

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, English, Art and Health

Home Learning App:

Students will use [Google Docs](#), [Google Slides](#) and [Google Forms](#) to digitally share their learning or assignment with the teacher

Students will also use Prodigy for Math(during school hours but can be accessed at home) and [Epic Books](#) for Reading (during school hours).

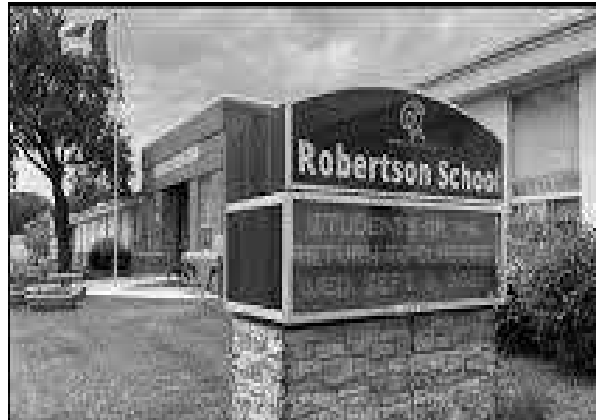
Reminders:

- Dress for the weather (outdoor learning and recess)
- Indoor and Outdoor shoes are required
- Reusable water bottle
- Headphones for class use

Recently, Manitoba Education directed all school divisions to revise mobile device policies and practices.

-Cell phones must be handed in to the classroom teacher upon arrival and will be returned a dismissal.

Robertson School



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



WINNIPEG SCHOOL DIVISION
INVESTING IN THE FUTURE

Grade 5 / 6 Room 102 2024-2025

Teachers and Supports:

Classroom Teacher: Ms. Hermann
EA: Ms. Destiny
Literacy Resource Teacher:
Mrs. S. Valentim
Learning Support Teacher: Ms. Sarah Kjeaar

Split Grade 5 / 6 Class:

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

Attendance: Students line up outside with their classroom at **8:45am** and are to leave the school property at **3:25pm**

Questions?

**Please contact Ms. Hermann at
204-589-4745**

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 principles:

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

Goal-focused, targeted instructions: Students will know at the start of every unit the **Big Pictures 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 their 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 stuck.**

Parent and Teacher Partnership in learning: Parental support in following up on the child's homework, learning goals and appropriate school behaviour is much appreciated.

Possible Topics Per Subject:

ELA (ENGLISH LANGUAGE ARTS)

READING- Students will focus on the development of fiction and non-fiction reading comprehension strategies in class and are encouraged to continue practicing these strategies during nightly home reading. Students will participate in whole-class discussions, independent reading with conferences, read-alouds, novel studies with small-group book talk.

WRITING- To improve writing proficiency, students will participate in the writing process from draft to a published piece through explicit instruction focusing on narrative, persuasive, and information writing.

MATH

Students will engage in mathematics through exploration, discovery, and solving meaningful problems in a real world context. Mathematics encourages the development of critical thinking, creative thinking, logical thinking, problem solving, data analysis, and collaborative interaction with peers.

SCIENCE and SOCIAL STUDIES

Students will explore, investigate, and solve scientific problems through inquiry projects and the design process. Critical thinking skills will be developed through the investigation of Canadian history as well as local and global topics of interest and explore possible solutions through the lens of a democratic citizen. Students will work as individuals and in group settings to establish essential questions, conduct research, discuss and refine ideas, and share their learning.

Assessment:

ASSESSMENT

1. Assessments: Fontas and Pinnell Reading Assessment, Units of Study Writing Assessment, Manitoba Education Math Curriculum Achievement indicators

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 cards 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:

Home reading-minimum of 30 minutes per day of uninterrupted, sustained reading

Math- practicing basic Multiplication/ Division Facts: unfinished work, online math program (prodigy)

As Assigned- (Tests, projects, etc)