

Back to School Night

Mr. VanZant
5th Grade
Room 218



My Background

❖ Education

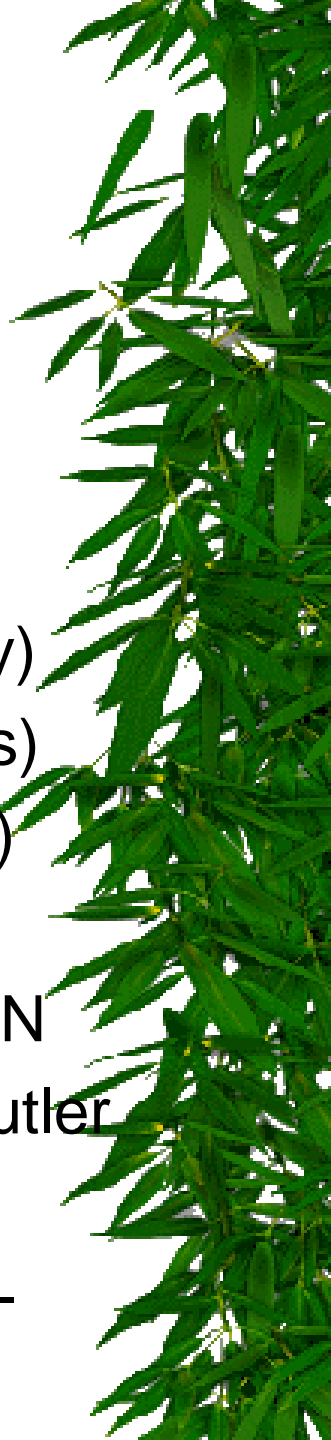
- Temple University (BA in Education)
- Chestnut Hill College (MS in Applied Technology)
- Wilkes University (Ed. Development & Strategies)
- Neumann University (Social Emotional Learning)

❖ Twenty-five years in CB:

- 3rd grade, 4th grade, 5th grade, 6th grade, and PEN
- Warwick, Titus, Mill Creek, Bridge Valley, and Butler

❖ K-8 Parochial School Board

❖ Currently serving on the board of a small, local non-profit organization



Subject Areas

- ❖ Reading
- ❖ Writing/Language
- ❖ Math
- ❖ Science
- ❖ Social Studies



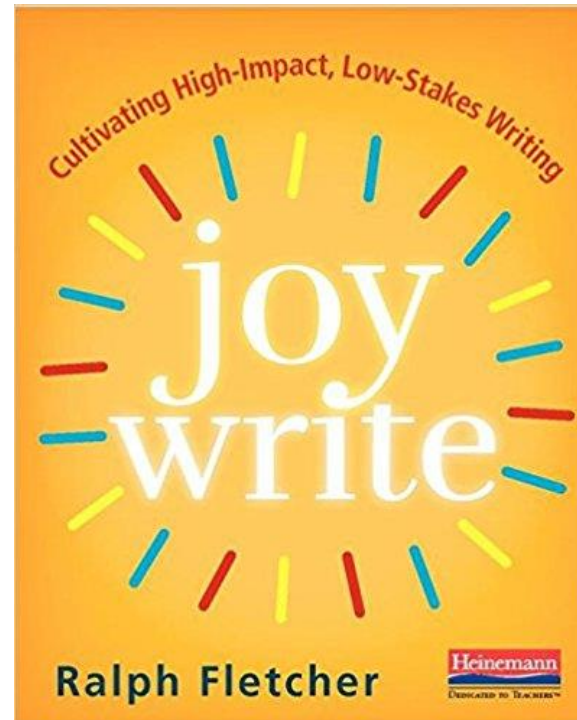
Reading

- ❖ *Lead 21*
- ❖ *Comprehension Toolkit*
- ❖ Shared Reading (Novels, such as: “Choose Your Own Adventure,” *Night of the Twisters*, *Tolliver’s Secret*, *Bunnicula*, etc.)
- ❖ IR/Journal Writing
 - ❖ Leveled Library
- ❖ Reading Homework



Writing/Language

- ❖ Narrative, Informative, Opinion, Poetry, Journaling
- ❖ Handwritten and typed pieces
- ❖ Program: *Being a Writer*
- ❖ Handwriting
- ❖ Spelling and Language
 - Spelling lists not in order and not every week



Math

- ❖ A new program, *Math In Focus*, will be the primary tool for math instruction. This appears to be a strong program.
- ❖ Bar models

Problem #5:
Sally spent \$53.50 at the grocery store. Her neighbor, Doug, spent \$60.00 more than Sally at the grocery store. How much money did Doug spend at the grocery store?

Picture Work	Number Work
	<p>Doug</p> $\begin{array}{r} \$53.50 \\ + 60.00 \\ \hline \$113.50 \end{array}$
<p>Answer: Doug spent <u>\$113.50</u> at the grocery store.</p>	

Problem #11:
Three best friends decided to sell tickets for a charity fundraiser. Adelina, Liam, and Riley each sold tickets. Adelina sold 5 tickets. Liam sold 10 times as many tickets as Adelina. Riley sold half as many tickets as Liam. How many tickets did they sell altogether?

Picture Work	Number Work
	$\begin{array}{r} 50 \\ 25 \\ + 5 \\ \hline 80 \end{array}$
<p>Answer: They sold <u>80</u> tickets altogether.</p>	

- ❖ (Three, “district required” slides follow.)

CBSD Pathway to Math in Focus 2020



● **Research**
2016-2017

● **Pilot Year 1**
2017- 2018

● **Pilot Year 2**
2018-2019

**Math in
Focus**
Singapore Math[®]
**Full
Implementation**
2019-2020

The logo for the full implementation of Math in Focus Singapore Math, featuring the text "Math in Focus" in red and black, "Singapore Math" in black, and "Full Implementation" in black, with the years "2019-2020" below.

Math in Focus 2020



Math in Focus is a research-based mastery program.

Additional focus on fact fluency and computational fluency.

Problem solving throughout each chapter.

Student resources support learning.

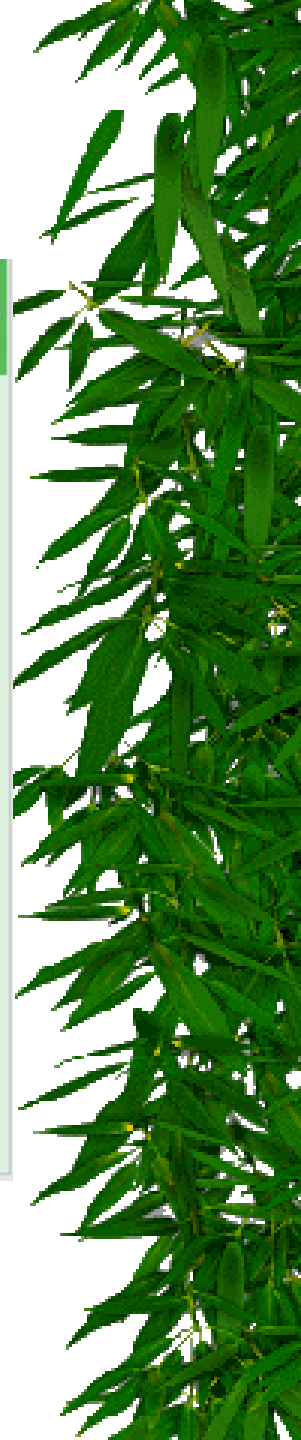


Central Bucks Teacher Training



Central Bucks School District has dedicated time over the last year preparing teachers to effectively use the Math in Focus resources to meet the needs of all students.

3 full day trainings with Central Bucks' Math Supervisor and Math Coaches	2 online trainings
Various summer workshops	Training provided to all Elementary support staff working with CBSD students
3 Math Coaches available to support teachers	



Math Assessments

- ❖ Tests (only two in the first trimester)
 - At least two days notice
- ❖ Quizzes
 - Announced and unannounced
- ❖ “Second Chance Learning” (mastery)
- ❖ Problem-Solving Tasks
 - Unannounced
- ❖ Classwork Activities/Projects (pass/fail)



Additional Math Activities

- ❖ Problem-solving activities (both independent and collaborative), as well as **math puzzles and games**
 - ❖ **Stamina** when computing and when challenged
 - ❖ **Flexibility** of thinking
 - ❖ **Efficiency** of processes and communication
- ❖ Open-ended math problems, as time allows
 - ❖ Playground design
 - ❖ Paper airplane design
 - ❖ Etc.

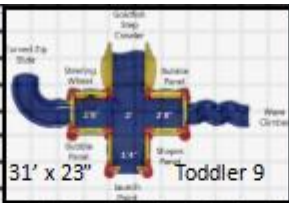




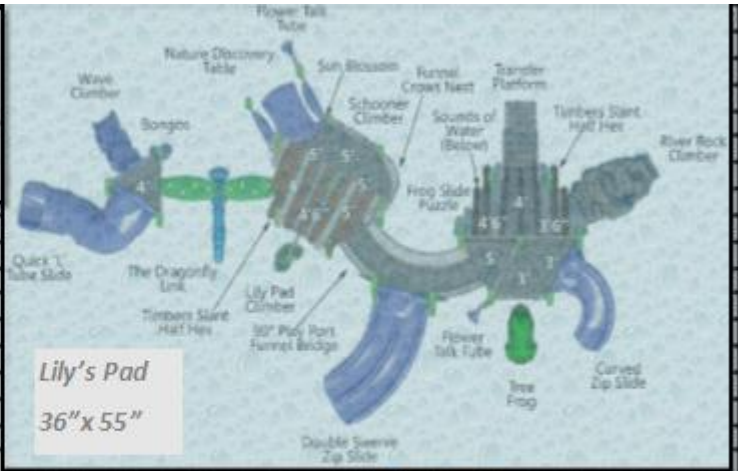
Single Bay Single Post Swing
24' x 31'

Pond Bench

Pond Bench

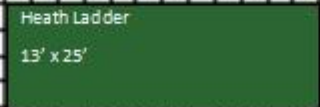


31' x 23" Toddler 9

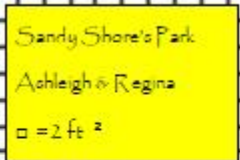


Lily's Pad
36" x 55"

Pond Bench



Heath Ladder
13' x 25'



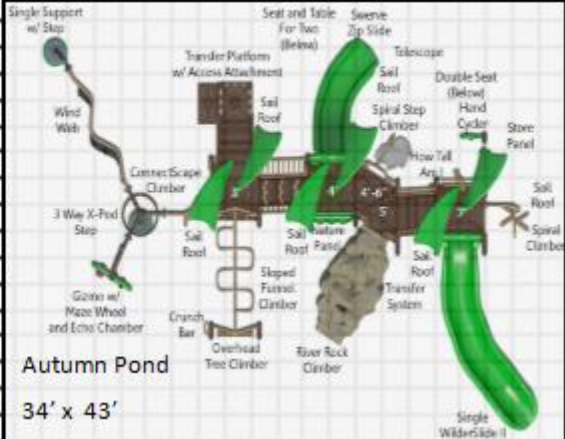
Sandy Shore's Park
Aohleigh & Regina
□ = 2 ft²



Miniature Whirl
18' x 16'



Jumbo Flyer
18' x 16'



Autumn Pond
34' x 43'

Science

- ❖ Science Process Skills
- ❖ Units of Study:
 - Energy
 - Weather
 - “Nature’s Decomposers”
 - Health & Personal Safety



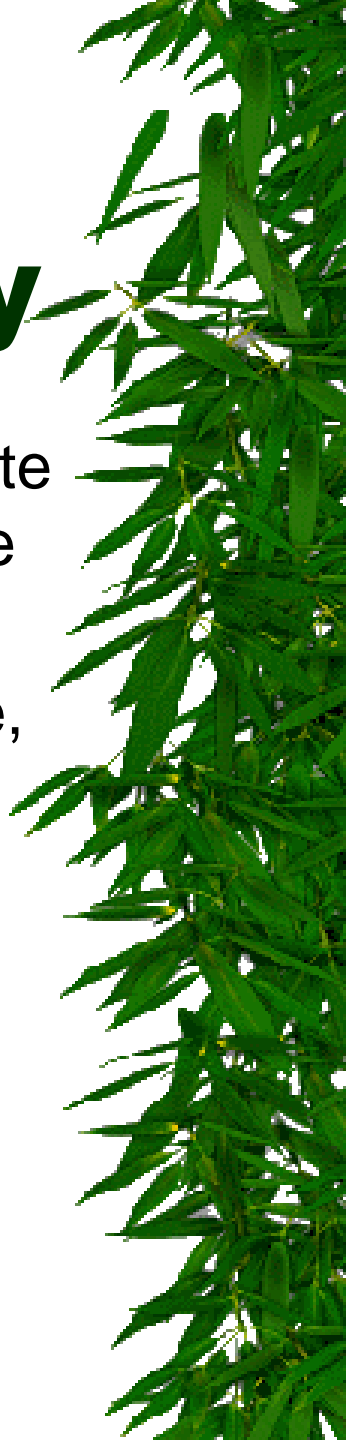
Social Studies

- ❖ *Social Studies Alive*
- ❖ Units of Study:
 - Geography
 - US History (Pre-colonial to pre-Civil War)



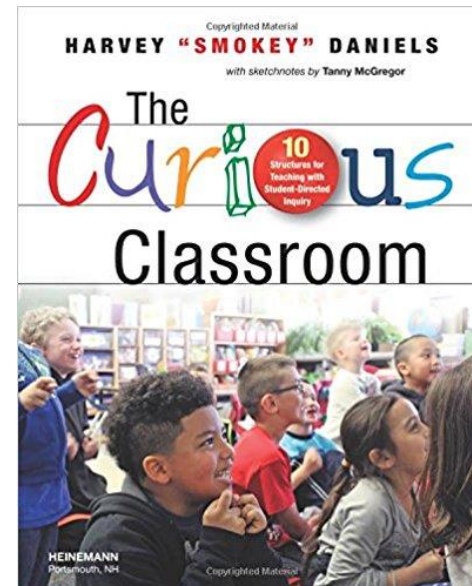
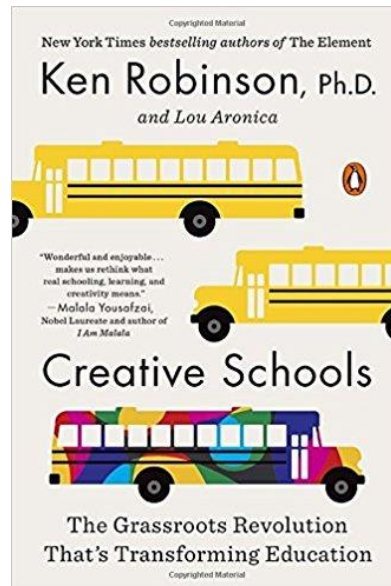
Questions About Teaching and Creativity

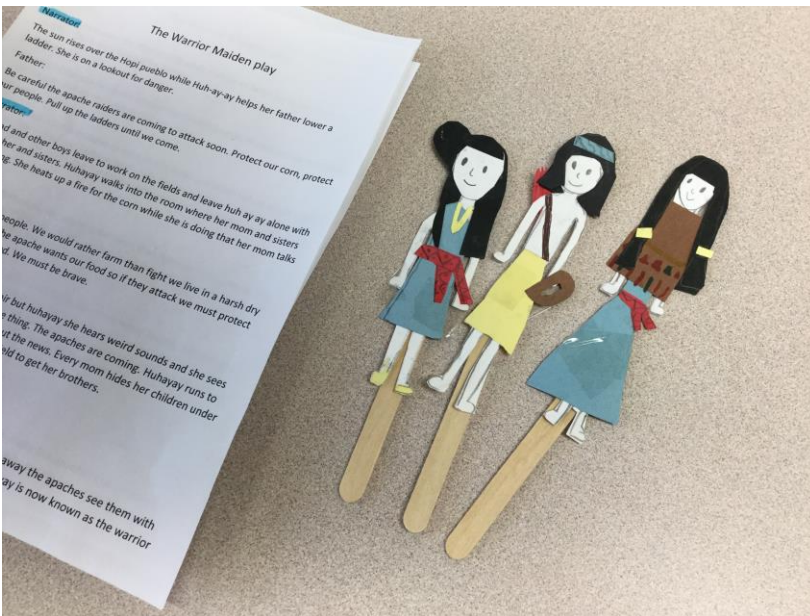
- ❖ If teachers do not model creativity and do not devote class time to it, how will students be able to explore and strengthen their own creativity?
- ❖ Can students work toward becoming more creative, if every classroom is learning the same page, the same way, on the same day?



My (Research-Based) Answers About Teaching and Creativity

- ❖ Teachers should be modeling the creative process
- ❖ Students should be participating in creative and collaborative problem-solving tasks.
- ❖ Teachers should allow students time to pursue project and enrichment choices.
- ❖ Open-ended tasks
- ❖ Pass/fail





“Eternal Skills”

- ❖ Problem-solving
- ❖ Creativity
- ❖ Collaboration
- ❖ Communication



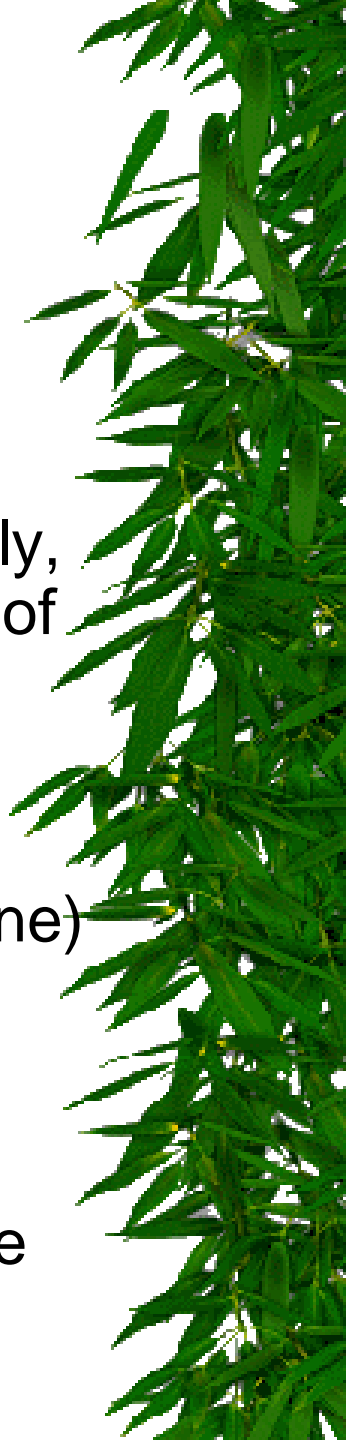
enable EMPOWER!

- ❖ Giving students the skills to claim their success- no matter what their abilities.
- ❖ Improve one step at a time, success does not just appear.
- ❖ A lifelong path and mindset:
 - It is the journey that strengthens and builds- not arriving at the destination.



Homework

- ❖ 50 minutes, on the average, per night
 - Math, 20-30 minutes of reading, and occasionally, other subjects (spelling, handwriting, “studying” of content)
- ❖ Unfinished class-work could also be assigned as homework
- ❖ Students are able to take texts home (math is on-line)
- ❖ PLEASE connect with your child about it
- ❖ If there is no homework, the assignment book will actually read “*No Homework*”
- ❖ “Missed Homework Notice” sent home if incomplete
- ❖ Enrichment homework available on my site



Discipline

- ❖ *“Bridge Valley Code of Conduct”*
- ❖ Discussions with me during recess (10 minutes)
- ❖ The behavior, not the student.



Absence Notes & Transportation Changes

- ❖ Please do not forget to send them into school!
- ❖ Absences default to “unexcused.”
- ❖ There needs to be a “live call” to the office, **in addition to** a handwritten note.
- ❖ Bus changes need to be authorized through transportation.



Snack

- ❖ We have a “working snack”
- ❖ Food items should be easy and safe to eat while working
- ❖ **Peanut and Tree Nut Free**

Birthdays

- ❖ Non-food items:
 - Pencils
 - Erasers
 - Guest Reader



State Assessments and Grading

- ❖ PSSA Math
- ❖ PSSA ELA

- ❖ Trimesters
- ❖ Letter Grades



Communication

- ❖ E-mail: dvanzant@cbsd.org
- ❖ Voicemail
- ❖ Sharepoint (in progress- calendar is active)
- ❖ Newsletters (at least monthly)



Fear and Stress

- ❖ Anxiety appears to be increasing, for both students AND parents.
- ❖ ~~High Stakes~~
- ❖ The focus is on managing anxiety, the focus is not on escaping anxiety.
- ❖ Judge favorably.



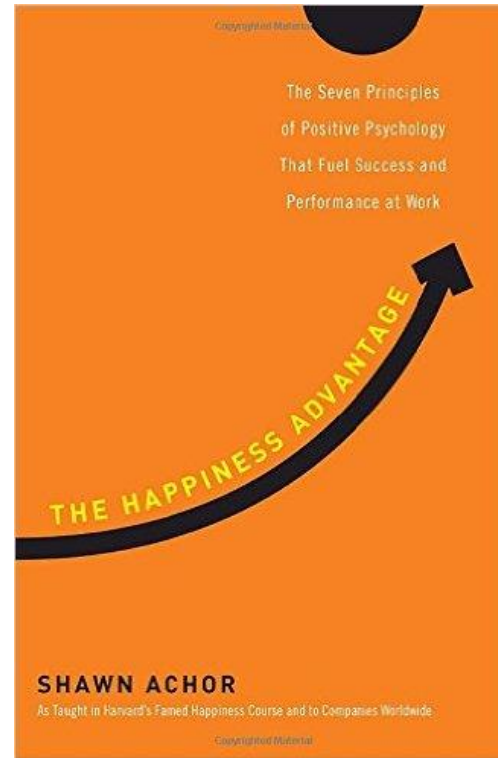
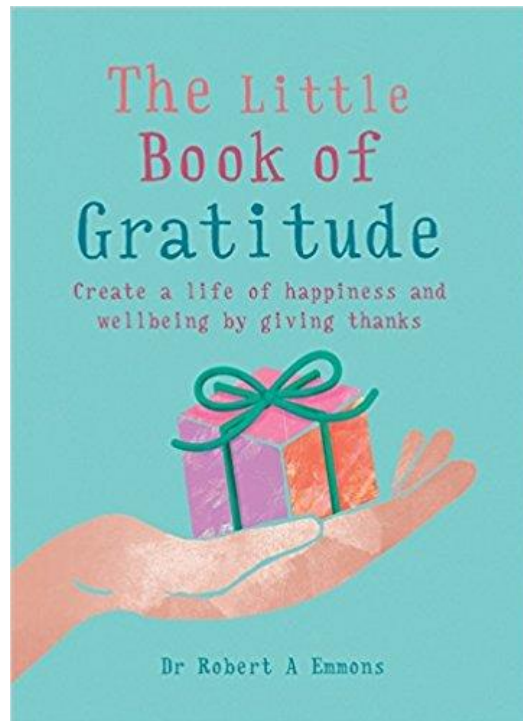
Mistakes, Growth, and Disagreements

- ❖ We ALL make mistakes.
- ❖ The key is to grow from the ones that we make and to not glorify those made by others.
- ❖ Living “in the positive,” while using mistakes as stepping-stones
- ❖ Disagreements should not make people adversaries. A sharing of perspectives can forge connections and has a better chance for a positive result where everyone feels good.



Happiness and Gratitude

- ❖ Research has demonstrated a strong correlation between practicing gratitude and being happy.
- ❖ Daily gratitude journals
- ❖ Teacher Gifts



Things I Thought That I Might Forget, But Did Not Want To

- ★ Trip Permission Forms
(Ropes/Peace Valley)
- ★ Home Technology Access
- ★ Classroom Coordinator Time
- ★ Self-Portraits
- ★ Answer Letters

