
Classroom Learning Environment / Safety Routine:

- Safe, caring and respectful behaviour towards school property, staff, and other students.
- Come to school prepared and ready to learn.

Outdoor Learning:

We will use the outdoors for activities related to our topics in Science, Social Studies, Math, Art and Health.

Home Learning App:

We will mainly use the Seesaw App for student and parent announcements and for students to post their work and assignments.

Google Docs, Google Slide and Google Forms to digitally share their learning or assignment with the teacher.

We may try using Google Classroom as needed by the task.

Robertson School



**550 Robertson Street,
Winnipeg, Manitoba
R2X 2C4
(204) 589-4745**

GRADE 5 / 6

Room 105

2023 - 2024

PROGRAM OUTLINE

Teachers and Supports:

Classroom Teacher: Mrs. M. Severa
Literacy Support Teacher: Mrs. S. Valentim
SERT (Special Education Resource Teacher):
Ms. Marnie Olson
Educational Assistant: as assigned

Split Grade 5 / 6 Class:

Since curriculum goals are a continuum of skills acquisition across the grades, both grade levels will receive the grade level instructional goals as appropriate to each child's achievement.



WINNIPEG SCHOOL DIVISION
INVESTING IN THE FUTURE

Teaching Approach:

In respecting and acknowledging the varying degrees of students' learning needs and differences in learning styles, my approach to teaching and student learning will be based on the following learning principles:

Differentiated Instruction. Students will be given a variety of activities, with varying degrees of difficulty depending on their demonstrated abilities, interest, and learning style. This will be done through small and large group instruction, independent or partner tasks, learning centers, hands on activities, and project approach.

Goal—focused, targeted instruction. Students will know at the start of every unit the **Big Picture or the curriculum goals** we will be targeting for learning. Each time a **task** is assigned, students will know the **learning intentions**, as well as the **criteria of success** for that specific task.

Gradual Release of Responsibility First, I Do (I demonstrate.) Then, **We Do** (teacher and student do the task together) and finally, **You Do** (student is given the task to try on his/her own.)

Creating Independent, Strategic and Reflective Student Learners. Students need to take ownership of their learning. Thus, students will be asked and consulted to **make decisions for their learning** based on **what their strengths are, what their challenges are,** and **what strategies they can use when they are having difficulties.**

Parent and Teacher partnership in learning. Parental support in following up on the child's homework, learning goals and appropriate behavior at school is much appreciated.

Possible Topics Per Subject:

ELA (ENGLISH LANGUAGE ARTS)

READING — Reading Strategies for higher comprehension; Novel Study; Cross Curricular integration with Science, Social Studies and Health

SPELLING— Words Their Way Spelling Program
WRITING— Units of Study ; 6 Traits of Writing (Ideas, Organization, Word Choice, Sentence Fluency, Voice, and Writing Conventions) + 1 (Presentation) - in poetry, narrative, descriptive, expository and persuasive writing

SPEAKING, LISTENING, VIEWING and REPRESENTING —Oral reports or presentations, participation in small and large group discussion, videos, Visual Arts, Drama, etc.

Math

Patterns and Relations (Algebraic Reasoning)
Number (Place Value, Number Sense, Multiplication and Division, Fractions, Decimals and Percent)
Statistics and Probability
Shape and Space (Geometry and Measurement)
Problem Solving (Thinking Classrooms)

Science

Scientific Inquiry Steps; Design Process; Human Body, Biodiversity, Simple Machines, Flight

Social Studies

Selected topics in Canadian History, Mapping Skills, Citizenship

Health

Safety, Personal and Social Management (including Goal Setting, Mental Health, Emotions, Friendship), Nutrition, Drugs and Alcohol, Family Life

Assessment:

1. Assessments: Fontas and Pinnell Reading Assessment, Units of Study Writing Assessment, Math Pathway

2. Observation: daily observation of student work

3. Conversation: teacher-student one to one conferences

4. Product: reports, projects, presentations, or paper and pencil tests (short quizzes and unit tests)

Marking System:

Student's success will be measured by whether the intentions and **criteria** for the task were met. The level of accomplishment will be marked as per the numerical marks in the provincial report card, which are:

- 4- Very Good to Excellent understanding and application of concepts and skills
- 3- Good understanding and application of concepts
- 2- Basic understanding and application of concepts
- 1- Limited understanding and application of concepts
- ND- not yet demonstrating required understanding

Daily Homework:

(See Student Agenda)

Home reading—minimum of 30 minutes per day of uninterrupted, sustained reading using the classroom/ library book or by accessing WSD Online Library.

Math— practicing basic Multiplication/ Division Facts; unfinished work; online math program (Mangahigh)

Art- drawing projects on sketchbook (with use of You Tube tutorials on art elements and drawing skill being learned

As assigned (Tests, projects, etc.)