5th Grade Reading—Mrs. Leslie Gubbels
February, 2017

1. Multi-cultural Aspect:

In Reader's workshop fifth graders read several stories or excerpts from class anthologies that use many cultures. The characters are from African-American, Latino, Native American and European-American descent. With these plotlines the students gain a little insight into culture and differences. For example one story is a biography about Satchel Paige and his struggles, yet positive contribution to baseball. Another is a look at a Native American boy that learns how to work hard in the old customs of his heritage.

2. What do we want students to learn?

Reading has recently started using a new anthology as our main resource. Students use anthologies, World History Herald Newspapers and Text-Based Writing passages to support daily mini-lessons centered on skills needed for the NeSA-R. The skills are then applied to the text being read in daily large and small group discussions.

Through our scheduling we also have the assistance of a para with each group. Together we keep students focused, on task and participating so that learning can happen for all. Also with the added adult, our ability to progress monitor at-risk kids improves.

With the support and assistance of Mrs. Morgan we have devised a schedule that allows for a half hour 4 days a week to provide reading (and math) interventions & small group practice of skills as well. We are striving to improve all scale scores in reading.

Currently our team decided that S.M.A.R.T. Goals will center around our Math component to the standards.

3. How do we know students are learning?

Through research we have found the interventions we use have shown effectiveness.

Strategies include: Weekly tests, unit tests, MAP, C4L--Check for Learning assessment practice, L to J, small group practice/reteaching, partner reading, and independent reading goals per quarter.

Through our data gained with these and NeSA-R scores we note improvements (or plateaus).

4. **How do we respond when students are not learning?**

Typically we strive to assist all students so no one fails Reading. If concepts aren't understood in the first attempt at independent work students are worked with in one-on-one or small group reteaching to understand the skill. If we note a student struggling, we use our Team discussions to revise strategies used, other possibilities and change them when necessary.

C4L practice and weekly fluency/retell work have shown improvements in many of our students.

5. **How do we extend or enrich the learning for students who exceed proficiency?**

Use of STAR reading program offered through the Reading Renaissance software provides comprehension levels to check in on student progress as well as our MAP assessment given 3 times a year. At our mid-year evaluation 64%; 30 of 47 improved in overall STAR scores. Our mid-year MAP assessment also saw 30 of 47 students at or above the grade level norm.

In the 5th grade about 15% are reading two grade levels above current grade (based on the most current STAR assessment). Our guided reading component of our anthology helps to provide more challenging text and expand their vocabulary and skills.

6. **Other Information**

Fifth graders have the opportunity to practice reading skills through the Language Arts component in IXL. Some skills include prefixes, suffixes, analogies, and main idea. This is done in intervention time as well as some stations in class.

5G	**Q1**	**Q2**
A	6	5
B	7	8
C	7	8
D	2	3
F	2	0

5th Grade Social Studies Board Report-Gubbels
February, 2017

1. **Multi-cultural Aspect:**

- Native American tribes in each region and their remaining influence
- European and Asian influences on exploration
- English, French, Dutch, and Spanish cultures and influences in the New World
- History of slavery and African culture in America
- Different roles multicultural groups played in the Revolution
- The influence of groups in the formation of our new nation
- Effects of westward expansion on Native Americans
- Lands gained by the United States and their accompanying cultures

2. **What do we want students to learn?**

- Standards based
- More in-depth studies of and discussions surrounding economics
- Real-life simulations (skits, mini-projects)
- Application of more technology in projects for research and application
- Application of what we've learned to today – How does it affect our lives and what life lesson should we learn from our studies?

3. **How do we know students are learning?**

- L to J
- Observation
- In class activities with checklists
- Partner and group work
- Discussions
- Study guide completion
- Review games
- Chapter assessments
- Projects with rubrics
- Readings and note packet completion from power points

4. **How do we respond when students are not learning?**

- Graphic organizers and other visuals and sketches in notes
- Check study guides for correct answers
- Eliminate test questions
- Circle main concept in a test question
- Learning Lab study groups
- L to J study packets-or flashcard creation

5. **How do we extend or enrich the learning for students who exceed proficiency?**

- Projects/Plays and skits
- Learning Lab vocabulary practice
- Guest speakers
- Debates
- Essays
- You Tube videos and other media connections
- Visuals and props in room
- Story book and novel connections
- Movie connections
- Tutoring opportunities to work with classmates

6. **Other Information:** *Projects that allow students to go above and beyond using a variety of mediums, skills, and knowledge*

5th

- Ancient artifacts
- Totem poles
- Buffalo products posters
- Explorer power points
- 13 Colonies brochures
- Colonial life models
- Branches of government trees
- Space Nation
- A Day in the Life of Lewis and Clark

5th Gubbels SS Grades

	Q1	Q2
A	9	6
B	6	5
C	5	4
D	3	7
F	1	2

5th *Grade Language Board Report-Kaup & Gubbels*

1. **Multi-cultural Aspect:**

- Discuss word origins in spelling
- Ask students to draw from a variety of aspects of their lives for essay topics

2. **What do we want students to learn?**

- Standards based
- Traits Writing program
- More in-depth studies of and discussions surrounding grammar application
- Application of more technology in mini lessons and publishing works
- Application of what we've learned – How does it affect our lives and what life lesson should we learn from our studies?

3. **How do we know students are learning?**

- Spelling activities
- Observation and conferencing
- Grammar and spelling mini lessons
- Discussions
- 6 Traits rubrics

4. **How do we respond when students are not learning?**

- Mini lessons
- Re-teach
- Conference
- Learning Lab activities
- Lunch Bunch for more practice

5. **How do we extend or enrich the learning for students who exceed proficiency?**

- Writing prompt options
- Learn Lab extension activities
- Work to have them teach others
- Pretest spelling-if pass out, generate a personally chosen challenge list

6. **Other Information**

5th Grade Language Grades

5G	**Q1**	**Q2**
A	8	5
B	8	9
C	7	7
D	0	2
F	1	1

Science 5th Grade 2017 Board Report

Carla Kaup

Multi-cultural Aspect:

The science curriculum has multicultural aspects throughout the curriculum.

- Science books the stories include experiences of scientists/inventors from different countries, ethnic backgrounds and social structures
- Study how inventions from the past have made our lives easier
- Watch and discuss Channel 1 News

What do we want students to learn?

As a science teacher, I want to student learn through a many hands on labs to enjoy the discovery to the world around them. Through our FOSS curriculum the students have many opportunities to use, and interpret scientific ideas of the natural world, generate and evaluate scientific concepts, and create and use science data to make predictions.

New concepts or changes include:

- Use of existing and newest technologies
- STEM Night
- Google Classroom
- Stewards of the Earth

Additions to the Curriculum:

- C4L practice tests that are similar to the NeSA tests
- Address technology standards with guidance from ISTE web site

Essential Learning:

- Displaying daily learning objectives
- Weekly Vocabulary Tests (Lto J)
- FOSS Science Curriculum
- C4L practice tests to guide what skills may need reteaching
- Cooperative grouping for hands on learning and application during science labs

How do we know students are learning?

Best practices implemented:

As professionals, we interpret data and scores to provide direction as we plan our unit lessons. The data we use include our practice C4L and previous year's NeSA tests. On a weekly basis, science objectives are assessed daily by using a 5 point rubric. The labs, reading and test are monitored in SIMS gradebook. We measure student growth by looking data collected and teach or reteach concepts with low scores.

Types of assessments used to gather data:

- Daily Grading
- Lab participation
- Informal observation
- Science Notebooks
- C4L Practice Tests
- I-Check and Unit Tests
- L to J Quizzes

How do we respond when students are not learning?

Implemented Best Practice Strategies:

A best practice is to provide students with a quiet work environment. We give opportunities in various places and times with the teacher before school, during recess or after school, and use of the Lunch Bunch program to improve work. In addition, Mrs. Potter has organized a Study Buddy program which a Junior or Senior students works with a student needing extra help. Lastly, informing parents of areas that student needs extra practice.

Measurable Data that Indicates Improvement in Student Learning:

- C4L data
- L to J quiz
- Checklist of Learning
- I-check and Unit tests

Determining factors that show improvements:

- The quality of work turned in by student on daily assignments
- Student application of learned skills on project, for example; writing an essay answer on a science test using effective writing skills

- These are measured through rubrics and grading
- District and statewide assessment results

How do we extend or enrich the learning for students who exceed proficiency?

Implemented Best Practice Strategies:

Intervention time is shared reteaching block. This time is when the 5th/6th grade team of teachers make student groups based on needs of each student. The students have used the Intervention Time to investigate interests, create iMovies, make presentations, and practice math/reading concepts.

- Students are given projects to complete and have the choice to share to the class
- Enrichment websites, activities, and assignments are provided to parents and students

Measurable Data that Indicates Improvement in Student Learning:

- C4L data
- L to J Quiz
- Lab grades in SIMS Gradebook

Other Information

Content that reflects the creative lessons/units that you are facilitating in your classes.

- Technology - Brain Pop, Show Me, Socrative, Google Classroom, FOSS Web
- Student Choice matrix
- Writing matrix

Special Projects (includes integrated/collaborative efforts)

- Digital Flashcards/ iMovie
- Recycling Project (Greening the Blue)

Math 5th Grade 2017 Board Report
Carla Kaup

1. **Multi-cultural Aspect:**

   Our math lessons build in multicultural aspects through a variety of pictures, names of people in words problems and worldly topics. As we learn math concepts, we may read a vignette how cultures use math to solve problems.

2. **What do we want students to learn?**

The Nebraska State Standards have 4 broad topics: Number Sense, Geometric/Measurement, Algebraic, and Data Analysis/Probability. There are approximately 70 different standards for 5th graders to learn. The lessons and planning are driven from the state standards. Ultimately, we want the students to learn use number sense to connect the 4 broad topics and use math in his/her daily lives.

3. **How do we know students are learning?**

   Teachers use daily informal observations as we instruct and watch students "work" through math activities and problems. Also, formal assessments that show students' understanding.

   - IXL math
   - Curriculum Tests
   - Math Centers
   - MAP's Test

- STAR math testing
- C4L and NeSA

3. **How do we respond when students are not learning?**

The 5th/6th grade team has a daily set time where students can be pulled in small groups for reteaching. Before and after school time can be arranged for extra individual help from the teacher. Teachers find and share videos from Khan Academy and Learnzillion on challenging math concepts. The students can watch and re-watch to help improve understanding. If needed, contacting parents to visit about ideas on how to help their student learn. Teachers respond by knowing multiply strategies and trying many until the student grasps the concepts.

4. **How do we extend or enrich the learning for students who exceed proficiency?**

Our students who excel with math are provided a separate curriculum and time to work through projects at a quicker pace. In the classroom, some of the students enjoy being a group leader. Our textbook has a math and science project at the beginning of each topic, so this provides directions and ideas for students who exceed in math. Encouragement is always given to explore his/her interests, as the teacher, I can help find projects to expand learning. Allowing students to explore and guide activity are ways we extend and enrich our learners that excel with math.