

# *Back-To-School*

(Thursday, September 5, 2024)

Welcome to  
Room 16  
Cherry Chase!

Teacher: Mr. Pearson

Grade: Fifth

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Looking forward to a GREAT year!

Welcome parents and thank you for coming to *Back-to-School Night* this evening. I believe it is important that teachers, parents, and students have a close working relationship to ensure each child gets what he/she needs to be successful in school. Tonight, I will be sharing a little about myself and then discuss class procedures, rules, weekly schedule, homework policy, etc.

### *A Little about me:*

I grew up in the Silicon Valley and have lived in Sunnyvale most of my life. I went to and earned my undergraduate degree from Bethany College in Scotts Valley. After completing college, I started work at Northern Telecom in Santa Clara. While at Northern Telecom I had many positions and service three name changes (of the company). Most of you may know the name Nortel. As an engineer, I worked in mechanical, electrical, process, quality, and design. Since earning my first degree, I attended UCSC in Santa Cruz and earn my Network Engineering degree (Computer Science). In 2002, after working in every engineering group at Nortel, I got bored with engineering and entered the Teacher Education Program at University of Phoenix. I started teaching at Cherry Chase in 2004 as a student teacher and was hired the next year. In 2006, I earned my second Masters degree in Curriculum Instruction from UoP. I am married and my wife and I have one daughter. I enjoy sports, running, watching movies, and Starbucks. You may be able to find me there, grading papers late into the night!

## Where They Are

The average ten-year olds are explosive, excitable, dramatic, and inquisitive. He/She:

- Possesses a “Know-it-all” attitude
- Is able to assume some responsibility for his/her actions
- Actively seeks praise
- May undertake more than he/she can handle successfully
- Is self-critical
- Recognizes the needs of others

## Where They're Going

At ten years old, your child is learning how to set goals, meet commitments and understand the consequences of his/her behavior. You can help by encouraging him/her as he/she:

- Explores the relationships of feelings, goals, and behavior
- Learns about choices and consequences
- Begins setting goals
- Becomes more responsible
- Learns how to work with others

# CLASSROOM RULES

Our classroom is a happy place because...

1. We listen carefully and follow directions
2. We are cooperative and respectful
3. We work independently
4. We raise our hands to speak
5. We use school equipment properly

# REWARDS

1. Smiles and Praise
2. Pearson Express Card Signatures
3. Citizen of the month

# CONSEQUENCES

1. Warning
2. Trash Duty
3. Emails to parents
4. Parent / Teacher Conference

# Daily Folders

Each child has been given a red plastic FOLDER. This folder is designed to enhance parent-teacher communication, and it also provides a safe place for important papers like homework etc. Because of this, it is important that this folder goes back and forth from home to school **daily**.

## **What goes into the folder?**

1. Newsletter (front cover)
2. Any important notes from parent or teacher (left side – clear pocket)
3. Homework papers (left side – “Return to School”)
4. Graded papers ready to go home (right side – “Keep at Home”)
5. Unfinished work (leftovers) that need to be completed at home (left side – “Return to School”)
6. Completed homework coming back to school (left side – “Return to School”)

7. Misc. important stuff that needs to be turned in like: book orders, checks, surveys, field trip permission slips, papers for the office etc.

**Note: Anything you want me to see needs to be in the red plastic folder.**

## The Pearson Post

## The Pearson Post

The first day of the school week (usually Monday) the weekly newsletter will be sent home in your child's red folder. This newsletter is kept in the front of the red folder inside the clear, plastic pocket. The ***Pearson Post*** contains the important information about what is happening in Room Sixteen. Please check it weekly to keep track of all-important "news to use" during the week.

## Fifth Grade Agenda

The agenda is to be used as a calendar/organizer to enhance students' organization skills and to help them keep track of homework and important events.

**The students are required to write their homework assignments in the *Agenda* each day.** Please check and sign your child's *Agenda* each day to keep track of school assignments and due dates.

## Homework (See Homework Guidelines)

1. Homework that is written in the *Agenda* and is the official homework of the week (the ***Pearson Post*** will also list homework). (Students are responsible to write down all the homework.)
2. Unless stated otherwise, homework is due the day after it is assigned.
3. Some homework will involve special projects and long-term assignments. If homework is not completed daily, students will need to complete it at recess or free time.
4. If your child is spending more than an hour each night on homework (minus reading assignments), let me know so we can conference and try some strategies to help alleviate the problem. Students should be reading 30 each day (Sunday through Saturday) and written work should not take more than 50 minutes. Please keep in mind that the pace children finish work varies from child to child. Long-term projects can also impact the weekly homework amount and should be spaced out so all the work doesn't have to get crammed in at the last minute.

## Leftovers

1. Work that is assigned in class, and is not completed, needs to go home to be completed. We call this work "leftovers."
2. Any leftovers must be written down in the *Agenda* to help remind the student that they have incomplete work that needs to be finished. The student is responsible to write down the assignment and to take home anything needed to complete the work.
3. "Leftovers" are due at school the following day.

# Homework without Tears Checklist

Have you:

- ☐ Set up a proper study area in your home?
- ☐ Establish Daily Homework Time?
- ☐ Taken steps to encourage your child to do their homework independently?
- ☐ Consistently praise your child's effort?
- ☐ Used an additional incentive if necessary?
- ☐ Communicated so that your child really listens?
- ☐ Taken a firm stand?
- ☐ Contacted your child's teacher if necessary?
- ☐ Introduced your child to study skills?

# Spelling Words

Spelling is important! Spelling words correctly on a spelling test is nice but often not very meaningful in real life because these skills are not carried through in daily writing. Learning to spell words correctly during **daily writing** at school and at home is an extremely valuable and important skill!

**With this in mind, spelling grades will be based in large part on whether students are spelling high frequency words correctly on their daily written work.**

# Personal Responsibility

As parents and teachers we have many goals for our children. One important goal is to foster a sense of personal responsibility in the hearts and minds of our kids. Although parenting and teaching styles differ, I believe we all desire to do everything we can to help our children grow up to be successful, independent, and responsible adults.

As an integral part of this goal, a Personal Responsibility Rubric will be utilized throughout the year to assess our progress and to celebrate successes.

# Communication

Email: [donald.pearson@sesd.org](mailto:donald.pearson@sesd.org) \*

Phone: 408.522.8241 (Cherry Chase School)

\*This is the best way to contact me



# The 6 + 1 Analytical Trait Model

## For Writing Assessment

### **1. Ideas**

The ideas are the heart of the message, the connection of the piece, the main theme, together with the details that enrich and develop that theme.

### **2. Organization**

Organization is the internal structure of a piece of writing, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas.

### **3. Voice**

The voice is the heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words.

### **4. Word Choice**

Word choice is the use of rich, colorful, precise language that moves and enlightens the reader.

### **5. Sentence Fluency**

Sentence fluency is the rhythm and flow of the language, the sound of word patterns, and the way in which the writing plays to the ear – not just to the eye.

### **6. Conventions**

Conventions are the mechanical correctness of the piece – spelling, grammar and usage, paragraphing, use of capitals, and punctuation.

### **+ 1. Presentation**

Presentation zeros in on the form and layout of the text and its readability; the piece should be pleasing to the eye.

# *Advice for Promoting Exceptional Behavior at Home.*

**When you ask your child to do something, make sure the request is realistic for their age and maturity level.** (Be ready to follow through with a positive/negative consequence, depending on the child's action).

**When you set a boundary/rule, be ready to implement a consequence every time it is broken.** (This is the most important thing you can do to help your child mature and prepare for the real world. Every action has an equal and opposite reaction)

**Avoid condescension and shaming, use sympathy and kindness.** (When your child makes a negative choice and receives a consequence, try not to shame them. Instead sympathize and encourage ("I am sorry you made that choice, I am sure you will do better next time.")

**Do not argue with your children.** (You are the authority in your home. Authority is not shared with your child. At a later time, they may express their feelings and opinions. A phrase I use is: "I don't argue with children.")

**Homework must be done before playing or watching TV.** (This will help them learn to organize their time and teach them to avoid procrastination.)

**Minimize screen time, especially non-TV screen time.** (I recommend that computer/iPad screen time be limited to weekends only).

**Do not tolerate disrespect.** (If your child is disrespectful to you, they will be disrespectful to others.)

**Children should do their part to tidy and clean the house.** (Chores teach perseverance and help children feel invested in the family. If someone else cleans up after them, it builds entitlement)

**Growing Children need sleep, make sure they get 8-9 hours of sleep a night.** (Shoot for a bedtime of 8:30-9:00 pm)

**If your child feels like they have failed do not coddle them or try to make up for it. Let them feel their emotions and encourage them to try again.** ("You never fail until you stop trying" – Albert Einstein)

**\*Hug your child and tell them you love them every day!**

## **Daily Schedule**

8:15 – 10:00	<u>Opening/ Language Arts</u> Flag / Attendance <u>PE (Monday, Wednesday, and Friday (8:35-9:15))</u> Grammar and Spelling daily Reading daily Language Arts Test (Comprehension, spelling, and grammar on Friday Spelling Test on Friday
10:00 – 10:20	<u>Recess</u>
10:20 – 11:15	<u>Math</u> Math practice Problem solving Hands on manipulative lessons
11:15 – 12:00	<u>Lunch</u>
12:00 – 12:30	<u>SSR/Read Aloud</u>
12:30 – 2:20	Writing Science/Social Studies Library (Every other Monday)
2:20 – 2:30	<u>Clean-up/Pack-up</u>

# Common Core Rubric

## 4 Proficient

Student demonstrates a consistent understanding of the ideas and processes that were explicitly taught and practiced during class. There may still be some errors or omissions that do not interfere with the key concept.

## 3 Basic Proficiency

Student demonstrates basic understanding of the ideas and processes that were explicitly taught and practiced during class, but does so inconsistently. There may still be some errors or omissions when demonstrating key concepts of the content.

## 2 Approaching Proficiency

Student is beginning to demonstrate an understanding of the simple ideas and processes that were explicitly taught and practiced during class. However, the student demonstrates little understanding of the more complex ideas and processes with significant errors or omissions.

## 1 Below Proficiency

Student demonstrates limited understanding of the basic ideas and/or has difficulty retaining the ideas and processes that were explicitly taught and practiced during class. There are consistent errors or omissions when identifying the key concepts of the content.

## Wellness Policy

Sunnyvale School District adopted the State of California policy in 2008. This policy promotes the importance of nutrition and exercise. It also puts restrictions on food and drinks that are provided at school.

Because of the limits this policy puts on food and drinks, we have had to change some classroom procedures. Cherry Chase has decided that there will be no food items brought into the classroom for birthdays. If you would like to do something for your child's birthday, please talk to me and we can discuss other options.

## Class Events for 5<sup>th</sup> Grade

- The American Revolution Walk-Through (April 7-9)
- CAASPP (Early May)
- Science Camp (May 19-23, 2025)
- 5<sup>th</sup> Grade Field Day (TBD)
- 5<sup>th</sup> Grade Celebration (June 13<sup>th</sup>)