ACADEMIC

Parent - Teacher

FALL 2019

TEAM BUILDING

While the music is playing, walk quietly around the room. When the music ends, partner up with another parent, introduce yourself, and discuss the question on the board.

https://www.youtube.com/watch?v=-0R6QIN-bol

What about your student are you most proud of?

DESIRED OUTCOME

- To have an understanding of the focus of first half of the year.
- Learn ways to help your child succeed in learning the required skills.
- Create a goal for your child to work toward and provide resources to help your child achieve that goal.

ELA

What is the EL Curriculum?

- Expeditionary Learning is a social justice curriculum with an emphasis placed on active learning and student engagement.

- Classrooms are structured with highly collaborative activities that allow students to engage in academic conversations and investigations of rich academic topics.

- E.L. aims to contribute to a student's ability to be globally competitive and active contributors in building a better world

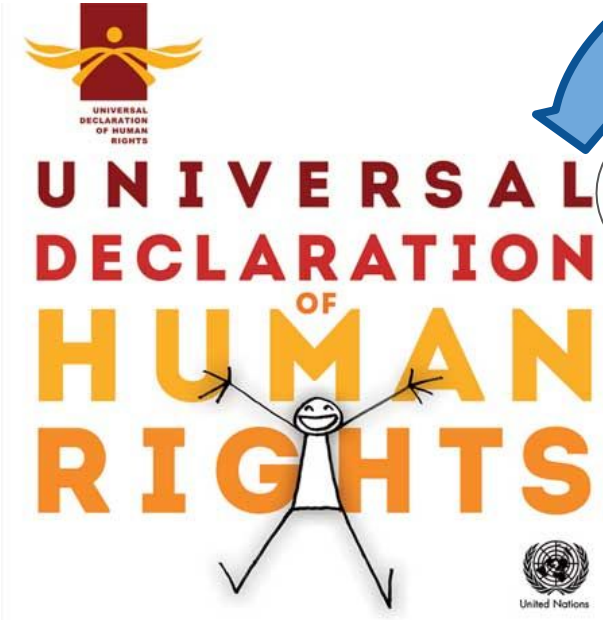
What are the 'Learning Paths' for Students within EL Education?

Building Background Knowledge	→Extended Reading and Research	→ Extended Writing
• Learning and practicing collaborative structures to use throughout the learning; • Discovering the purpose for learning new skills that build towards the standards; • Identifying inquiry questions related to the task clearly and precisely; and • Having extensive opportunities to build knowledge through texts so they can learn independently.	• Becoming experts on a compelling topic and texts; • Gaining academic and content-specific vocabulary; reading, writing and speaking with evidence; • Listening, understanding, evaluating and communicating effectively by adapting to different audiences, tasks and purposes; and • Seeking out various viewpoints, respectfully listening to and considering the ideas of others, and then providing and using constructive feedback to improve the work.	• Writing from sources about topics students understand deeply; • Developing a vision of quality work in collaboration with their peers and revising their own work accordingly; • Sharing their learning and excitement with peers, teachers and others beyond the classroom (authentic experiences); • Synthesizing information and making connections between information and arguments; and • Applying current research or knowledge in a unique way.

Focus for Quarter 1

Informational

The Universal Declaration of Human Rights (UDHR)



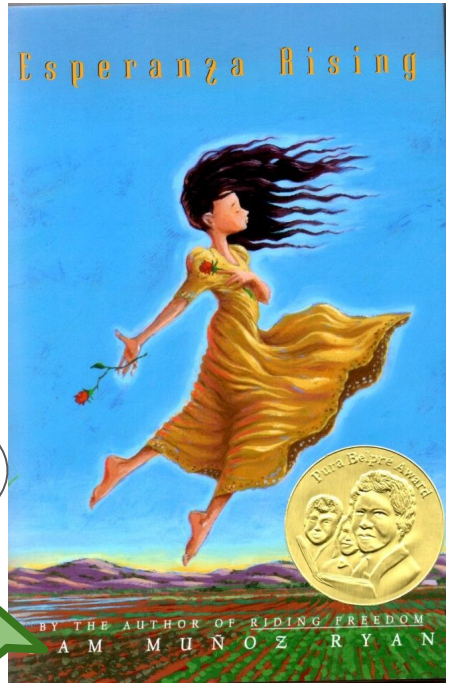
"What are human rights?"

"How are human rights upheld?"

"How are human rights challenged in *Esperanza Rising*?

Literature

Esperanza Rising



Habits of Mind and Behavior

Guiding Questions and Big Ideas

What are human rights, and how can they be threatened?

- *Human rights belong to everyone, but they can look different to different people in different places.*
- *We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.*

How can we use writing to raise awareness of human rights?

- *We can raise awareness of human rights issues by writing about the issues fictional characters face.*

Habits of Character | Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to become ethical people:** treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion).

Students also **work to become effective learners,** developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration).

Finally, students also **work to contribute to a better world,** putting their learning to use to improve communities (e.g., citizenship, service).

See unit overviews for more detail.

Units

Unit 1: Students build close reading skills by reading the novel Esperanza Rising and interpret the characters and themes in the novel. Students also dive deep into the Declaration of Human Rights and make connections to the novel. Through close reading, interpretation, and analysis of fiction and nonfiction texts, students begin to build their understanding of human rights.

Unit 2: Students focus on characters' reactions and responses to events when their human rights are threatened. They write a two-voice poem with a partner, as well as a four-paragraph literary essay comparing the response of two characters to a selected event from the novel.

Unit 3: Students continue to revisit the themes of the UDHR and Esperanza Rising as they plan, write, and perform monologues based on events from Esperanza Rising where human rights are threatened. In groups, students write a Directors' Note to describe their selected event from Esperanza Rising, explain which specific articles of the UDHR relate to the event, and explain how people today are impacted by this issue.

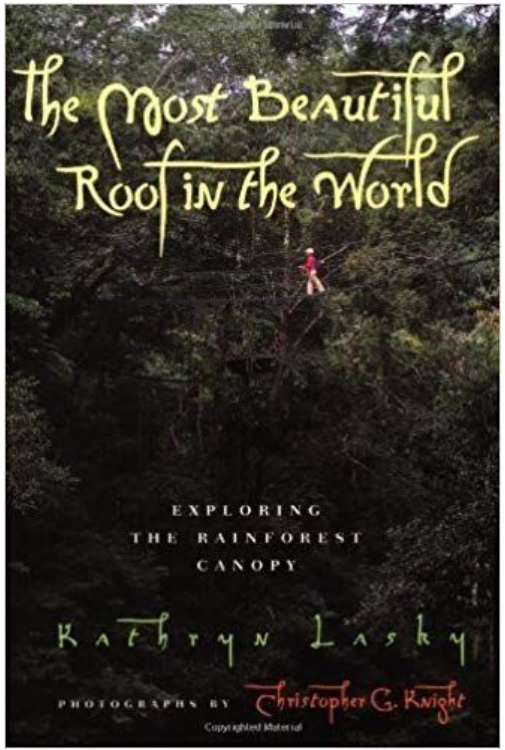
Activity: Gallery Walk

- ➔ Find a quote around the room to start at, some may require you to use your phone!
- ➔ You will use the sticky notes there to answer the question: What do you think this module is about?
- ➔ Post your sticky note around the quote
- ➔ Try to make it to every quote

Focus for Quarter 2

Informational

The Most Beautiful Roof in the World

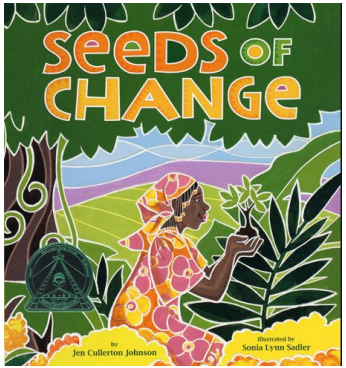


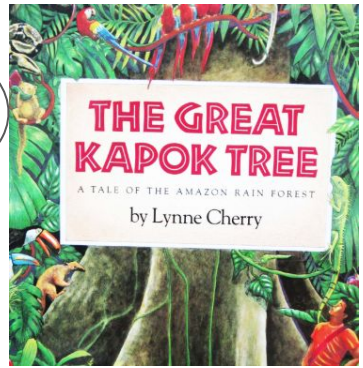
Literature

"What is deforestation?"

"How can we analyze an author's craft?"

"How can we be an ethical consumer and help the rainforest?"





Habits of Mind and Behavior

Guiding Questions and Big Ideas

Why do scientists study the rainforest?

- *Scientists study the rainforest because it is home to diverse life and to determine the impact of deforestation on biodiversity.*

How do authors engage readers in narratives?

- *Narrative authors engage readers by researching what they are writing about to describe it accurately and precisely through concrete and sensory language.*

Habits of Character | Social-emotional Learning Focus

Central to EL Education curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service)

In this module, students **work to contribute to a better world:** put their learning to use to improve communities (e.g., citizenship, service).

Students also focus on working to become effective learners, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration).

See unit overviews for more detail.

Units

Unit 1: Students build background knowledge on biodiversity in the rainforest and deforestation to understand why scientists, study the rainforest. Students closely read excerpts of The Most Beautiful Roof in the World and other texts to identify text structure and practice summarizing the text. Students will then research to identify ways they can help the rainforest.

Unit 2: Students explore how authors of narrative texts help the reader to understand what it is like in the rainforest by analyzing author's use of figurative, concrete, and sensory language.

Unit 3: Students write first person narratives, building out a scenario from The Most Beautiful Roof in the World using concrete and sensory language to describe the rainforest as though they were actually there. Students will also work in pairs to create an ebook to contribute to the narratives.

Homework**

- Read for 45 minutes a night.
- Monthly Choice Board starting in October.
- Occasional written response questions related to our module.

- "Extensive reading was linked to superior performance on measures of general knowledge, vocabulary, spelling, verbal fluency, and reading comprehension." – *Cunningham and Stanovich, 1998*

- "In one of the most extensive studies of reading yet conducted, Anderson, Wilson, and Fielding traced reading growth to reading and reading volume. They found that the amount of time students spent reading was the best predictor of reading achievement." – *Anderson, Wilson, and Fielding (1988)*

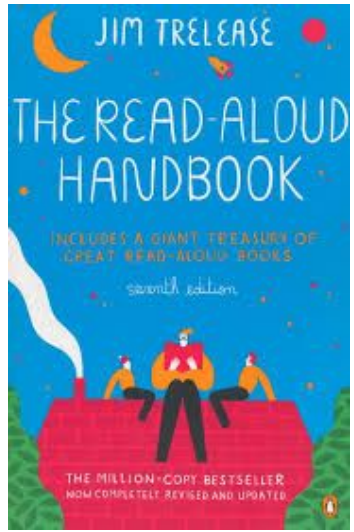
Recommended Book List

- EL book list will support student background knowledge throughout the unit.
- The first tab for each quarter includes picture books you can read together.
- The second tab includes longer texts.

EL Books

General Resource

(Ideas for reading with children based on age and development)



How you can help at home?

Making Connections

School to Home Communications:	Connection One: Parent: Learner:	Telephone Contact: Email Contact:
	Connection Two: Parent: Learner:	Telephone Contact: Email Contact:

Math

End-of-Year Required Skills

Your student will see questions such as these...

W sh Bob has a board that is 5 feet long. He will cut a piece from the board that measures 4 feet $5\frac{1}{4}$ inches long for a bookshelf. How much board will be left after Bob cuts off the amount needed for the bookshelf?

A $6\frac{1}{4}$ in.

C $7\frac{1}{4}$ in.

$1\frac{7}{10}$

C

B $6\frac{3}{4}$ in.

D $7\frac{3}{4}$ in.

$\frac{17}{1000}$

D

What knowledge of fractions and decimals is required to successfully answer this question?

Reinforce Vocabulary

Use appropriate language when talking about fractions.

Unit Fraction: a fraction with 1 as the numerator

Numerator: the top number in a fraction that shows the numbers of parts you have.

Denominator: the bottom numbers in a fraction that shows the number of equal parts.

Proper fraction: a fraction that is less than 1 whole.

Improper Fraction: a fraction that is greater than 1 whole.

Conceptual Understanding

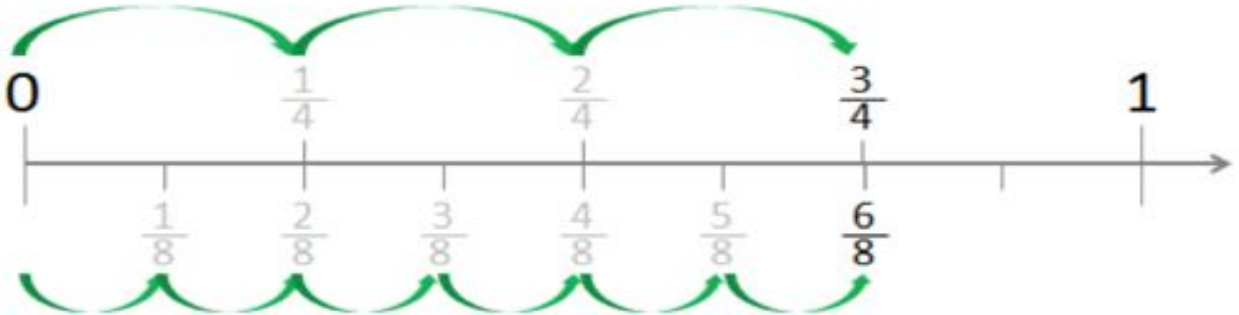
Reinforce the concept that fractions are numbers.

Help your child understand that fractions are simply numbers that fall between whole numbers. Showing a ruler or measuring tape is a great example of 'parts of a whole'. Helping your child see the space between numbers is a great first step in ensuring their success when synthesizing and analyzing more complex problems.

Conceptual Understanding

Fractions on a number line

Using a numberline is a great tool to build conceptual understanding fractions. Always have a blank number line available for homework or practice so your child can have a conceptual break the number line into equal pieces and solve different problems.



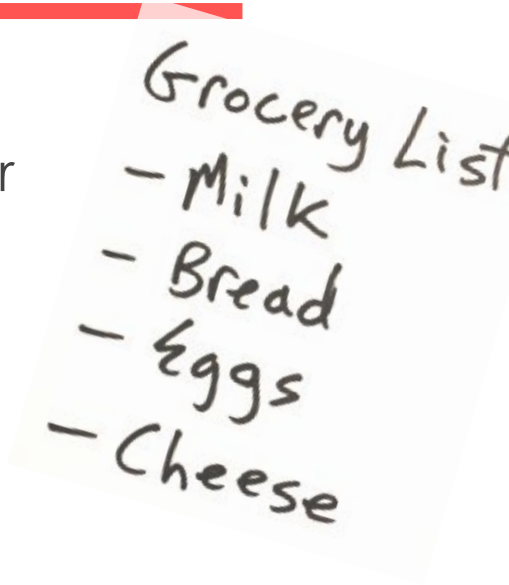
Home Activities

Choose your favorite restaurant's menu

1. **Estimate** the cost of the meal to the nearest dollar or tenth.
2. **Add** up the exact total of the meal.
3. **Subtract** the meal total from various dollar amounts.
4. **Divide** the meal total to calculate the **average** per person.
5. **Multiply** a menu item.
6. **Calculate** the tax for the **total**.
7. **Calculate** the tip for the server.

Home Activities

Help write the grocery list



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Home Activities

Cooking and Baking with Fractions

Ingredients

- 2 cups (300g) oats, preferably not quick oats
- 1/4 tsp. baking powder
- 1 tsp. baking soda
- 1 cup (128g) all-purpose flour
- 1/4 tsp. coarse kosher salt
- 1/2 tsp. ground cinnamon optional
- 1/2 cup (113g) unsalted butter, softened
- 1/4 cup (57g) granulated sugar
- 3/4 cup (150g) brown sugar, packed
- 1 cup (226g) creamy peanut butter
- 2 tsp. vanilla extract
- 2 large eggs, room temperature
- 1 cup M&Ms, divided (mini M&M's work great as garnish as well)
- 1/2 cup chocolate chips

Halve, double, or triple any recipe!

Home Activities

Clash of the Fractions

Objective: To multiply fractions

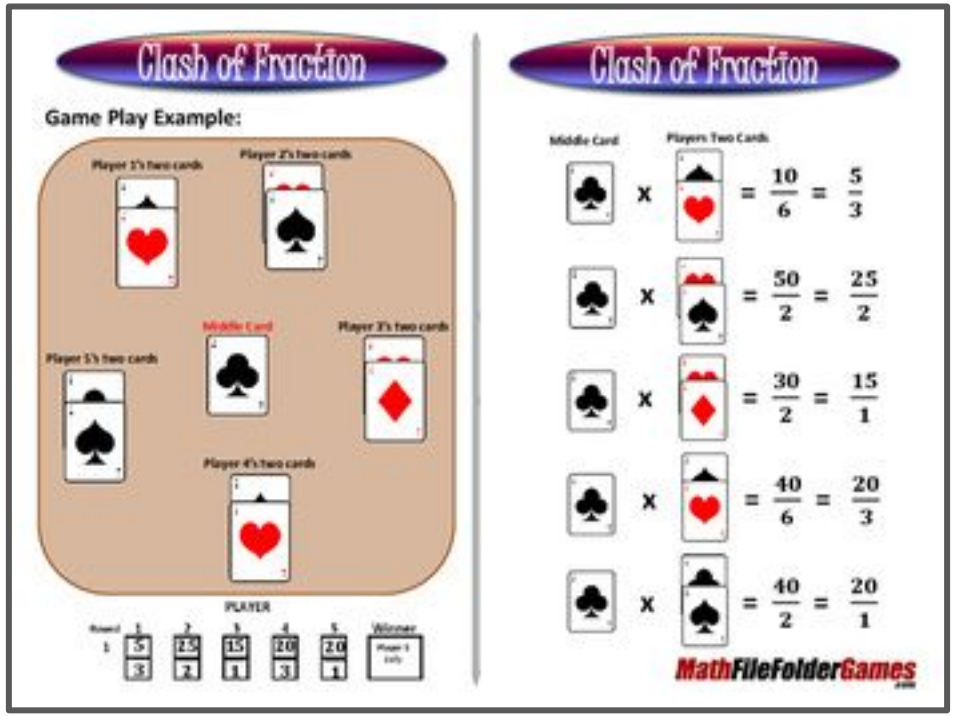
Materials: Deck of cards, scratch paper, writing material.

Procedure:

- One card is placed in the middle to create the KING Card.
- Each player gets 2 cards to create a fraction with.
- Players multiply their fraction with the KING card.
- The student with the smallest fraction collects the KING card(s).
- The player with the most cards at the end WINs!

Extensions:

- Each player writes their answer in the simplest form.
- Create a KING Fraction where the two cards create a fraction that the students multiply their fraction by.



Home Activities

4 Dice Fraction Game

Objective: Adding, Subtracting, Multiplying & Dividing Fractions

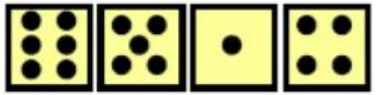
Materials: 4 regular 6-sided dice, pencil, paper, calculator

Players: 2 or more players.

Rules:

[1] Create the target number: Roll one dice two times to create the target number, the first roll is the denominator and the second is the numerator.
[2] Each player or team rolls 4 dice.
[3] These values are now used to construct an equation with the result equal to the target using the rules stated below.

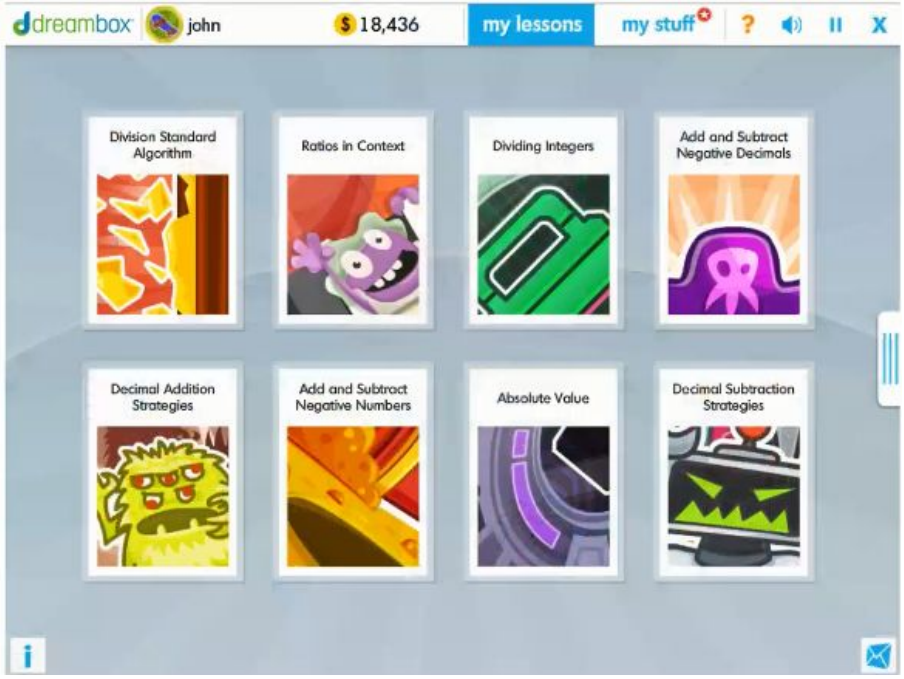
Assume we rolled the values shown:



A. So possible combinations: **6/5 + 4/1 or 1/5 x 4/6 or 6/4 - 1/5**.
B. The values may be used to create proper and improper fractions.
C. A number may be used only once unless you roll doubles.
D. You may use any operation (+, =, x, ÷) **or** decide before hand which operation you are going to use.
E. **ALL 4 dice must be used**

[3] Players roll the 4 dice for each new target number.
[4] After completing each target, teams or players compare results to see which equation has a value *closest* to the target. The *closest* player scores one point for each target
[5] The team with the greatest point total at the end of the game wins.

Dreambox Learning



Dreambox Learning

Student Expectations

- Finish lessons that you open
- Use the help or hint button
- Use the manipulative (try not to use paper, pencil, or calculators)
- Work independently

dreambox LEARNING

Dreambox Learning

Recommended Usage

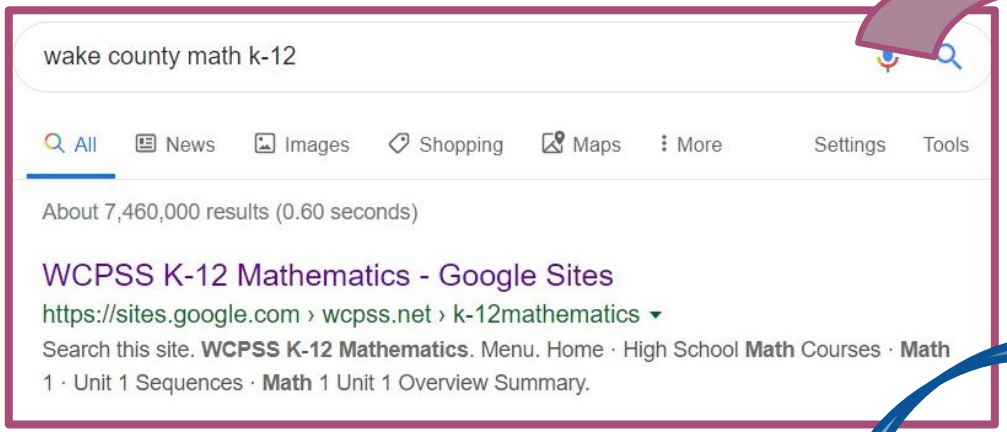
	Grades K – 2	Grades 3 – 5
Lessons Per Week	5-10 lessons	7-8 lessons
Approximate Length of Lesson	5-10 minutes	8-12 minutes
Time on DreamBox Per Week	30-60 minutes	60-90 minutes

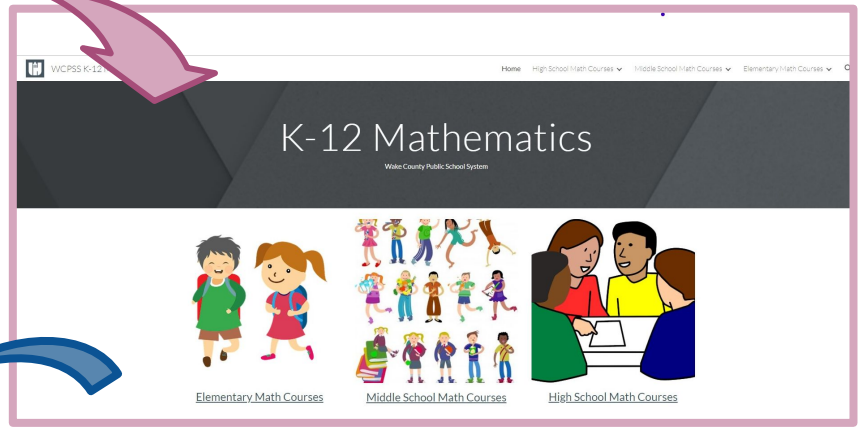
K-5 Math Resources

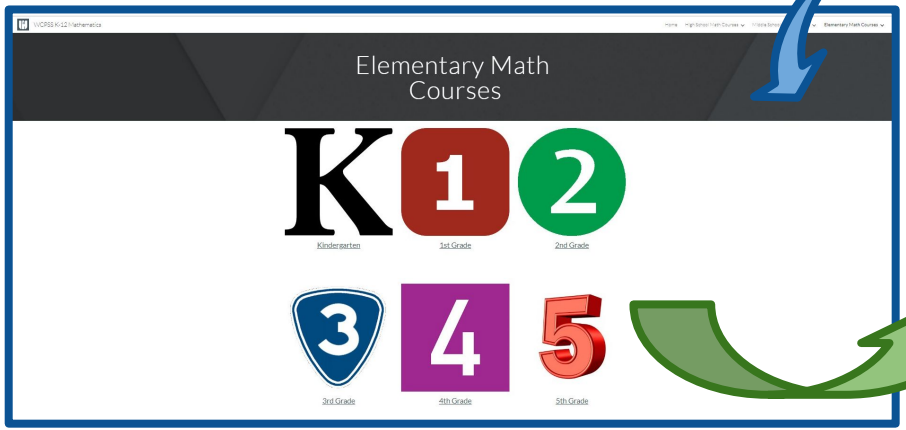
Wake County has provided a website that has overviews of each quarter's focus standards as well as a breakdown of the units.

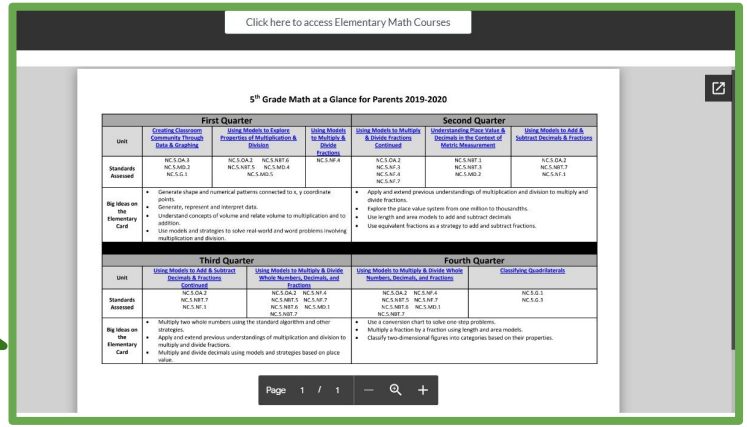
Please take time now to access the site by scanning the QR code.

K-5 Math Resources









K-5 Math Resources

First Quarter			
Unit	Creating Classroom Community Through Data & Graphing	Using Models to Explore Properties of Multiplication & Division	Using Models to Multiply & Divide Fractions
Standards Assessed	NC.5.OA.3 NC.5.MD.2 NC.5.G.1	NC.5.OA.2 NC.5.NBT.6 NC.5.NBT.5 NC.5.MD.4 NC.5.MD.5	NC.5.NF.4
Big Ideas on the Elementary Card	• Generate shape and numerical patterns connected to x, y coordinate points. • Generate, represent and interpret data. • Understand concepts of volume and relate volume to multiplication and to addition. • Use models and strategies to solve real-world and word problems involving multiplication and division.		

Smart Goals

Parent Survey

http://bit.ly/2nAva6G