



Welcome to 5th Grade

Lisbon Elementary
2023-2024



Our Team



5th Grade

Laura Hook (ITL)
Cinnamon Curtis
Erica Petrella
Suzanne Menner (Paraeducator)



GT

Jodi O'Connor
AJ Nath



RELATED SERVICES

Kandis Bailey
Annette Meyers
Alicia Hansen

Schedule

9:05-9:15	Arrival
9:15-9:30	SEL
9:30-10:30	Related Arts
10:30-11:45	Math
11:45-12:45	Content (Snack)
12:45-1:15	Lunch
1:15-1:45	Recess
1:45-3:40	Language Arts
3:40-3:45	Pack Up
	Dismissal



Snack Procedures

- Nut-free
- Small portion - 1 item
- Working while we eat
- Snack Ideas
 - Pretzels/crackers/chips
 - Grapes
 - Veggies
 - Granola bars



Canvas: What to Expect



Course Homepage:

Overview

Student privacy information

Resources



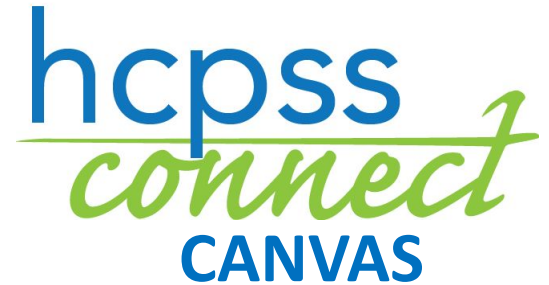
Calendar dates/events

Assignments and Gradebook

Announcements



Direct Messaging (Inbox)



Canvas courses for preK-8 students have a more simplified interface than high school. When selecting a child, you will see the same layout as that child sees in Canvas.

Have Canvas Questions? Click the **Canvas Student & Parent Orientation** link under the Help icon on the Canvas homepage



Help

Procedures for 5th Grade

- ▶ **Take Home Folder**
 - School/PTA information
- ▶ **Students bring Math binder (GT folder) and Math journal to and from school**
- ▶ **Homework**
 - Read each night- no logs
 - Math varies by content and class
- ▶ **Student Planners**
 - Starting in September

Organization for

Binders

- ▶ **2 Binders**
 - ELA and Math
 - Dividers for each
 - Organized in class
- ▶ **Journals**
 - All subjects

5th Grade

Other Materials

- ▶ **Folders**
 - Content and Graded assignments
- ▶ **Refresh supplies throughout the year**

What Your Child Will Learn Guides



On Canvas via
HCPSS Connect

www.hcpss.org/connect

Curriculum content
overview for each

- Grade (PreK – 5)
- Subject area

Math

~Flexible Grouping~

Grade 5

- ▷ Place Value and Decimals
- ▷ Fractions
- ▷ Division with Fractions
- ▷ Measurement
- ▷ Geometry
- ▷ Numerical Expressions and Patterns

Grade 6

- ▷ The Number System
- ▷ Expressions and Equations
- ▷ Ratio and Proportion
- ▷ Geometry
- ▷ Statistics and Probability

Language Arts



Reading

- ▷ Increased Text Complexity
- ▷ Close Reading
- ▷ Flexible Grouping
- ▷ Text Dependent Questions
- ▷ Selected response/written response
- ▷ Essays
- ▷ Focused independent reading and writing
- ▷ Language Mechanics
- ▷ Word Study



Writing

- ▷ Narrative
- ▷ Informative
- ▷ Opinion
- ▷ Speech
- ▷ Poetry



Language Mechanics

- ▷ Grammar usage when writing and speaking
- ▷ Capitalization, punctuation, and spelling when writing
- ▷ Use knowledge of language and its conventions when writing, speaking, reading, and listening

Social Studies

Quarter 1



The U.S. Constitution

- ▶ How does the U.S. Constitution balance the powers of government?

Quarter 2



Our Changing Nation

- ▶ How did our government meet the challenges of a changing nation?

Quarter 3



Defending Freedom

- ▶ How did people work to advance civil rights for all?



Quarter 4



We the People Today

- ▶ How is the government evolving to explain the meaning of "We the People"?

Simulated Congressional Hearing (SCH)

Science



Quarter 1
Earth Systems

Quarter 2
Patterns in
Space

Quarter 3
Structure and
Properties of
Matter

Quarter 4
Matter and
Energy in
Ecosystems

Health

Social and
Emotional
Health



Violence
Prevention



Puberty
Education



Substance
Abuse
Prevention



We **ROAR**
with pride!

Respectful
Organized
Always Safe
Responsible

-Behavioral Expectations-



What is PBIS?



PBIS is a **framework** or approach for assisting school personnel in **adopting and organizing evidence-based behavioral interventions** into an integrated continuum through defining, teaching, and **acknowledging behavioral expectations**.



By **reinforcing positive behaviors**, schools find that teachers **spend more time teaching**, as class disruptions, office referrals and suspensions are reduced.

PBIS = Positive Behavioral Interventions & Supports

The Howard County Public School System has been involved with PBIS since 1999.



PBIS supports the success of all students.



More information at:
<http://www.pbismaryland.org/>

ROAR!

RESPECTFUL:

- Take turns talking
- Listen politely
- Treat others' ideas, feelings, and property with kindness and courtesy
- Use encouraging, polite, and kind words
- Respect others and yourself



ROAR!

ORGANIZED:

- Make sure you are prepared and have all necessary materials
- Keep materials in the appropriate places
- Help clean up materials that have been used



ROAR!

ALWAYS SAFE:

- Keep hands and feet to self
- Stay in assigned seats and areas
- Use furniture and supplies appropriately
- Follow safety procedures



ROAR!

RESPONSIBLE:

- Follow directions
- Be honest
- Follow the rules



ROAR Behavior Hierarchy

-elements of our PBIS program-

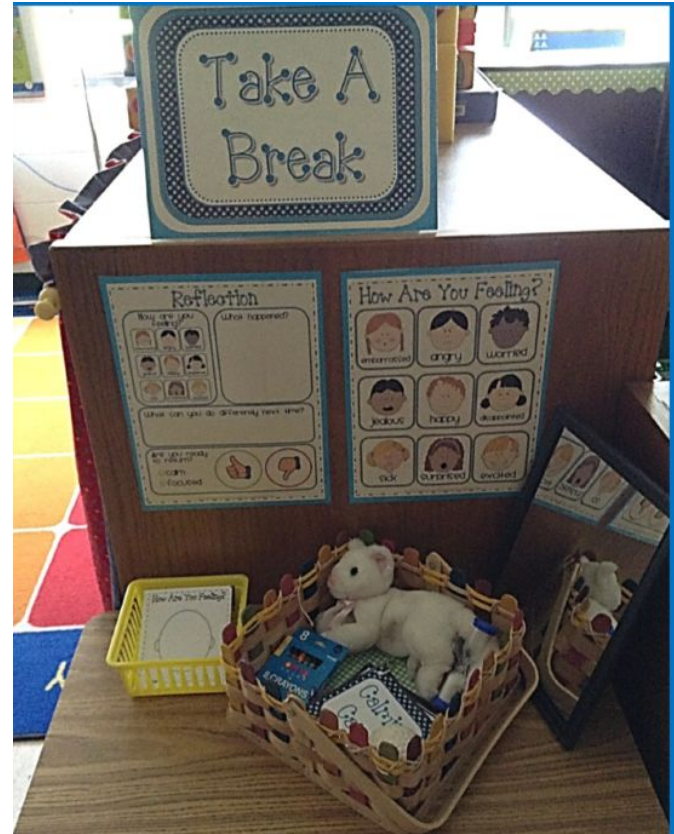
- **ROAR**ing Positive Behavior
- Verbal Warning
- Reset #1
- Suggest Break Space
- Self Check (not a consequence)
- Incident Referral (administration tracks & reviews these)

Break
Space



Break Space Use

- A space to decompress or think about making better choices
- Available in each room
- Not a consequence
- Student or teacher initiated
- Timer
- All students visit during first 2 weeks of school



Self-Check Form





Lisbon Elementary School
Student Self-Check Form
 (intermediate grades)



Student Name: _____ Date: _____ Time: _____

This self-check form is a way for students to work with a staff member to improve and strengthen ROAR expectations in the school setting. It **IS NOT** a consequence. A self-check allows students to stop and think about choices as well as share with families at home areas we are working on at school. With our help and support, we can work together to help teach your student the expectations so that our student may learn in the school setting to his/her fullest potential. Your help and support is appreciated!

This is what happened:

Circle the school expectation involved (*circle all that apply*):

Respectful Organized Always safe Responsible

Explain why you responded the way you did by finishing the sentence: **I wanted...**

- attention from an adult or another child
- to let _____ know I was angry.
- help with my work.
- to get away from _____.
- something that someone else had.
- to avoid doing my work.
- help doing my work.
- other (describe what you wanted): _____.

This is how I plan to make a better choice the next time I feel the same way:

Student Signature: _____

Staff Member Signature: _____

Staff Interventions Attempted Before Self-Check Form (to be completed by staff member)

___Redirection ___Verbal Warning ___Other: _____

Staff Comments: _____

Parent/Guardian Signature: _____ (Please sign & return form to school)

Distribution: Parent- white Staff Member- yellow LES PBIS: Self Check Form, intermediate grades/2022

Self-Check Form

What it Is/Isn't

- Communication tool used for conversation, record keeping, & family notification.
- Not a consequence: used to guide discussions regarding behaviors.
- Provides students with a way to reflect on their behavior & how to intentionally change it.

Incident Report

(replaces what was known as a M.I.R.)





Incident Report/Staff Documentation

Date Entered: ___/___/___

Student Name: _____ Grade: ___ Date of Incident: ___/___/___ Time: _____

Referring Staff Member: _____ Class: _____ Location: _____

* If the student has an IEP, 504, BIP or receives Alternative Education services, staff should consult with the student's case manager.

Staff Action(s) prior to assigning an Incident Report

- | | | |
|---|--|--|
| <input type="checkbox"/> Reminders/Prompting | <input type="checkbox"/> Community Building | <input type="checkbox"/> SEL Instruction |
| <input type="checkbox"/> Offer Help/Support | <input type="checkbox"/> Parent/Guardian Phone Call | <input type="checkbox"/> Skill Building with SST Staff |
| <input type="checkbox"/> Private Conversation | <input type="checkbox"/> Consultation with SST Staff | <input type="checkbox"/> Other: _____ |

Observed Behavior

- | | | |
|--|--|---|
| <input type="checkbox"/> Absent from Class without Permission | <input type="checkbox"/> Drugs - Controlled Substances | <input type="checkbox"/> Sexual Attack |
| <input type="checkbox"/> Academic Dishonesty | <input type="checkbox"/> Drugs - Inhalants | <input type="checkbox"/> Sexual Discrimination/ Harassment/Misconduct |
| <input type="checkbox"/> Alcohol Violation | <input type="checkbox"/> Electronics - Inappropriate use | <input type="checkbox"/> Stalking |
| <input type="checkbox"/> Arson/Fire Violation | <input type="checkbox"/> Explosives | <input type="checkbox"/> Tardiness |
| <input type="checkbox"/> Attack on Staff | <input type="checkbox"/> Extortion | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Attack on Student | <input type="checkbox"/> False Alarms/Threats | <input type="checkbox"/> Threat to Adults |
| <input type="checkbox"/> Bullying, Cyberbullying, Harassment, Intimidation | <input type="checkbox"/> Fighting | <input type="checkbox"/> Threat to Students |
| <input type="checkbox"/> Destruction of Property | <input type="checkbox"/> Gambling | <input type="checkbox"/> Tobacco Violation |
| <input type="checkbox"/> Discrimination | <input type="checkbox"/> Gang Activity | <input type="checkbox"/> Trespassing Violation |
| <input type="checkbox"/> Disrespect: Adult or Peer | <input type="checkbox"/> Leaving School Grounds without Permission | <input type="checkbox"/> Truancy |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Serious Bodily Injury | <input type="checkbox"/> Weapons - Other Guns |
| <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Sexual Activity | <input type="checkbox"/> Weapons - Other Weapons |

Staff member's description of the incident in observable terms (please refrain from using other student names):

Referring Staff Member and Student Discussion

* Student has the option of speaking with an administrator or student services staff member

Student's description of the incident in their own words (staff may write for the student if the student requests):

Discussion Summary (What do you need moving forward? How can staff support you? Is there anything you need to do to make things better?)

Discussed with: _____

I decline to process the situation (written and/or verbal). Student Name/Signature: _____

Action(s) Taken: Phone Call Spoke to: _____ I left a message for: _____

- | | | |
|---|---|--|
| <input type="checkbox"/> Extended School Day: | <input type="checkbox"/> Loss of Privileges | <input type="checkbox"/> Parent/Guardian Formal Conference |
| <input type="checkbox"/> Before <input type="checkbox"/> Lunch <input type="checkbox"/> After | Explain: _____ | |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> School Community Service | <input type="checkbox"/> Other: _____ |

Exclusion - Location: _____ Duration: _____ Minutes (cannot exceed 30 minutes)

Referral to School Administration

Administrator Follow-Up (if applicable) Administrator Name: _____

Action Taken: _____

Determined to be Office Disciplinary Report Yes No

Staff signature _____ Parent/guardian signature (if box is checked) _____ Date: ___/___/___

Distribution: White - Parent/Guardian Yellow - School Use Pink - Referring staff member SA 4701-01-39502022

Incident Report

- New for 2023-24
- County-wide, the Incident Report replaces the Minor Incident Reports (MIR).
- Staff completes with the student AFTER multiple resets, conversations, and a Self-Check form has been provided.
- Families will receive a phone call from the teacher regarding the incident & the form will be sent home for a guardian's signature.
- While tracked by administration, this does not become part of the student's permanent record.

ROAR Rewards



Rewarding Students for Positively Demonstrating Expectations

ROAR Coupons

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

- Respectful
- Organized



- Always Safe
- Responsible


LISBON ELEMENTARY

ROAR Store

- In class, non-tangible rewards
- Menu of prizes created by grade level; ideas include:
 - hat day
 - pj day
 - board game day
 - extra recess

Rewarding Students for Positively Demonstrating Expectations

Happy Go-Home Notes

 **Happy Go Home Note**
Just a note to say...
_____ had an
outstanding day!

Behavior:

<input type="checkbox"/> Demonstrated Morning Meeting Topic of the Week	<input type="checkbox"/> Followed Directions
<input type="checkbox"/> Listened Attentively	<input type="checkbox"/> Shared With Others
<input type="checkbox"/> Hands and Feet to Self	<input type="checkbox"/> Quiet at Work Time
<input type="checkbox"/> Took Turns	<input type="checkbox"/> Quiet in the Hall
<input type="checkbox"/> Helped a Friend	<input type="checkbox"/> Used Kind Words
<input type="checkbox"/> Cleaned Up Area	<input type="checkbox"/> Tried Hard to Learn
<input type="checkbox"/> Used Materials Safely	<input type="checkbox"/> Showed Respect
<input type="checkbox"/> Worked Neatly	<input type="checkbox"/> Showed Safety
<input type="checkbox"/> Showed Responsibility	

Comments:

Teacher: _____

Pride Awards

- Quarterly celebrations acknowledging ROARING behaviors, honor roll, & principal's honor roll.
 - Paw: No IRs
 - Gold Pencil: Honor Roll
 - Blue Pencil: Principal's Honor Roll

Rewarding Students for Positively Demonstrating Expectations

Golden Lion Week



- 2 special weeks out of the year, only Golden Tickets will be used
- Each day of the week focuses on a specified desired behavior
- Students who enter their tickets into their grade's basket may randomly be announced as a Golden Lion & get to sport spirited LES neckwear for the day!
- One ultimate Golden Lion + 4 Golden Lions each day per grade
- Tentative Dates:
 - Week 1 = mid-December
 - Week 2 = mid-March
 - Pop-Up Days = 3 in 2024

Rewarding Students for Positively Demonstrating Expectations

Quarterly Celebrations



- Grade-level celebrations on the half days that end each quarter
- Students have a voice & choice in most of the activities
- Activities may include:
 - a grade-level celebration such as extra recess
 - a team-building activity like a tower-building challenge
 - cross-age buddy activity like reading or BINGO
 - development & presentation of classroom awards

In the Classroom:



Morning Meetings & Class Meetings

- Allows the class to greet one another and work on common goals
- Focuses on social-emotional development
- Offers students a voice
- Allows for the opportunity to further develop empathy and community in the classroom
- Occurs daily to discuss classroom goals and to work on social problem solving skills

Related Arts

All Related Arts schedule will be on a rainbow schedule.

September 2023

Calendar is subject to change. Please visit www.hpsd.org for the most recent version.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 blue	2
3	4 Labor Day Schools and offices closed (State recesses holiday)	5 red	6 orange	7 yellow BOE Meeting 4 pm Presentation of FY23 Capital Budget & FY 23-26 Capital Improve. Prog. 7 pm	8 green	9
10	11 blue	12 red	13 orange	14 yellow	15	16
17	18 green	19 blue	20 red	21 orange	22 yellow Schools and offices closed	23
24	25	26 green	27 blue	28 red	29 orange	30

Related Arts Team

Media Mrs. Hastings

Integrated lessons;
radical researching;
engineer design;
sharing a love of
literature

Art Mrs. Giro

Experience all
different kinds of
art mediums and
art styles.

Physical Education Mrs. Lindauere & Mrs. Wasson

- Participation in
Fundamental
Movement, Creative
Movement and
Skill-Themed
Activities.

Related Arts Team

Technology Mrs. Bennett

Google Docs, Coding
Robots, Breakout
Boxes engineering
challenges and more!

Instrumental Music

Mr. Carter

STRINGS - Open to
all 3rd, 4th & 5th
students.

BAND - Open to all
4th & 5th students.

Music Mrs. Trueblood

- K-5 singing,
dancing, and
playing classroom
instruments!

CHORUS * BAND * ORCHESTRA

Chorus Director: Mrs. Trueblood

Band and Orchestra Director: Mr. Carter

CHORUS

Available to all 4th and 5th grade students

BAND

Available to all 4th and 5th grade students

ORCHESTRA

Available to all 3rd, 4th and 5th grade students

Registration information will be sent home the first week of school.

Donations

Sticky notes, glue sticks, index cards and tissues are very much appreciated throughout the year

Recyclable materials for science, end-of-the year celebration, and/or craft supplies will be advertised by Canvas or email.

