



**Welcome to
Parent
Information Night!**

5th Grade
Team

Meet the team



Jeremy Prater

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Marissa Wyrick

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Sy Miller

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Jessica Bush

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Schedule

8:10-8:35- Arrival

8:35-9:20- PBL

9:20-10:05- Specials

10:05-12:05- ELA/S.S. or
Math/Science

12:05-12:35- Lunch

12:35-1:05- Recess

1:05-1:30- Learning Lab

1:30-3:18- ELA/S.S. or Math/Science

Math

Teachers:
Jeremy Prater
and Sy Miller

- Emphasis on “knowing math” not just doing math
- Showing work, writing explanations
- Eureka resource
- Lesson videos
- Warm-ups
- Math workshop
- Homework- focus on review and time management

Accelerated Math

Teacher:
Sy Miller

- Covering 5th and 6th grade standards
- Application of math skill importance
- Exams at the end of each quarter
- Homework most days
- Quizzes occur often

Science

Teachers:

**Jeremy Prater
and Sy Miller**

Much of the class is learning through hands-on activities, collaborative projects and researching using technology.

Assessments occur periodically. We are really going to work on helping students demonstrate their learning.

Social Studies

Teachers:
Jessica Bush
and Marissa
Wyrick

- An emphasis will be on developing global and cultural awareness
- Content standards focus on geography and ancient civilizations in the Western Hemisphere
- Social Justice standards will be incorporated in all areas of the curriculum

Project Based Learning (PBL)

We are excited to implement Project-Based Learning this year to provide an opportunity for the students to make connections between subject-areas, emphasizing science and social studies standards incorporating reading, writing, and math skills. **This does not replace science and social studies classes**, but rather, allows the students to deepen their understanding of concepts introduced in those classes.

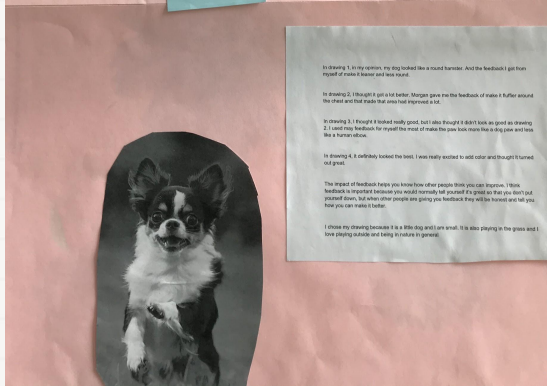
A chance for kids to drive their learning, problem-solve, collaborate, give and receive feedback, develop creativity and take risks.



make the body raised
not so round
and not round
make the dog
have more
hair and
not round

eyes are
like ()
from the dog
body and
above the
make it
fluffy or
around
the chest

The Legs



In drawing 1, in my opinion, my dog looked like a round bun. And the feedback I got from myself of course I was not happy.

In drawing 2, I thought I got it in better. My dog gave me the feedback of make it fluffier around the chest and that made me feel happy.

In drawing 3, I thought I looked really good, but when I thought I didn't look so good in drawing 2, I used the feedback to myself the most of make the dog look more like a dog and less like a bun.

In drawing 4, I definitely looked the best. I was really excited to see what my teacher thought I looked out great.

The impact of feedback helps you know how other people think you can improve. I think feedback is important because you should always be proud of what you do but you don't just put it down, but when other people are giving you feedback they will be happy and so you feel you can make it better.

I chose my drawing because it is a black dog and it is small. It is also playing in the grass and I love playing outside and being in nature.

ELA

Teachers:
Jessica Bush
and Marissa
Wyrick

Reading

- Workshop approach
- Read alouds
- Mini-lessons
- Independent reading - conferencing, small group work
- Focus on diverse texts
- Share time
- Read 30 min nightly

Writing

- Workshop approach - Being a Writer (resource)
- 6 Traits of Writing
 - Overall development, Organization, Support, Word Choice, Sentences, Mechanics
- Writing Process
 - Prewrite, Draft, Revise, Revise, Revise, Edit, Publish

Word Work

- Vocabulary
 - Quizlet
 - Greek & Latin Roots
- Grammar
 - Sentence structure
 - Punctuation
 - Mentor sentences

Intervention Specialists



Zach Conkle

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Heidi Lehman

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Jay Roden

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- Provides specialized instruction for students with individual education plans
- Small group reteaching of skills and strategies
- Working on ways to support all students in the classroom and remote learning.
- Collaborates with 5th grade team

Communications

Schoology- calendar, assignments, resources, information

Planner- calendar, weekly view of assignments

Weekly Newsletter- Information on elementary events, subject overview, assignments, schedule changes...

Twitter- @ME_fifthgrade #MEMoments

Email- questions, concerns, communication

What do we
REALLY want
students to
learn?



The infographic is divided into three vertical sections. The left section is blue and shows a tiger in a zoo enclosure with the text "NO GROWTH". The middle section is orange and lists "KEY POINTS" for "LIVING IN THE WILD", including "THE HARD", "THE NOT SAFE", "THE NOT EASY APPROACH", and "THE APPROACH THAT INVOLVED STRUGGLE". Below this, it lists "LIVING IN THE ZOO" with "THE EASY AND SAFE APPROACH". The right section is green and shows the tiger in a natural habitat with the text "GROWTH".

Living in the Wild	Living in the Zoo
THE HARD	THE EASY AND SAFE APPROACH
THE NOT SAFE	
THE NOT EASY APPROACH	
THE APPROACH THAT INVOLVED STRUGGLE	

Patience & Grace

