

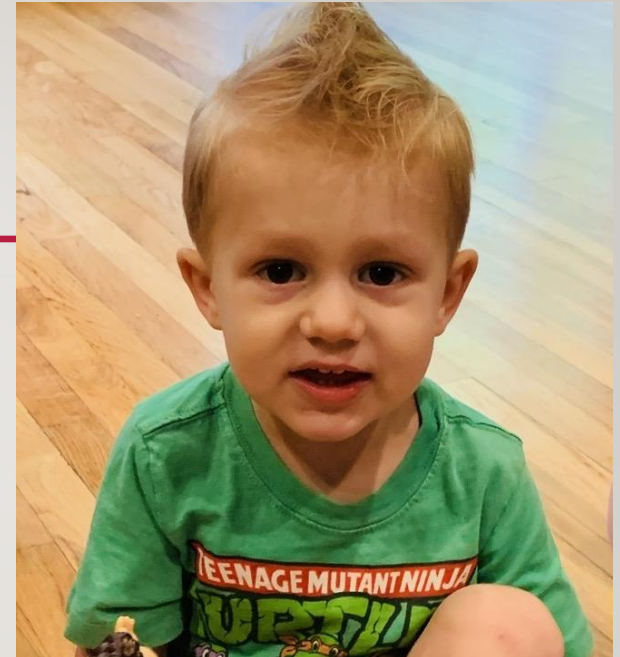
BACK TO SCHOOL NIGHT 2022-2023

- MR. MADUZIA
- KMADUZIA@CBSD.ORG
- WWW.CBSD.ORG/KMADUZIA
- 267-893-4350 EXT. 1188
- WE HAVE PEANUT AND TREE NUT ALLERGIES!!!
- I PLAN TO POST TO SEESAW...PLEASE LET ME KNOW IF YOU NEED HELP ACCESSING THIS APP





About Mr. Maduzia



About Mr. Maduzia





A Day in the Life of a 5th Grader...



-
- | | |
|-----------------|------------------------|
| • 8:50 – 10:00 | Math |
| • 10:00 – 11:00 | Writing |
| • 11:00 – 12:00 | Reading |
| • 12:00 – 1:00 | Recess/Lunch |
| • 1:00 – 1:15 | Reading |
| • 1:15 – 2:00 | Social Studies/Science |
| • 2:00 – 2:30 | WIN time |
| • 2:30 – 3:10 | Special |

Special Schedule!

Day 1

Library



Day 2

Quest



Day 3

Music



Day 4

Phys. Ed



Day 5

Art



STUDENT HANDBOOK (I ENCOURAGE YOU TO READ ON YOUR OWN)

LOCATED ON MY WEBSITE AND GAYMAN WEBSITE

- Attendance
 - Parent Portal
 - An email is helpful too
- Cell phones and smart watches
 - Turned off and in bags during the day
- Laptops
 - A tool for learning
 - Appropriate use only
- Illness
 - Work provided after one day absent (if appropriate)
- Conferences
 - After each trimester
- Class Parties
 - Halloween, Winter, End-of-year

- The Gayman Five:
 - Respect
 - Responsibility
 - Kindness
 - Cooperation
 - Perseverance
- Behavior Policy

Level of Misbehavior	Possible Consequences may include:
Level One: Misbehaviors that interfere with the orderly learning environment of the school. A violation of the Code of Conduct.	Conversation with teacher/warning, Conduct Report, restriction or loss of classroom privilege, parent notification, verbal or written apology to people affected.
Level Two: Frequent or serious misbehavior that disrupts the learning environment of the school.	All consequences from Level One, parent and student conference with teacher, referral to the office, lunch or recess office detention.
Level Three: Misbehaviors that have the potential to endanger the well-being of other students or staff.	All consequences from Level Two, in-school or out-of-school suspension, replacement, or repair of damaged property.

Homework

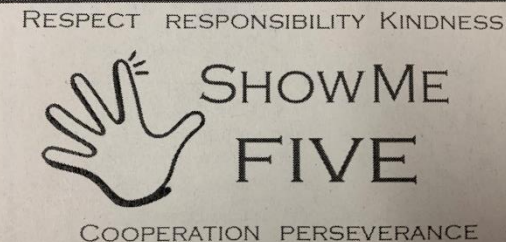
Posted daily on my website
www.cbsd.org/kmaduzia
(homework tab)

Monday through Thursday your child should expect the following...

- **MATH:** A variety of assignments that should take 10-20 minutes
- **READING:** Read for 20 minutes/night...Logs due per month
- **OTHER:** Prepare for tests and quizzes in all subjects

The Gayman Elementary School Code of Conduct

As students of Gayman Elementary School, we will follow the Gayman Code of Conduct.



LOCATIONS:	Respect	Responsibility	Kindness	Cooperation	Perseverance
Classroom	<ul style="list-style-type: none"> • Listen politely. • Use materials appropriately. • Raise my hand. 	<ul style="list-style-type: none"> • Follow the class rules. • Remember my manners. • Make good choices. 	<ul style="list-style-type: none"> • Share. • Be helpful. 	<ul style="list-style-type: none"> • Take turns. • Include others. • Do my part to help. 	<ul style="list-style-type: none"> • Keep trying. • Ask for help. • Maintain a positive attitude.
Hallway	<ul style="list-style-type: none"> • Be mindful of others. • Keep my hands to myself. • Walk quietly. 	<ul style="list-style-type: none"> • Neatly line-up lunch buckets. • Keep trash off the floor. 	<ul style="list-style-type: none"> • Greet others. • Be helpful. 	<ul style="list-style-type: none"> • Wait for others to pass. 	<ul style="list-style-type: none"> • Follow directions.
Playground	<ul style="list-style-type: none"> • Follow the playground rules. • Remember my personal space. 	<ul style="list-style-type: none"> • Use the equipment safely. • Follow the rules of the game. 	<ul style="list-style-type: none"> • Use kind words. • Include everyone who wants to participate. 	<ul style="list-style-type: none"> • Share space and equipment. • Choose teams fairly. 	<ul style="list-style-type: none"> • Stay calm when I am frustrated. • Be open to other's suggestions.
All Purpose Room	<ul style="list-style-type: none"> • Listen to the adults. • Use inside voices. • Raise my hand to leave. 	<ul style="list-style-type: none"> • Clean up my space. • Keep my hands and body to myself. 	<ul style="list-style-type: none"> • Speak nicely to everyone. • Listen to others. 	<ul style="list-style-type: none"> • Keep a positive attitude. 	<ul style="list-style-type: none"> • Follow the rules. • Clean up appropriately. • Remain quiet while lining up.
School Bus	<ul style="list-style-type: none"> • Use indoor voices. • Keep my hands to myself. 	<ul style="list-style-type: none"> • Stay seated. • Walk to and from the bus. 	<ul style="list-style-type: none"> • Keep the aisle clear. • Say hello to the driver. 	<ul style="list-style-type: none"> • Listen to the driver. • Find my seat quickly. 	<ul style="list-style-type: none"> • Hands stay inside the bus. • Stay in my personal space.

Gayman Elementary School

Recess Rules



-
1. **Use the recess equipment safely and appropriately.**

(Do not play tag on the equipment.)

2. **Show good sportsmanship.**

3. **Do not touch the wood chips, or snow and ice.**

4. **Play football and soccer on the fields, only.**

5. **Follow the Gaga Pit rules.**

6. **Ask permission to use the bathroom or see the nurse**

Do not return to the classrooms.

CONSEQUENCES:

1. Warning.
2. Loss of privilege. *(The student will be told to play elsewhere.)*
3. Shadow an adult. *(The student will be told to stay close to an adult.)*
4. The classroom teacher will be notified. *(An email/phone call to the parent may occur.)*
5. The office will be notified. *(The student will lose recess.)*

Gayman Elementary School

Lunch Rules



-
- 1. Three students may sit on ONE bench; do not save seats.**
 - 2. Talk only. No yelling.**
 - 3. Ask an adult to leave the cafeteria.**
 - 4. One person may use the bathroom at a time.**
 - 5. Stay seated. Raise your hand if you need something.**
 - 6. Clean up your personal space.**
 - 7. Walk quietly back to class.**
-

CONSEQUENCES:

1. Reminder.
2. Warning.
3. The classroom teacher will be notified.
4. The student will eat lunch in an assigned seat for 1-3 days.
5. The student will eat lunch in the office.

WHOLE CLASS BEHAVIOR SYSTEM

HOW DO WE WANT TO FEEL EACH DAY?

- H – Happy
 - I – Included
 - M – Motivated
 - P – Prepared
 - S – Safe
 - C - Confident
- Our goal is to make ourselves and others feel these ways.

READING



- MyView –
 - Journeys
 - Observations
 - Reflections
 - Liberty
 - Systems
 - Fantasy
- Novel Studies
- Read aloud
- Independent Reading in school
- Assessment for reading
 - Weekly quizzes (progress check)
 - Unit tests
 - Sign and return please
- Monthly reading calendar
 - At-home reading
 - 20 minutes per weeknight
 - Monthly goal connected to reward system

- Monthly reading calendar
 - At-home reading
 - 20 minutes per weeknight
 - Monthly goal connected to reward system



SEPTEMBER 2021



SUN	MON	TUE	WED	THU	FRI	SAT
Record the minutes read on each date along with the pages read.	Example: 20 min Pg. 1-13	Your goal is to read <u>at least 20 minutes a day.</u>	1	2	3	4
5	6 	7 	8	9	10	11
12	13	14	15	16 	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
					Hand in your reading log to your teacher!	Total Minutes Read Equals: _____minutes

WRITING



- Units
 - Building a community of writers
 - Personal Narrative
 - Informational
 - Argumentative/opinion
 - Science Fiction
 - Poetry
- Weekly spelling lists
 - Attached to the weekly reading quizzes
- Word study and grammar on the weekly quizzes

• Assessment for writing

Name: _____ Central Bucks School District: Narrative Piece Rubric - Grade 5 Date: _____

	+ (Exceeding) 4 Points	M (Meeting) 3 Points	/ (Approaching) 2 Points	- (Limited Progress) 1 Point
Focus WRFO	<ul style="list-style-type: none"> • Responds skillfully to all parts of the task • Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to all parts of the task • Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to most parts of the task • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to some or no parts of the task • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way
Content WRCT	<ul style="list-style-type: none"> • Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations • Uses concrete words and sensory details to make experiences and events come to life 	<ul style="list-style-type: none"> • Uses pacing and descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations • Uses concrete words and phrases, and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> • Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Uses dialogue to support plot • Attempts to use concrete words and sensory details to describe experiences and events 	<ul style="list-style-type: none"> • Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot • Fails to use concrete words or sensory details
Organization WROG	<ul style="list-style-type: none"> • Coherently organizes a clear event sequence that unfolds naturally • Provides a conclusion that clearly follows from the narrated experience or events • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events 	<ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds naturally • Provides a conclusion that follows from the narrated experience or events • Uses a variety of transitional words, phrases, and clauses to manage the sequence of events 	<ul style="list-style-type: none"> • Organizes some sequencing but might confuse the reader • Attempts a conclusion that may or may not follow the narrated experience or events • Uses some transitional words, phrases or clauses to manage the sequence of events. 	<ul style="list-style-type: none"> • Does not sequence narrative in a logical order • Conclusion is not attempted or discernible • Uses few or no transitional words, phrases, or clauses to manage the sequence of events.
Style WRSS	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Utilizes incorrect and/or simplistic word choice
Conventions of Language WRCG	<ul style="list-style-type: none"> • Demonstrates above grade level appropriate conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning 	<ul style="list-style-type: none"> • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> • Demonstrates some grade level appropriate conventions, but errors obscure meaning 	<ul style="list-style-type: none"> • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning
Behaviors of a Writer (No points assigned to this skill.)	I am always able to: <ul style="list-style-type: none"> • Generate ideas for writing • Demonstrate writing stamina • Use resources and conferences to independently revise and edit 	Most of the time I am able to: <ul style="list-style-type: none"> • Generate ideas for writing • Demonstrate writing stamina • Use resources and conferences to independently revise and edit 	Sometimes I am able to: <ul style="list-style-type: none"> • Generate ideas for writing • Demonstrate writing stamina • Use resources and conferences to independently revise and edit 	I am rarely able to: <ul style="list-style-type: none"> • Generate ideas for writing • Demonstrate writing stamina • Use resources and conferences to independently revise and edit

18 – 20 = A

14– 17 = B

11 – 13 = C

8 – 10 = D

5 – 7 = F

SCIENCE (HALF OF EACH TRIMESTER)

- Units

- Natures Recyclers



- Energy



- Weather



- Assessment

- Quizzes
- Experiments
- Projects

SOCIAL STUDIES (HALF OF EACH TRIMESTER)

- Social Studies Alive! TCI

- Geography
- Native Americans
- American History



- Assessment

- Quizzes
- Tests
- Projects

- Early explorers
- Colonization
- American Revolution
- Declaration of Independence
- Constitution



Field Trips

Peace Valley Nature Center

Iron Pigs baseball game

October 12th

Sometime in Spring



MTSS and WIN video

MATH PROGRAM

- Fifth Grade “Accelerated” Program:
-

- MATH IN FOCUS (Singapore Math)
- Class works at a faster pace
- Dive deeper into enrichment content
- Challenging assessments

MATH IN FOCUS – “IN A NUTSHELL”

MATERIALS

- Workbook
- Spiral Notebook
- “Extra practice and homework” packet
- “Enrichment” packet

THE PROGRAM

- 10 chapters
- Each chapter ends with a test
- There are typically 1-2 quizzes per chapter



Communication

- Email: Kmaduzia@cbsd.org
- Phone: 267-893-4350 ext. 1188
- www.cbsd.org/kmaduzia

