

Learning Behaviour Expectations:

- Safe, caring and respectful behaviour towards school property, staff, and other students.
- Come to school regularly, on time, prepared and ready to learn.
- Be organized. Bring the Agenda to school everyday and use it at home as a reminder for homework and due dates.
- Use class time effectively; work independently; complete homework and assignments on time
- Set learning goals; participate and self assess

Outdoor Learning:

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

Messaging App:

- **Google Docs**— for assignment instructions and submission
- **Teacher Email**— for parent messages

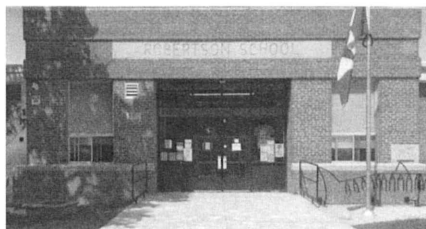
Cell Phones / Mobile Device Expectations:

Per Manitoba Education directive:

Early Years & Middle Years: Devices should be left at home, in lockers, or designated areas in schools, like phone hotels.

Hence, cell phones will be given to the teacher at the start of the day and will be kept in a locked cabinet in the classroom. Cell phones will be returned to the students at the end of the day at dismissal time.

Robertson School



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

GRADE 5 / 6

2026 -2027

Room 105

PROGRAM OUTLINE

Teachers and Supports:

Classroom Teacher: Mrs. M. Severa
SERT (Special Education Resource Teacher
Educational Assistant

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.

Questions or Concerns:

Please send me an email at
msevera@wsd1.org

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.

Inclusive Classroom which promotes respect and friendship through age and culturally appropriate activities.

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 prompted to **make decisions for their learning** based on **their strengths, challenges, strategies they can use, as well as the next steps to keep their learning moving forward.**

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

WORD STUDY / SPELLING – Words Their Way Spelling Program; Scope and Sequence

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 (non fiction) and persuasive writing

SPEAKING, LISTENING, VIEWING and REPRESENTING — Oral presentations thru the use of visual arts, drama, computer generated projects; participation in small and large group discussion; videos

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; Design Process; Flight, Human Body, Properties of Substances, Biodiversity

Social Studies

Selected topics in Canadian History
-from 1867 to Present such as World War 2, Holocaust, World War 2, Human Rights, United Nations,
-from Pre-history to 1867- Indigenous Culture, Explorers, Fur Trade; Mapping Skills

Health

Safety, Personal and Social Management , Healthy Bones, Drugs and Alcohol, Family Life

Art (Visual Art)

Elements and Principles of Art
Art in Context (Artist and Culture)

Assessment:

- 1. Tools:** Fontas and Pinnell Reading Assessment, Units of Study Writing Assessment, Words Their Way Spelling Inventory; Manitoba Education Math Curriculum Achievement indicators; Mb. Ed. Curriculum Outcomes for Science, Social Studies, Art and Health
- 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

Homework: (See Student Agenda)

As assigned, which could be:

Home reading—minimum of 30 minutes per day of uninterrupted, sustained reading—print or digital book

Math— practicing Basic Math Facts (Addition, Subtraction, Multiplication, Division Facts) ; unfinished work

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

Tests, Projects, etc.