

# WELCOME TO ST. MADELEINE SOPHIE'S CURRICULUM NIGHT

Di Shepp 5<sup>th</sup> Grade Homeroom Teacher

September 14, 2017

“One Body, One Spirit”

***SMS School Theme—2017-18***

# *Some Notes about Mrs. Shepp*

- *I was born in Seattle.*
- *I attended St. Edward's Grade School, Holy Names Academy, and received my teaching certificate from WSU; Go Cougs!!*
- *I also attended Western Wash. University and Seattle University, and received my Continuing Certificate from UW and SPU.*
- *I've taught for 38 Years; 32 years in the Archdiocese of Seattle; 2 years in the Archdiocese of San Diego; 4 years in the Auburn School District.*
- *I've taught mostly Grades 3-8 in: Religion, Writing/Reading, Math, Soc. Studies, Science, Computers, Art, Music, Yearbook, and Journalism.*
- *For a few years, I also worked as a K-8 Reading Specialist in the Archdiocese of Seattle.*



# *My Family*



- *HUSBAND—BOB---married 26 years*
- *MOM—96 \*\*DAD(Home with God)*
- *SISTER-JUDY(retired teacher in CA)*
- *SISTER-LYNNE(TWIN)—nurse in Bellevue*
- *BROTHER-RICHARD—Social Worker in San Diego*



# *Favorite Hobbies*

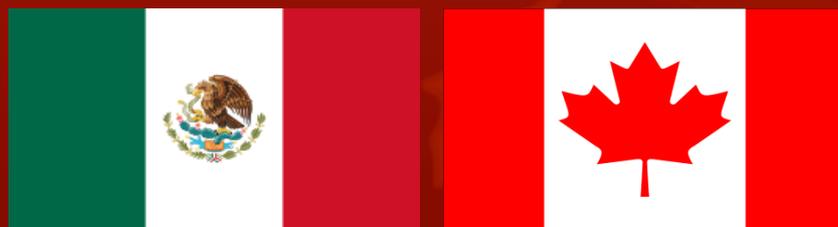
- *YOGA*
- *DANCING*
- *SINGING*
- *DRAWING*
- *PAINTING*
- *WALKING*
- *READING*
- *BAKING*





# *Travel Adventures*

- *HAWAII—ALL ISLANDS*
- *CANADA, MEXICO*
- *SAN JUAN ISLANDS*
- *LIVED IN SAN DIEGO & SAN JOSE, CALIFORNIA FOR 5 YEARS*
- *MOST FAVORITE—SEATTLE!*



# ***Favorite Things***



- ***COLOR-RED***
- ***FOOD-ALL VEGETABLES***
- ***T.V. SHOW—FOOD NETWORK NETWORK***
- ***PLACE—SAN JUANS***



# ***SMS Learning Expectations 2017-2018***

*St. Madeleine School Students' are learning new ways to incorporate these SLE's each year:*

*○ SERVE*

*○ LEAD*

*○ LOVE*

*○ LEARN*

*.....And one whose attitudes, values, personal, and spiritual attributes are instilled by our community in faith, hope, and love.*

# 5<sup>th</sup> Grade Religion

## ○ Religion

- ***The Blest Are We 5<sup>th</sup> Grade program focus mainly on the Sacraments and how they are God's gift of Life to us each day. We will also study the development of morality with special attention to the Beatitudes and the Ten Commandments (Christian Morality), and finally a focus on Prayer. There are two prayers that students need to review from last year: The Memorare and The Prayer for Peace (Prayer of St. Francis).***
- ***In addition to reviewing and mastering prayers from previous grades, students in 5<sup>th</sup> grade begin learning and memorizing different aspects of the Rosary, beginning with the Joyful Mysteries. Students are also invited to take on leadership roles in school liturgies as choir members and altar servers. Additionally, our class is responsible for preparing school Masses in December.***
- ***In religion, we will also focus on the seasons of Advent and Christmas and Lent and Easter. In addition, we will use the Fifth grade Steps to Respect program, which enables students to find their voice and feel confident in solving conflicts on their own.***
- ***During the third trimester, the fifth grade students will begin studying the family component of our religion curriculum, called "Family Life". The subject themes will include: God's gifts of family, self, love, and community, which fit in nicely with our SLS's of: Serve, Lead, Love, and Learn. In March, parents will be invited to attend an information session hosted by the parish staff and myself before beginning the program.***

## Curriculum

- Our Text Resource: *Blest Are We, The New American Catholic Bible*, Other resources as applies to curriculum.
- The Archdiocese of Seattle Standards are tied to the Six Tasks of Catechesis:
  - 1. Knowledge of the Faith
  - 2. Liturgical Formation
  - 3. Moral Formation
  - 4. Prayer
  - 5. Church and Community Life
  - 6. Missionary Spirit

# 5<sup>th</sup> Grade Language Arts

*In 5th grade, the philosophy of SMS continues to emphasize that learning is value-based, and we are dedicated to life-long growth in faith, love and learning.*

*In Language Arts, learning is designed to promote the creative, intellectual, social, psychological and emotional growth of each unique child in these areas:*

- **READING/WRITING**
- **GRAMMAR/SPELLING**
- **VOCABULARY**

*We strive at SMS to be effective writers and communicators that are role models for the entire school, and in their future years .*

**Curriculum:**  
**READING/WRITING/WW**  
**GRAMMAR/SPELLING/VOCABULARY**

## **Trimester 1:**

- **Reading Skills:** Short Story Unit; Novel: Wonder ITBS Testing ; Book Talk ; AR Points; Comprehension and Vocabulary Skills; Non-Fiction; Advent & Christmas Plays.
- **Writing Skills:** Pre-Assess; Grammar Review: 8 parts of Speech; Capitalization and Punctuation Review; Student Essay Portfolios; 6 + 1 Trait Writing; Thanksgiving Poetry; Narrative and Expository Essay Writing; Spelling Unit 1 & 2: Lessons 1-11—Pre-fixes, suffixes, Root Words, Compound words.

## **Trimester 2:**

- **Reading Skills:** Non-Fiction and Drama Unit; Novel : Holes; Martin Luther King Unit; Book Talk; AR Points; Vocabulary Skills.
- **Writing Skills:** Grammar Review: 8 parts of Speech; Sentence Structure and Paragraph Review; Student Essay Portfolios; 6 + 1 Trait Writing; Advent and Christmas Essays and Poetry; Expository and Persuasive Essay Writing; Spelling Unit 2& 3: Lessons 12-24—Pre-fixes, suffixes, Double Final Consonants, Syllables.

## **Trimester 3:**

- **Reading Skills:** Poetry Unit; Novel: Walk Two Moons; Fables/Myths/Legends Unit; PP Literary Speech Project; AR Points; Vocabulary Skills.
- **Writing Skills:** Grammar Review: 8 parts of Speech, Sentence and Paragraph Writing; ; Student Essay Portfolios; 6 + 1 Trait Writing; 5<sup>th</sup> Grade End of the Year Research Essay Project; Poetry; Spelling Unit 3& 4: Lessons 25-35—Double Final Consonants, Syllables, Greek/Latin/French Word roots.

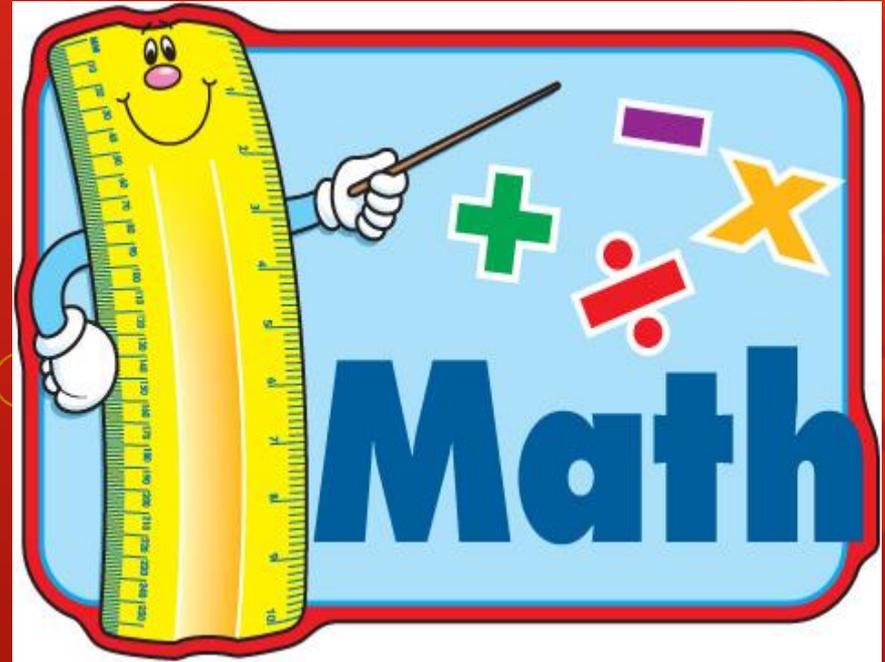
# MATH

## Math

*Our Math text is Math Connects by MacMillan McGraw-Hill. Students will do most of their work from a consumable workbook, as well as supplemental activities to enhance the basic concepts. Fifth graders are expected to achieve mastery in addition, subtraction, multiplication, and division.*

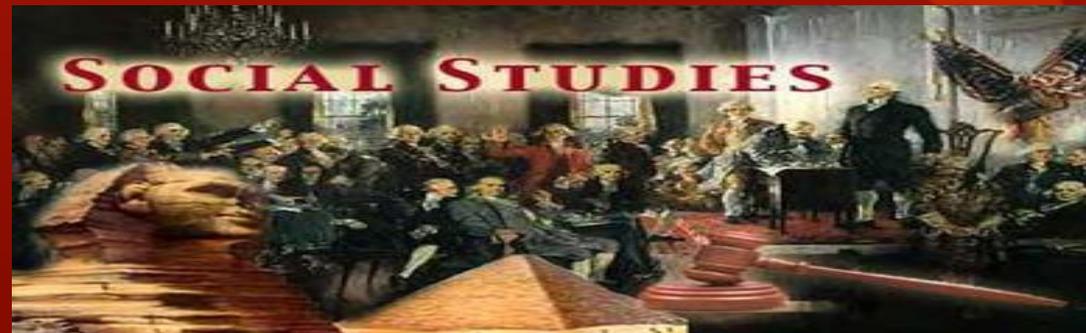
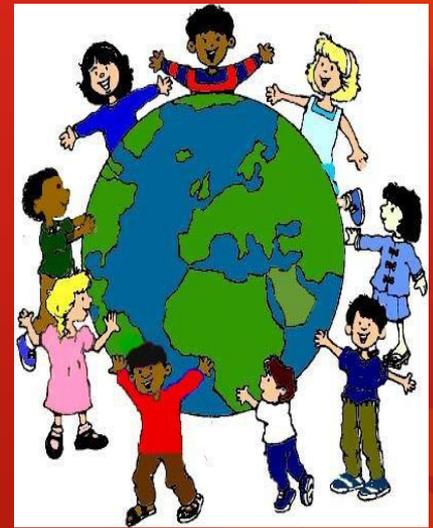
*This year we will review place value, multiplication and division in multi digit numbers, geometric figures, measurement, and fractions and decimals to name a few.*

*Fifth graders also learn about exponents, order of operations, decimals, fractions, rate/ratio/percent, graphing, and geometry concepts.*



# SOCIAL STUDIES

- *Social Studies*
- *Our Social Studies' text is Building a Nation, published by Scott Foresman. Students will learn about American History, with a special emphasis on the American Revolution, foundation and expansion of the United States, the Civil War, and Reconstruction of our country.*
- *There will be individual and group projects for each area of study.*



# SCIENCE

## Science

***We will use our new Carolina National Geographic Science program this year. We will begin with the "Water Planet" unit, and later in the year, move on to "Models and Designs", before we finish the year by preparing for and participating in our Environmental Education trip in April at Camp Hamilton. \*\*Information about this trip is on my website under the links, "Important Information for 5<sup>th</sup> Grade, and "Environmental Education Camp."***

***Water Planet: The investigations in this module explore Earth's place in the solar system, and then focus on the dynamics of weather and water cycling in Earth's atmosphere.***

***Models and Designs: The four investigations in this unit provide experiences that develop the concept of a scientific model and engage students in design and construction. The atmosphere generated by this module is one of open discussion, free exchange of ideas, and development of ideas into products.***

***Overall, through these units of study, students will learn how to record data, observe, make connections, and work on description.***



## *Common Core Standards for 5<sup>th</sup> Grade Language Arts*

-  *Reading: Text Complexity and the growth of comprehension*
-  *Writing: Text types, responding to reading, and research*
-  *Speaking and Listening: Flexible communication and collaboration*
-  *Language: Conventions, effective use, and vocabulary*

# *Language Arts & Religion Info.*

***\*\*\*See Worksheets in Handouts***

- AR Points—15 Points each Trimester***
- Book Reviews each month***
- Reading Log—800 pages each Trimester***
- Book Talks—each Trimester***
- Edith—Sponsored Child from Africa***

# Growth Mindset/Grit/Mindfulness

- Growth Mindset---*\*Having a growth mindset means understanding that intelligence can be developed.*

A growth mindset is a belief that we can get smarter through hard work and practice. It is the opposite of a Fixed Mindset, where we feel like we can't change our behaviors due to the belief that the brain is a fixed non-changing muscle, that we can't control. This means that struggling with something difficult doesn't mean you're not smart—it's a chance to grow your intelligence. Growth mindset is all about trying hard, using good strategies, and getting the help you need.

- Grit—Why do some children fail, and others succeed? What separates student's who excel at their classes from students who struggle to pass their classes? Is it a high IQ that pushes students to excel in their classes, or is there something else?
- A psychologist and former teacher, Angela Lee Duckworth, has an answer to these questions. After several studies conducted in the military, spelling bees, classrooms, and companies, Angela determined what causes children and adults to excel and succeed; Angela says the one trait that appeared consistent, even from high and low IQ students was: GRIT! She defines grit as "passion and perseverance for very long term goals."
- Mindfulness-We know [mindfulness is good for us](#). Mindfulness allows us to be present in our parenting, [choosing the skillful response](#) instead of succumbing to our visceral reactions.
- Mindfulness is also [good for our kids](#). There is an [emerging body of research](#) that indicates that mindfulness can help our children improve their abilities to **pay attention**, to **calm down** when they are upset, and to **make better decisions**. In short, it helps with **emotional regulation** and **cognitive focus**. Do I even need to ask if you want that for your kids? 😊

# *Standards-Based Grading*

- *4 = Exceeds grade level expectations*
- *3 = Meets grade level expectations*
- *2 = Needs to strengthen grade level expectations*
- *1 = Needs additional help and/or resources to meet grade level expectations*

# *Behavior/Conduct Grade*

- *4=Superiorly and consistently exhibits positive Christian values in the classroom and playground. Rarely needs guidance.*
- *3=Generally appropriate behavior, yet needs guidance from time to time.*
- *2=Meets school standards, yet often requires guidance and reminding.*
- *1=Frequently fails to follow expected standard of behavior, including occasional infractions of a more serious nature.*

# *Mrs. Shepp's Discipline Policy*

## *Discipline Format*

- *- If students follow the discipline policy of the classroom and school, all life will be well!*

## *Consequences*

- *- Verbal Warning*
- *- Written Time Out-Think sheet Action Plan; Parents notified*
- *- Written Warning; Parents, Teachers, and Principal notified*
- *All the above meet for conference*
- *Questions?*

# *Late/Missing Work/Absences*

## *Late Work Policy*

*Assignments are expected to be turned in on the assigned due date. If an assignment is not turned in on time, the grade will be affected for every day it is late. All late work is excepted. The late work policy is consistent throughout the middle school.*

## *Absences and Tardies*

*It is the student's responsibility to check with the teacher for make-up work. This includes being absent for an excused event, illness, or any unforeseen event. Students will have one day to make up the work for each day absent. If a student misses a quiz or test, the student will have two days to make up the quiz or test. If the student chooses not to make up the work on time, he/she will not receive points for the work.*

# *Mrs. Shepp's Homework Info.*

- *Please check Mrs. Shepp's website daily for homework.*
- *Homework is posted daily by 3:00 with the students on my website Homework Link for all subjects.*
- *Students are expected to write all homework in their planners daily before they leave.*
- *Students may email me anytime. I normally check my emails starting around 6:30 am until 7:00pm, as well as weekends.*
- *I am happy to print needed materials for students at school, if there is a printer issue at home. Just send a note!*

# *Ways to Contact Mrs. Shepp*

- *I can be contacted via email: [dshepp@stmadsophie.org](mailto:dshepp@stmadsophie.org)  
\*\*\*Please also check my website for additional information regarding curriculum, handouts, schedules, tec. \*\*Show my website and how to access it through the school's website.*
- *You can also leave a voice mail: 425-747-6770 ext. 214*
- *I am not always able to immediately return e-mails as I am teaching, and many times am unable to get to the computer. \*\*If you have immediate concerns, please call the front office and leave a message., and I will receive it ASAP!*
- *All teachers can be contacted through their e-mail.*

# *Thank You for Coming!!!!*

- *Any questions?*
- *Any Comments?*
- *Have a great Evening, and thanks again for Attending.*
- *It is going to be a Wonderful year of learning!!!!*