

# FIFTH GRADE

## Fountain Inn Elementary School

### 2019-2020

#### 5<sup>th</sup> Grade Philosophy

Fifth grade is an exciting place to be at Fountain Inn Elementary! Our standards based curriculum is presented in such a way that all levels of learners and learning styles are stimulated. We work together to provide activities that foster thinking skills and problem solving; as well as, prepare the student for middle school. We support the theory that every child can learn. Between our team, our administrators, our parents, and our students, we are confident that fifth grade at Fountain Inn Elementary is the Inn Place to Learn!

#### Communication

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#### Supply List

- 1 Pack of 300 Count Wide-Ruled Paper
- 6 Composition Notebooks
- 3 Packs of Sharpened #2 pencils
- 1 Pack of Cap Erasers
- 1 Pocket Folder with Prongs
- 2 Packets of Glue Sticks
- 1 Pack (24 count) Crayola colored Pencils/Crayons
- 1 Box of Crayola Markers
- 1 Pair of scissors
- 1 1 inch binder Index Cards
- 1 pack sheet protectors
- 1 Pair of Headphones or Earbuds for Chromebook
- 1 Bottle of Hand Sanitizer (Boys)
- 1 Container Clorox Wipes (Girls)
- 1 Box of Tissue

#### Classroom Schedule

7:50-8:00	Unpack/Morning Work
8:00-9:45	1st Block
9:50-10:35	Related Arts
10:40-11:10	WIN (What I Need)
11:10-11:40	Social Studies
11:45-12:10	Lunch
12:20-12:40	Recess
12:45-2:25	2nd Block
2:25-2:30	Reflection/Pack Up/Dismissal

#### Rules and Procedures

##### Expectations

Our school believes in a positive reinforcement approach with classroom rules and procedures. All of our rules and procedures follow this belief and align under our school's main expectations:

**S - Show respect**

**H - Hold yourself accountable**

**I - Inspire others**

**N - Never give up**

**E - Everyday, make good choices**

Fifth grade uses Class Dojo to monitor behavior. Parents are welcome to log in and check behavior at any time (see your child's teacher for login info). Students can earn positive and negative Dojo points, and points will be traded in with your child's homeroom teacher for prizes every other week.

##### Acknowledgements

We acknowledge students who exhibit desired behaviors with **Puzzle Pieces**. Classes can use **Puzzle Pieces** to earn the following rewards:

- Each time a class completes a puzzle they will be recognized on the morning news and their class puzzle will be displayed on the bulletin board outside the cafeteria
- Each time a class completes a puzzle they will earn a class reward determined by the teacher such as extra recess. Once a puzzle is complete, the class will vote on a celebration!

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#### **Consequences**

We discourage inappropriate behavior in our school and classrooms. The following guidelines will be followed for discouraging inappropriate behaviors:

- If a student does not follow one of our school or classroom expectations, he/she will receive a verbal warning and will be re-taught the desired behavior.
- If the inappropriate behavior continues, the student will receive a **reflection form**. All **reflection forms** will be completed by the student and sent home to the parent. The consequences may be silent lunch or removal from the group, etc.
- Three **reflection forms** that occur over the course of a month or one severe offense will result in a **major referral**. All **major referrals** will be sent to the office to be seen by a principal and consequences will be administered by the principal.

#### **Homework**

All homework has a purpose and is related to what we are working on in class. It is simply a quick review of the concepts we are learning. It should take less than 50 minutes to complete. We assign homework Monday-Thursday. The assignments will be listed on the board each day. All homework is to be written down in the student's agenda by the student. Homework is an extension of the classroom; it helps provide needed practice while developing responsibility and maturity.

#### **Attendance and Tardies**

The State Board of Education has established regulations defining lawful and unlawful absences from school for students. These regulations require: (1) that school officials shall immediately intervene to encourage that student's future attendance when the student has three consecutive unlawful absences or a total of five unlawful absences; (2) that the District Board of Trustees, or its designee, shall promptly approve or disapprove any student absence in excess of ten days. As used in these regulations, "intervene" means to identify the reasons for the child's continued absence and to develop a plan in conjunction with the student and his parent or legal guardian to improve his future attendance. After three unlawful absences, parents will

be contacted and a conference scheduled. Continuing to miss school will mean that a student's name will be turned in to the area attendance officer.

The administration at Fountain Inn believes that good attendance is imperative to learning and encourages all students to be in school every day unless there is an appropriate reason for absence. (Students are required to bring a note from the parents within five days of the absence stating the reason for the absence.) The guidelines for determining lawful and unlawful absences are listed below:

#### **UNLAWFUL ABSENCES:**

1. Students who are willfully absent from school without the knowledge of their parents.
2. Students who are absent from school without acceptable cause with the knowledge of their parents, (ie vacations).
3. Students who are absent due to suspension from school.

#### **LAWFUL ABSENCES:**

1. Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.
2. Students whose immediate family has a serious illness or death to occur.
3. Students who are absent due to a recognized religious holiday of their faith may be excused from attendance in school.

Refer to the Student Handbook for state attendance requirements.

#### **TARDIES**

When a student is late to school, not only is instruction being missed in the classroom, but a disruption is created when a student enters after the lesson has begun. Please remember that all students need to be at school by 8:00 a.m. If a student must enter school later due to an unavoidable reason, the adult transporting the child must come into the office area to sign the student in and document the reason for being late. (If the problem becomes habitual, parents will be asked to come to a conference at the school to develop a plan to alleviate this situation.) Continued tardiness after the conference could result in referral to a district attendance

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officer for further action. **Fountain Inn's new attendance policy this year states 5 unexcused tardies in a quarter will keep you from receiving perfect attendance for that quarter. Also, your child must attend school for 3 hours to receive credit for the day**

#### **Missed Work and Make-Up Work**

Students will be allowed to make up work missed due to absences *or* tardies. The teacher may send missed work home to be completed and returned or will give the student individual help as needed when the student returns to school after the absence.

#### **Parent Communication**

Fifth Grade supports the development of children as lifelong learners through partnerships with each child's home and family. Understanding that parent involvement is important for a child's success in school, we offer many opportunities for parent communication. **A newsletter will be sent by text on Monday and will also be on the class website. . "Monday Papers" are sent home each week with important communications from the school and PTA. This is also the day that all graded work will come home with your child.** Each teacher keeps an updated website as well. There will be at least one scheduled conference between the child's teacher and parents during the fall. All parents are expected to attend these scheduled conferences. Parents are encouraged to initiate conferences if they have questions by writing the child's teacher or setting up an appointment. When teachers observe the need for additional parent-teacher meetings, they will request that parents come in for special conferences.

If you wish a telephone conference, call the school and leave your number. **The teacher cannot be called to the telephone during the day.** All phone calls and emails will be returned within 24 hours.

#### **Lunch Visitors**

Parents may join their child in the cafeteria during the scheduled lunchtime. If you will be purchasing a school lunch, please send your lunch request in writing to school with your child so the cafeteria can plan accordingly. Drinks are also available for purchase.

#### **Birthdays**

Birthday invitations to parties can be handed out in school only during non-instructional times (morning unpacking, afternoon packing up, recess). If you would like to bring a special snack for your child's birthday, please let me know several days in advance. All treats should be individual servings or pre-cut and ready to serve. Birthday treats will be served during our regular lunchtime.

#### **Data**

Students at Fountain Inn Elementary are always striving to meet goals they have set for themselves. Each classroom has a data board and will chart/graph items such as books read, and multiplication facts. Students will reflect on their data each quarter and set new goals for themselves.

#### **Procedures for Non-Instructional Routines:**

##### **Arrival**

When students arrive to school before 7:45, they will wait quietly in the gym or the cafeteria, where teachers are on duty. At 7:50, students may enter the classroom quietly and unpack. Students begin working on a morning activity while we wait for morning announcements to begin. Keep in mind the cafeteria offers breakfast for purchase starting at 7:20 and ending at 7:40.

##### **Dismissal**

**Every student has a tag attached to their bookbag that must be scanned out, per new district guidelines for the 2017-2018 school year.** Bus riders and after school care students will be dismissed when announced. Car riders will remain in the cafeteria until their number is called. **All students should be picked up by 3:00 pm.**

Transportation changes MUST be sent in writing; we are not allowed to change dismissal due to emails or phone calls!

##### **Changes in Address, Phone Numbers, and Dismissal Procedures:**

Please notify the teacher in writing of any changes in any of these areas as they occur.

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**Money**

All money needs to be sent to school in an envelope or Zip-Lock bag. It needs to be labeled, (lunch, field trip, etc.) and have the child's name on it. Lunch money should also have the child's lunch number on it (in the memo line on checks).

**Restroom Procedures**

The 5<sup>th</sup> grade classrooms have a bathroom for student use. Children may go to the restroom upon arrival, during independent work time, during transitions, and on an as-needed basis. Students will not use the restroom during large group instructional time unless it is an emergency.

**Lost and Found** We encourage parents to label lunch boxes, jackets, and sweaters. If they are left behind at school, please check the lost and found. Items not claimed may be donated to charity during the school year.

**Toys** or other items should not be brought to school unless requested by the teacher.

**Fire, Earthquake, and/or Tornado Drills**

Once a month, we will have a fire drill to ensure children know how to safely exit the building in case of an emergency. Drill procedures are posted in each classroom.

**South Carolina State Standards:**

A complete list of standards can be accessed through the South Carolina State Department Website through the links below:

Family Friendly Link to the state standards link -  
<http://www.scfriendlystandards.org/elementary.htm>

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**Tentative Scope and Sequence for the 2018-2019 School Year**

	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Math</b>	Understanding Volume  Developing Multiplication and Division Strategies  Using Equivalency to Add and Subtract Fractions  Expanding Understanding of Place Value to Decimals	Expanding Understanding of Place Value to Decimals  Understanding the Concept of Multiplying Fractions by Fractions  Comparing and Rounding Decimals  Interpreting Multiplying Fractions as Scaling  Developing the Concept of Dividing Unit Fractions	Solving Problems Involving Volume  Performing Operations with Decimals  Classifying Two-Dimensional Figures  Solving Problems with Fractional Quantities  Interpreting the Concept of Dividing Unit Fractions	Representing Algebraic Thinking  Exploring the Coordinate Plane  Finalizing Multiplication/Division with Whole Numbers  Finalizing multiplication and division of fractions.
<b>Science</b>	Scientific Process  Mixtures and Solutions	Life Science Ecosystems	Physical Science: Motion and Forces  Earth Science: Geologic Features of the Earth	Earth Science: Ocean Shore Zone  Life Science: Human Impact on the Environment
<b>Social Studies</b>	Reconstruction  Settlement of the West	Industrial Revolution & Immigration  Becoming a World Power	Prosperity and Depression  World War II  The Cold War Era	The Civil Rights Movement  Heading into the 21 <sup>st</sup> Century
<b>Reading</b>	<b>Fountas and Pinnell Introduction/Individualized Assessment</b> <ul style="list-style-type: none"> <li>Making book choices</li> <li>Thinking and Talking</li> </ul>	<b>Unit 2: Learning Through Reading</b> <ul style="list-style-type: none"> <li>Cause and Effect</li> <li>Questioning</li> <li>Characterization</li> <li>Visualizing</li> <li>Persuasion</li> </ul>	<b>Unit 4: Exploring Social Issues (Novel Studies)</b> <ul style="list-style-type: none"> <li>Author's Purpose</li> <li>Story Structure</li> <li>Infer/Predict</li> <li>Fact and Opinion</li> <li>Persuasion</li> <li>Summarize</li> </ul>	<b>Unit 6: Testing as a Genre-Reading</b>  <b>Unit 7: Author's Purpose and Point of View (Book Clubs)</b>

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	<p>about Reading</p> <ul style="list-style-type: none"> <li>• Fiction vs. Nonfiction Text</li> <li>• Responding to Reading</li> <li>• Good Reader Skills</li> </ul> <p><b>Unit 1: Launching Reading with Independence</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Story Structure</li> <li>• Text and Graphic Features</li> <li>• Compare and Contrast</li> <li>• Infer and Predict</li> <li>• Sequence of Events</li> <li>• Theme</li> <li>• Visualizing</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze/Evaluate</li> <li>• Conclusions/Generalizations</li> <li>• Infer/Predict</li> <li>• Main Ideas/Details</li> </ul> <p><b>Unit 3: Tackling Complex Texts (Book Clubs)</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Visualizing</li> <li>• Fact and Opinion</li> <li>• Questioning</li> <li>• Conclusion/Generalization</li> <li>• Analyze/Evaluate</li> <li>• Sequence of Events</li> <li>• Summarize</li> <li>• Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Characterization</li> <li>• Questioning</li> </ul> <p><b>Unit 5: Navigating Informational Text Sets</b></p> <ul style="list-style-type: none"> <li>• Sequence of Events</li> <li>• Visualize</li> <li>• Theme</li> <li>• Infer/Predict</li> <li>• Main Idea/Details</li> <li>• Summarize</li> <li>• Cause and Effect</li> <li>• Analyze/Evaluate</li> <li>• Author's Purpose</li> <li>• Monitor/Clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Text and Graphic Features</li> <li>• Visualize</li> <li>• Analyze/Evaluate</li> <li>• Theme</li> <li>• Fact and Opinion</li> <li>• Questioning</li> <li>• Conclusions/Generalizations</li> <li>• Infer/Predict</li> <li>• Main Idea/Details</li> <li>• Summarize</li> </ul>
<b>Writing</b>	<p><b>Getting Started</b></p> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Prewriting</li> <li>• Drafting</li> <li>• Editing</li> <li>• Revising</li> </ul> <p><b>Unit 1 – Narrative Writing: Narrative Craft (Small moment)</b></p> <ul style="list-style-type: none"> <li>• Finding a topic</li> </ul>	<p><b>Unit 3 – Informational Writing: Through the Lens of History</b></p> <ul style="list-style-type: none"> <li>• Using sequence words and transition words</li> <li>• Conveying the purpose</li> </ul>	<p><b>Unit 5 – Argument Writing-Literary/Comparative Essay</b></p> <ul style="list-style-type: none"> <li>• Creating a connection to the audience</li> <li>• Using Specific and accurate words</li> <li>• Capturing smooth and rhythmic flow</li> </ul>	<p><b>Unit 7 – Authoring an Independent Writing Life: Feature Articles</b></p> <ul style="list-style-type: none"> <li>• Choosing words that deepen meaning</li> <li>• Breaking the “rules” to create fluency</li> <li>• Trait Review</li> </ul> <p><b>Unit 8 – Wrapping Up the Year Project</b></p>

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	<ul style="list-style-type: none"> <li>• Creating a lead</li> <li>• Establishing a tone</li> </ul> <p><b>Unit 2 – Opinion Writing: Research Based Essays</b></p> <ul style="list-style-type: none"> <li>• Applying strong verbs</li> <li>• Crafting well-build sentences</li> <li>• Focusing the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting striking words and phrases</li> </ul> <p><b>Unit 4 – Narrative Writing (Crafting Memoirs)</b></p> <ul style="list-style-type: none"> <li>• Varying sentence types</li> <li>• Developing the topic</li> <li>• Body Structure</li> </ul>	<p><b>Unit 6 – Testing as a Genre: Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>• Narrowing a topic</li> <li>• Types of sources</li> <li>• Formatting a research paper</li> <li>• Creating a bibliography</li> <li>• Presentation of information</li> <li>• Using details</li> <li>• Endings</li> <li>• Creating Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting of myself as a writer</li> <li>• Reviewing my writing folder</li> <li>• Celebrating our accomplishments</li> <li>• Reflection</li> </ul>
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## Assessment and Evaluation of Students

Students are assessed in a variety of ways, including:

Checklists/Rubrics	Work Samples
Oral assessment	Journals
Teacher Observation	Class participation
Quizzes/Tests	Lab Activities
Student/Teacher Conferences	
Reading Benchmark Tests	

### The Grading Scale is as follows:

A=100-90  
 B= 89-80  
 C= 79-70  
 D= 69-60  
 F= 59-50

### Grading Percentages for each subject are:

## The School District of Greenville County Grade Weightings

Assessment is a key component of an instructional program. The following table lists the weightings of assignments and a MINIMUM NUMBERS OF ASSIGNMENTS expected in each category (shown in parenthesis). Examples of assignments are also listed where appropriate.

Level	Content Area	Minor	Major	Other
<b>Elementary</b>	<b>Reading</b>	<b>(7) 60%</b> Comprehension Strategies and Skills, Retelling Protocols, Responses to Literature, Observations, Checklists, Name Test, Portfolio, HM Theme Skills Test, etc.	<b>(2) 40%</b> Selection Assessments and Novel/Chapter Book Tests 20% Integrated Themes Skills Test 20%	
	<b>Language Arts</b> (Writing, Research, Communication and Language Skills)	<b>(5) 60%</b> Response Journals, Learning Logs, Writer's Craft, Writing Conventions, Writing Process, Writing Rubrics, Research Process, Reference Materials, Use of Technology, Presentation Rubrics, Writing Prompts, Constructed Responses, Anecdotal Records, Observation Checklists, etc.	<b>30% (2) Writing Portfolio</b> 1. <b>Major Test</b>	<b>Spelling: (8-9) 10%</b>
	<b>Math</b>	<b>(7) 60%</b> Grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	<b>(2) 40%</b> examples include: major tests, culminating projects, performance assessments, portfolios; grades should be based on subject-specific content knowledge, process	



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			skills including problem solving and communication	
	<b>Science</b>	<b>(5) 60%</b> Grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, science lab participation, science lab/class journal entries, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	<b>(2) 40%</b> major tests, culminating projects, performance assessments, portfolios, science fair projects; grades should be based on subject-specific content knowledge, process skills including problem solving and communication	
	<b>Social Studies</b>	<b>(5) 60%</b> Grades based on activities/assignments including quizzes, writing assignments, observation, checklists, extending/refining assignments; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills, effort	<b>(2) 40%</b> major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills	
	<b>Physical Education</b>	<b>80% Active Class Participation and Effort (1 grade/class meeting)</b> Students are on task and actively engaged in standards-based learning experiences. Effort refers to energy expended to achieve competency. Effort also includes teamwork, sportsmanship, cooperation, following procedures to complete tasks, and work completion. Students must be dressed for physical activity in order to participate safely in class activities. A participation grade should be documented each time the class meets.	<b>(2) 20% Standards-Based Assessments</b> These assessments may be formal or informal, written or performance oriented, projects, skill development, portfolios, rubrics, checklists, etc. At least 2 standards-based assessments should be recorded each quarter	
	<b>Art &amp; Music</b>	<b>80% Active Class Participation (1 grade/class meeting)</b> The following may be included within this category: students' on-task attention, following directions, work with other students, taking care of materials/instruments, wise use of time on projects, minor quizzes or projects, homework or required outside activities.	<b>(2) 20% Standards-Based Assessments</b> Included within this category are larger standards-based projects or performances, portfolios or group based activities, based on rubrics or	

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			established guidelines within the discipline.	
	<b>Modern Languages</b>	<b>(5) 60%</b> Interpretive Tasks (20%) one way listening or reading such as a news broadcast; Interpersonal Tasks (20%) two way speaking activity such as interview; Presentational Tasks (20%) formal speaking or writing activity for an audience	<b>(2) 40%</b> Interpretive Tasks (10%) one way listening or reading such as a news broadcast; Interpersonal Tasks (20%) two way speaking activity such as interview; Presentational Tasks (10%) formal speaking or writing activity for an audience	