as a group in at least one concert during the year

**Common Assessments:**

- Play individually, as a group or for a concert
- Verbally identify notes and symbols
- Clap rhythms
- Complete written worksheets on rhythm and notes

