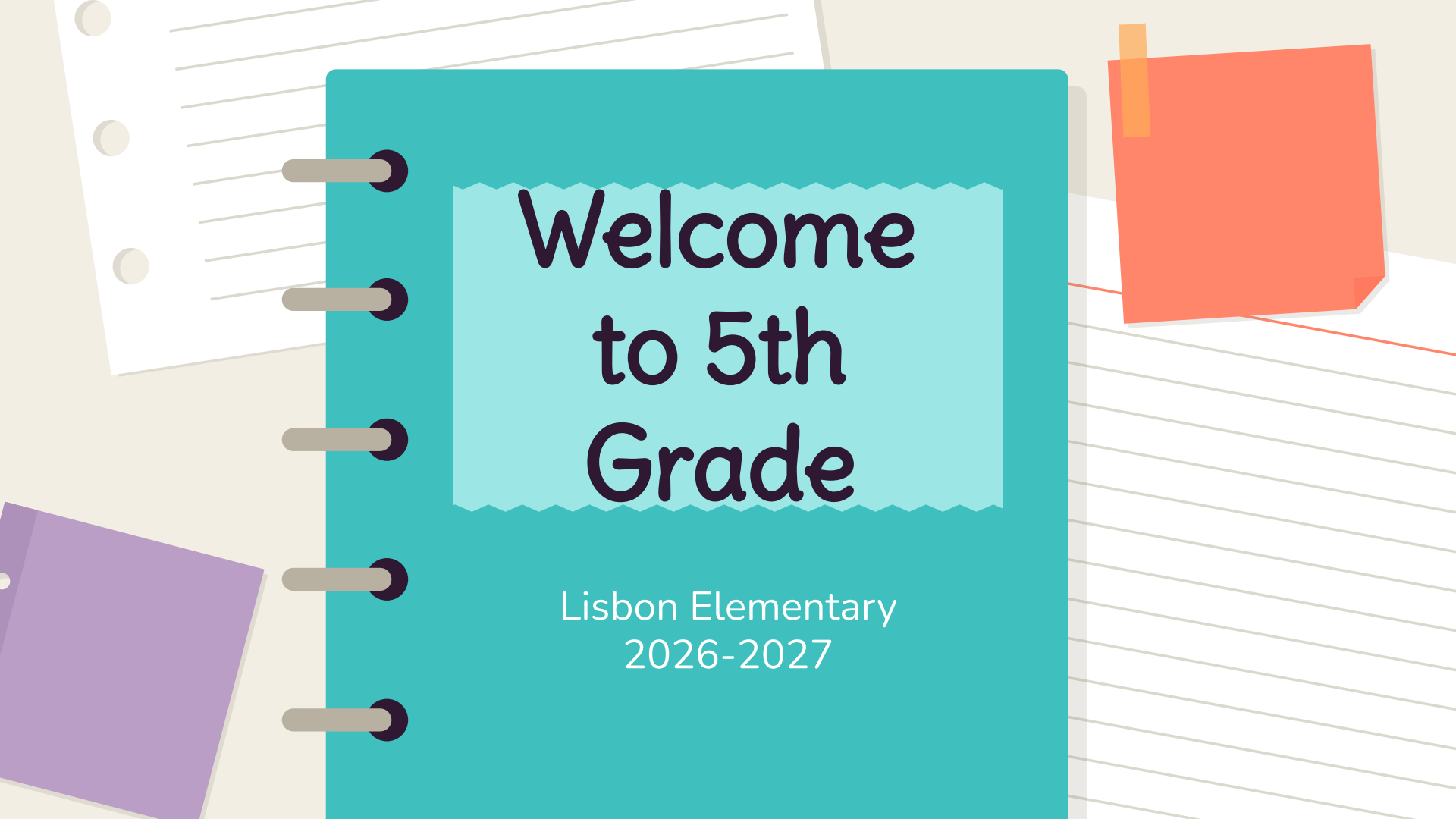




Welcome to 5th Grade

Lisbon Elementary
2026-2027



Our Team



5th Grade

Laura Hook (ITL)
Cinnamon Curtis
Erica Valenstein
Breanne Shaw (Paraeducator)

AAP

Laura Register

RELATED SERVICES

Shannon Jones
Ann Marie Mathews
Alicia Hansen

Schedule

9:00-9:15	Arrival
9:15-9:30	SEL
9:30-10:30	Related Arts
10:30-11:25	Content (*snack)
11:25-1:00	Language Arts
1:00-1:30	Lunch
1:30-2:00	Recess
2:00-2:25	Language Arts
2:25-3:40	Math
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/Current Events
 - 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
- ▶ **6 Journals**
 - All subjects

5th Grade

Other Materials

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

Canvas: What to Expect



Course Homepage:



Overview



Student privacy information



Resources



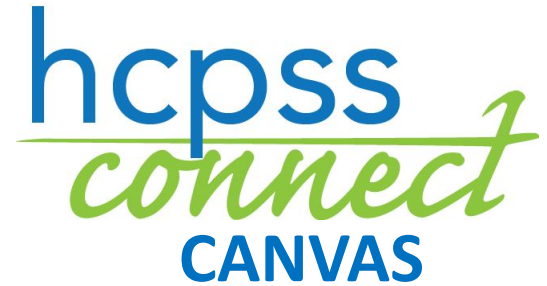
Calendar dates/events



Assignments and Gradebook

Announcements

Direct Messaging (Inbox)



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.



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.

ART	REPORTING PERIOD	
	2	4
Generates and reflects on a variety of ideas to develop personal solutions		
Uses design strategies, reflects on and refines work to ensure quality		
INSTRUCTIONAL TECHNOLOGY		
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies		
Demonstrates proficient use of technology operations and computing systems		
LIBRARY MEDIA		
Demonstrates new knowledge through inquiry, critical thinking, and problem solving		
Demonstrates an appreciation of literature in a variety of topics, genres, and formats		

MUSIC	REPORTING PERIOD	
	2	4
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
PHYSICAL EDUCATION		
Demonstrates fundamental motor skills		
Demonstrates knowledge and skills related to fitness and movement concepts		
INSTRUMENTAL ENSEMBLE		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
LOCAL ENSEMBLE		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		

Academic grades and learning behaviors for these content areas are reported semestery.

LEARNING BEHAVIORS	ART		INST TECH	
	2	4	2	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

Related Arts grades

#Error

Learning Behaviors for RA

Comment Box

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

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

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!

2026-
2027



Respectful

Organized

Always Safe

Responsible



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

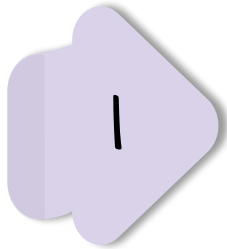


ROAR

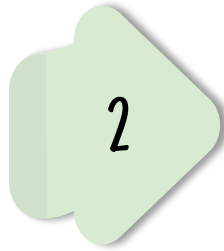
Responsible:

- Follow directions
- Be honest
- Follow the rules

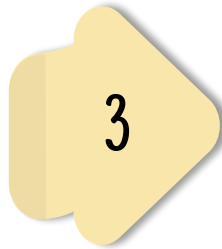
ROAR Behavior Hierarchy



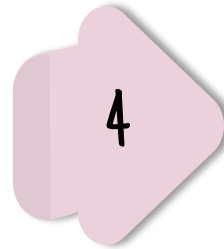
ROARing
Positive
Behavior



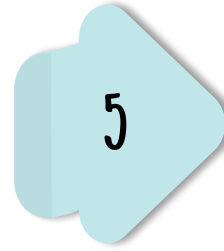
Verbal
Warning



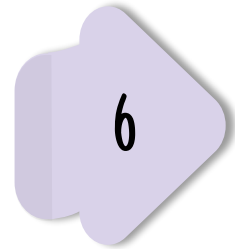
Reset #1



Suggest
Break Space



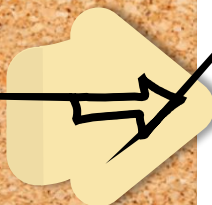
Self Check
(not a
consequence)



Incident
Report (admin
tracks and
reviews)



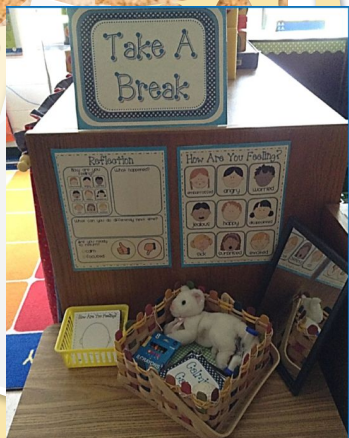
Break Space



Break Space Use



- A space to decompress or think about making better choices
- Available In each room
- Not 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.
- Individual reflection tool



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



Incident Report

Incident Report

- Staff completes with the student when student's behavior goes against the HCPSS code of conduct
- 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.
- 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 does become a part of the student's permanent record.



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 | ☐ Community Building | ☐ SEL Instruction |
| ☐ Offer Help/Support | ☐ Parent/Guardian Phone Call | ☐ Skill Building with SST Staff |
| ☐ Private Conversation | ☐ Consultation with SST Staff | ☐ Other: _____ |

Observed Behavior

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

- | | | |
|---|--|---|
| ☐ 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

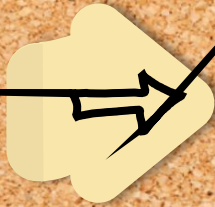
Yellow - School Use

Pink - Referring staff member

SA 4701-01-39502022



ROAR Celebrations



ROAR Coupons

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

- ☐ Respectful
- ☐ Organized

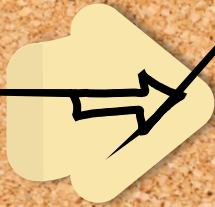


- ☐ Always Safe
- ☐ Responsible

LISBON ELEMENTARY

ROAR Store

- In class, non-tangible rewards
- Menu of prizes created by classroom/grade level; ideas include:
 - Bring a stuffie to school
 - HVV pass
 - Use a pen for a day
 - Sit at the teacher's desk
 - Lunch bunch with teacher



Pride Awards

Quarterly Celebration

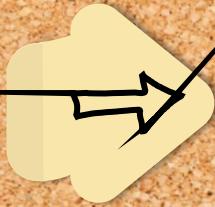
Acknowledging:

- 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:

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

Comments:

Teacher: _____

Birthday Announcements

- Announced during the morning announcements
- Pencil/Sticker from teacher
- Summer birthdays included too!

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 per grade, & 1 Golden Lion per class, per day
- Tentative Dates:
 - Week 1: mid-December
 - Week 2: April
 - 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 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.

Related Arts will continue the RAINBOW schedule.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 yellow	3 green	4 blue	5 red	6 orange	7
8	9 Professional Learning Day Schools closed for students	10 yellow	11 green	12 blue	13 red	14
15	16 orange	17 yellow	18 green	19 blue	20	21
22	23 red	24 orange	25 yellow	26 green	27 blue	28
29	30 red	31 orange	Professional Work Day MSBA Convention Schools closed for students			

Related Arts Team

Media

**Mrs. Kinloch &
Mrs. Patrick
(para)**

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 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. Kneeblood

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.



¡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



- ▶ **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