Welcome to 5th Grade

Lisbon Elementary
2025-2026

Our Team

5th Grade	Laura Hook (ITL) Cinnamon Curtis Erica Valenstein Breanne Shaw (Paraeducator)
GT	Laura Register
RELATED SERVICES	Shannon Jones Ann Marie Mathews Alicia Hansen

Schedule

9:00-9:15   Arrival
9:15-10:15   Related Arts
10:15-10:30 SEL
10:30-11:45 Math
11:45-12:45 Language Arts
12:45-1:15   Lunch
1:15-1:45   Recess
1:45-2:45   Language Arts
2:45-3:40   Content
3:40-3:45   Pack Up
3:45-4:00   Dismissal

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 5th Grade

Binders

▷ **2 Binders**
  ○ **ELA and Math**
  ○ **Dividers for each**
  ○ **Organized in class**
▷ **6 Journals**
  ○ **All subjects**

Other Materials

▷ **Folders**
  ○ **Content and Graded assignments**
▷ **Refresh supplies throughout the year**

Canvas: What to Expect

Course Homepage:

    Overview

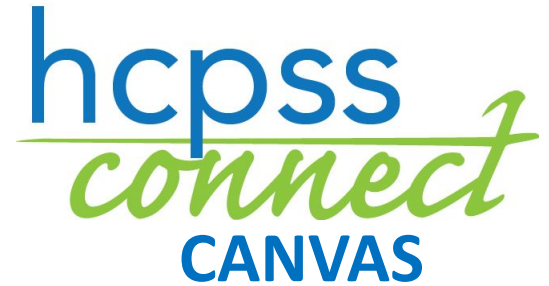   Student privacy information

    Resources

Calendar dates/events

Assignments and Gradebook

Announcements

Direct Messaging (Inbox)

hcpss connect **CANVAS**

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

What is Standards Based Instruction and Reporting?

1. Outlines consistent standards to be taught, is focused on learning goals, and sets purpose.

2. Reports student achievement *in reference to the standards they are taught* with consistent scoring practices.

3. Supports all students in reaching the standards.

4. Progress is reported compared to a standard - not compared to other students.

5. Is equitable.

(Feldman, 2017; Brookhart 1994; Guskey, 2011; Guskey and Brookhart, 2019)

What Do Academic Grades Look Like?

Progress toward meeting grade level standards will be reported based on multiple measures including, but not limited to, teacher observation, formal and informal assessments, classwork, and projects.

A - ***Consistently*** meets expectations (90% or higher)

B - ***Frequently*** meets expectations (89% - 80%)

C - ***Making sufficient progress*** toward expectations (79% - 70%)

D - ***Making insufficient progress*** toward expectations (69% - 40%)

E - ***Limited / No progress*** toward expectations (39% or below)

Academic Reporting Codes

How often are grades reported for each subject?

Subject Areas are reported QUARTERLY
Related Arts are reported SEMESTERLY.

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

Grade 5

▷ **Finding Volume**

▷ **Fractions as Quotients and Fraction Multiplication**

▷ **Multiply and Divide Fractions**

▷ **Multi-Digit Multiplication and Division**

▷ **Place Value and Decimal Computation**

▷ **Decimal and Fraction Computation**

▷ **Shapes on a Coordinate Plane**

Grade 6

▷ **Area/Surface Area**

▷ **Ratios/Unit Rates/Percents**

▷ **Dividing Fractions**

▷ **Decimals**

▷ **Expressions and Equations**

▷ **Rational Numbers**

▷ **Data Set and Distributions**

IM K-5 MATH™ by Kendall Hunt

Grade 5

STUDENT GUIDE

5 UNITS 1-2

Illustrative Mathematics

https://im.kendallhunt.com/k5/families/grade-5/units.html

Language Arts

Into Reading Program

▷ **Foundational Skills**

▷ **Vocabulary**

▷ **Spelling**

▷ **Whole Group Reading**

▷ **Small Group Reading**

▷ **Fluency**

▷ **Independent Daily Reading (IDR)**

Writing

▷ **Narrative**

▷ **Informative**

▷ **Opinion**

▷ **Speech**

▷ **Poetry**

ELA Extras

▷ **Flexible grouping**

▷ **Increased text complexity**

▷ **Text dependent questions with written responses**

▷ **Multi-paragraph essays**

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

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.

PBIS = Positive Behavioral Interventions & Supports

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

HCPSS 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
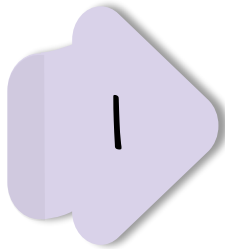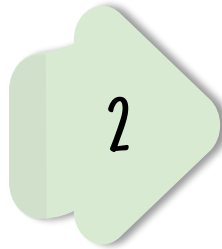- Use furniture and supplies appropriately
- Follow safety procedures

ROAR

Responsible:

- Follow directions
- Be honest
- Follow the rules

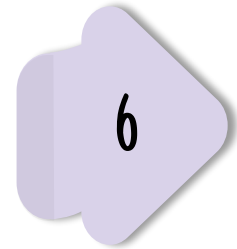# ROAR Behavior Hierarchy

1 ROARing Positive Behavior

2 Verbal Warning

3 Reset #1

4 Suggest Break Space

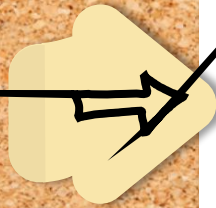**5** Self Check (not a consequence)

6 Incident Report (admin tracks and reviews)

Break Space

Break Space Use

- A space to decompress or think about making better choices

- Available in each room

- <u>Not</u> a consequence

- Student or teacher initiated

- Timer

- All students visit during first 2 weeks of school

Self Check Form

Self Check Form

- 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.

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   **O**rganized   **A**lways safe   **R**esponsible

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

Incident Report

Incident Report

- Staff completes with the student <u>AFTER</u> multiple resets, conversations, and a Self-Check form has been provided.

- Families <u>will receive a phone call</u> from the teacher regarding the incident & the form will be sent home for a guardian's signature.

- While tracked by administration, this <u>does not</u> become part of the student's permanent record.

- If Administrator follow-up is requested by the teacher and your student's action is determined to be an Office Referral, administration will follow up with you. This <u>does</u> become a part of the student's permanent record.

SLIDESMANIA.COM

Howard County Public School System — **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

- ☐ Reminder(s)/Prompting
- ☐ Offer Help/Support
- ☐ Private Conversation
- ☐ Community Building
- ☐ Parent/Guardian Phone Call
- ☐ Consultation with SST Staff
- ☐ SEL Instruction
- ☐ Skill Building with SST Staff
- ☐ Other:_____

Observed Behavior

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

- ☐ Extended School Day
  - ☐ Before ☐ Lunch ☐ After
  - ☐ Other:_____
- ☐ Loss of Privileges
  - Explain:_____
- ☐ School Community Service
- ☐ Parent/Guardian Formal Conference
- ☐ 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
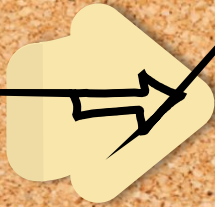
Distribution: White - Parent/Guardian   Yellow - School Use   Pink - Referring staff member   SA 4701-01-39502022

ROAR Celebrations

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 classroom/grade level; ideas include:
  - Bring a stuffie to school
  - HW pass
  - Use a pen for a day
  - Sit at the teacher's desk
  - Lunch bunch with teacher

Pride Awards

Quarterly Celebration

Acknowledging:

- ROARing behaviors
- Honor roll
- Principal's honor roll

Students receive:

- **Paw**: No Incident Report forms
- **Gold** Pencil: Honor Roll
- **Blue** Pencil: Principal's Honor Roll

Celebrations

Happy Go Home Notes

Happy Go Home Note

Just a note to say...

_____ had an
outstanding day!

Behavior:

0 Demonstrated Morning Meeting Topic of the Week

0 Listened Attentively
0 Hands and Feet to Self
0 Took Turns
0 Helped a Friend
0 Cleaned Up Area
0 Used Materials Safely
0 Worked Neatly
0 Showed Responsibility

0 Followed Directions
0 Shared With Others
0 Quiet at Work Time
0 Quiet in the Hall
0 Used Kind Words
0 Tried Hard to Learn
0 Showed Respect
0 Showed Safety

Comments:

_____
_____
_____
_____

Teacher: _____

Birthday Announcements

- Announced during the morning announcements
- Pencil/Sticker from teacher
- Summer birthdays:
  - August birthdays will be announced during the first week of school in 2024
  - late June/ July birthdays will be announced during the last week of school in 2025

More Celebrations

Golden Lion

- Only Golden coupons will be used
- Day focuses on specific desired behavior
- Random winners chosen from class and grade level baskets
- 1 Ultimate Lion + 4 Golden Lions, per grade, per day
- Tentative Dates:
    - Week 1: mid-December
    - Week 2: mid-March
    - Pop Up Days

Lion Day

- Celebration at the end of each quarter
- Activities may include:
    - Grade level celebration
    - Team building activity
    - Cross-age buddy activities
    - Development & presentation of individual awards

Social Emotional Learning (SEL)

SEL

Allows the class to greet one another and work on common goals

Focuses on social-emotional development

Offers student voice

Allows for the opportunity to further develop empathy and belonging in the classroom

Occurs <u>daily</u> 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 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 **Schools & Offices Closed*** Labor Day	2 RED	3 ORANGE	4 YELLOW	5 GREEN	6
7	8 BLUE	9 RED	10 ORANGE	11 YELLOW	12 GREEN	13
14	15 BLUE	16 RED	17 ORANGE **Schools Close 3 Hours Early No half-day pre-K/RECC** Professional Learning & Wellness Day (can day to withdraw from 1T sem. HS credited course without penalty)	18 YELLOW	19 GREEN	20
21	22 BLUE	23 **Schools & Offices Closed** Rosh Hashanah	24 RED	25 ORANGE	26 YELLOW	27
28	29 GREEN	30 BLUE Last day to withdraw from full year HS credited course without penalty	*State-Mandated Public School Holiday The HCPSS academic calendar is subject to change. Additional HCPSS calendars can be found online at www. hcpss.org/calendar. This document was updated for the final time May 23, 2025. Any further updates will be reflected in the online calendar.			

Related Arts Team

Art
Mrs. Giro

Experience all different kinds of art mediums and art styles.

Media
Mrs. Hastings

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

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 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. Roseblood

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 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.

Stay Connected with Talking   Points!

- Talking Points is a free tool for teachers and families.

- Send and receive messages in your language.

- Messages are translated automatically.

- You can reply in your language.

¡Manténgase conectado con Talking Points!

- Talking Points es una herramienta gratuita para profesores y familias.

- Envía y recibe mensajes en tu idioma.

- Los mensajes se traducen automáticamente.

- Puedes responder en tu idioma.

How to Get Started

1. You will get a text or app invite from your school.

2. Reply to the message or download the free Talking Points app.

3. Choose your language.

4. Start messaging your teacher!

Cómo empezar

1. Recibirás una invitación por mensaje de texto o aplicación de tu escuela.

2. Responde al mensaje o descarga la aplicación gratuita Talking Points.

3. Elige tu idioma.

4. ¡Empieza a enviarle mensajes a tu profesor!

Please select your language. TalkingPoints will auto-translate all your messages.

English ▾

NEXT

¡Prueba TalkingPoints en tu teléfono!

¡Descarga la aplicación móvil y utiliza TalkingPoint sobre la marcha! Escanea un código QR con tu teléfono para descargar la aplicación.

 iOS   Android

Try TalkingPoints on your phone!

Download the mobile app and use TalkingPoint on the go! Scan a QR code with your phone to download the app.

 iOS   Android

Questions/Concerns

▷ **Phone calls**
  ○ **8:30-8:50am or 3:55-4:05pm**
▷ **Canvas**
  ○ **Announcements**
  ○ **Inbox**
  ○ **Calendar Events**
▷ **Email**
  ○ cinnamon_curtis@hcpss.org
  ○ laura_b_hook@hcpss.org
  ○ erica_valenstein@hcpss.org