



Welcome

OUR PLAN

- 1) My Approach to Teaching
- 2) Social/Emotional & Academic Stages
- 3) Curriculum
- 4) Assessments, Grades & Homework

Mr. Jordan Einbinder
jordaneinbinder@sbsd.net

Housekeeping:

- 1) Bullying Prevention Policy
- 2) Residence Declaration
- 3) Letter to you child
- 4) Parent volunteer signup
- 5) Contact information form

[Tinyurl.com/Einbinder2018](https://tinyurl.com/Einbinder2018)

+ A little background on your child's teacher...

- Taught 5th and 4th grade at Mission Bay Montessori Academy for the 15 years – 5TH year at Solana Ranch
- BA in Literature – UC Santa Cruz
- MA in American Studies / American History – CSU Fullerton
- California Multiple Subject CLAD teaching credential - National University
- Served in the United State Peace Corps in Gabon, Central Africa teaching fish farming
- Prior to teaching, worked in marketing for direct marketing/retail catalog company in Orange County

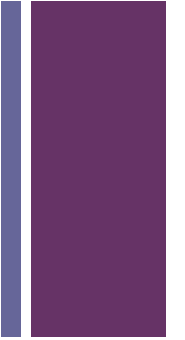


Danielle and Aron

+ What is Teaching?

- "The role of the teacher is to create the conditions for inventions, rather than provide ready-made knowledge." -Seymour Papert
- "Our aim is not only to make the child understand, and still less to force him to memorize, but so to touch his inner imagination as to enthuse him to his innermost core." – Maria Montessori
- "A child's inner needs say: Help me do it alone." – Maria Montessori





心照不宣
Xīnzhào bù xuān



Close Collaboration with a Team





What Makes This Mixed-Age Class Effective:



Individualized Grade Level Instruction

- Personal recent experience with 4th and 5th grade curriculum as well as experience with mixed-age classrooms
- Small group instruction
- Built in leadership & mentorship opportunities
- Six scheduled time slots throughout the week with only 4th or 5th graders in the classroom
- Learning viewed on a continuum



Learning on a Continuum

Learning Progression for Information Writing							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
STRUCTURE							
Overall	The writer taught readers information about a subject. He put in ideas, observations, and questions.	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	The writer conveyed ideas and information about a subject in a well-structured text. Sometimes she incorporated arguments, explanations, stories, or procedural passages.	The writer brought together ideas and information about a subject in a text that develops a subtopic and/or an idea. He incorporated a variety of text structures as needed, including argument, explanation, narrative, and procedural passages.	The writer discussed key concepts within a topic and made it clear why these concepts are important. She provided examples with relevant information, using a variety of text structures and formatting, as needed, to make concepts and information compelling and accessible.	The writer discussed complex concepts, presenting facts and information in an engaging manner, teaching the reader significant concepts and information. The writer conveyed the sources of the information and analyzed them when relevant.
Lead	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would later develop, as well as the sequence.	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She let readers know the subtopics that she would develop later and how her text would unfold.	The writer interested the reader in the topic by explaining its significance or providing a compelling fact, statistic, or anecdote. He made it clear what parts of this topic his text would tackle, and how the ideas and information in the text would unfold.	After hooking the reader, the writer provided context, introduced a focus/main idea, and oriented readers to the overall structure of the text (compare/contrast, cause and effect, claims and support, classification, etc.).	The writer wrote an engaging lead that explained the topic's significance, contextualized it with background information, and mentioned key points of view or issues that would be discussed.
Transitions	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If he organized the section in kinds or parts, he used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	When the writer wrote about results, she used words and phrases like <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When she compared information, she used words and phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, she used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, she used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	The writer used transitions to help readers understand how different bits of information and different parts of his writing fit together. He used transitions to help connect ideas, information, and examples, and to imply relationships such as when material exemplifies, adds to, is similar to, explains, is a result of, or contrasts. He used transitions such as <i>for instance</i> , <i>such as</i> , <i>similarly</i> , <i>therefore</i> , <i>as a result</i> , <i>in contrast to</i> , and <i>on the other hand</i> .	The writer used transitions to link concepts with related information. The transitions help the reader follow from part to part and make it clear when information is an example of a bigger idea, follows from an earlier point, introduces a new idea, or suggests a contrast. The writer used such transitions as <i>specifically</i> , <i>for instance</i> , <i>related to</i> , <i>just as</i> , <i>turning to</i> , <i>on the other hand</i> , and <i>however</i> .	The writer used transitions to lead the reader across parts of the text and to help the reader note how parts of the text relate back to earlier parts, using phrases such as <i>just as</i> , <i>returning to</i> , <i>as we saw earlier</i> , <i>similarly to</i> , <i>unlike</i> , and <i>yet</i> .	The writer used transitional phrases to show the relationship between parts of the text, including references to prior sections and previewing future sections. The writer may have used transitions to show the source of cited information. These transitions might include <i>adapted from</i> , <i>excerpted from</i> , <i>according to</i> , <i>building from</i> , <i>revealed in</i> , <i>suggested by</i> , <i>illustrated by</i> , and <i>demonstrated in</i> .
Ending	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	The writer wrote a conclusion in which she restated the important ideas and offered a final insight or implication for the reader to consider.	In his conclusion, the writer reinforced and built on the main point(s) in a way that made the entire piece a cohesive whole. The conclusion may have restated the main points, responded to them, or highlighted their significance.	In her conclusion, the writer suggested implications, built up the significance of her main points, and/or alluded to potential challenges.	In his conclusion, the writer strengthens implication, suggested action to take, and/or mentioned multiple perspective or potential challenges.
Organization	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	The writer chose a focused subject. The writer used subheadings and/or clear introductory transitions to separate sections. The writer made deliberate choices about how to order sections and about the sequence of information and ideas within sections. He chose structures such as compare and contrast, categories, or claim and support to organize information and ideas. Some sections are written as argument, explanation, stories, or procedural passages.	The writer focused her writing on a subtopic or a particular point or two. The writer organized her piece into parts and used structures (claims and supports, problems/solution, sequence, etc.) to organize those parts (and perhaps the whole). The writer used introductions, topic sentences, transitions, formatting, and graphics, where appropriate, to clarify the structure of the piece and to highlight main points.	The writer focused on key concepts within the topic. The writer organized information and ideas into broader categories and clarified how sections are ordered and connected. The writer used his organizational structure to help the reader's comprehension, perhaps holding back details until first conveying broader points, or only offering a second perspective after the first was established. The sections and information built on each other throughout the piece.	The writer's organizational structure introduced and layered key concepts and information. The writer layered information to maintain tension, engage the reader's interest, and/or build complexity. The writer built the sections upon each other logically, allowing the reader to build knowledge and deeper understandings.

+ 4th Grade to 5th Grade: a Time of Maturation

Physical / Social & Emotional Changes

- Increased ability to understand different points of view
- Understanding of public vs private lives
- Increasing interest in spending time with friends
- Begin getting information from others outside of home: social media
- Testing limits & beginning to connect actions and consequences
- Your child's body is changing – 5th grade 'Maturation Class'

+ 4th Grade to 5th Grade

Academic Changes

- Much greater independence
- Taking greater ownership for learning
 - Seeking help when needed
 - Self-motivated learners – not because mom or teacher pushes
- Increased emphasis on organizational skills, using binders & daily planner to manage materials and work
- Long-term projects to allow children to engage students and create in-depth understanding

+ Special Focus in Room 204

- Public Speaking
 - All students will present three oral reports
 - Presentations will be recorded and analyzed for content and presentation skills
 - Consistent opportunities to speak and present ideas
- Writing: writing is a PROCESS
 - Daily writing: expression/fluency, logic, structure, syntax
 - Significant focus on revision process
- Collaborative Work
 - Most daily work will require students to share & discuss ideas
 - Projects will be group efforts
 - Emphasis on working productively in teams & recognizing the different talents each individual brings to a project



Celebrate the Struggle - The Growth Mindset



- It's a good thing for your child to not learn everything easily.
- Let students learn from their struggles, rather than helping them to avoid them.
- Research projects, book reports, even daily math and writing should be a struggle: we want our students to experience the frustration and challenge of working through difficult material (Please let me know if you think your child is experiencing 'excessive' frustration so that I can give additional guidance & support).



The 7 Habits of Leadership

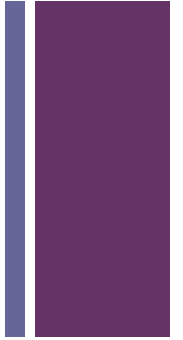
- A school-wide program to teach leadership and develop effective skills to plan, communicate, collaborate & problem solve.
- Establish Goals
- Leadership as a concept of personal growth: 'I am a leader if I strive to improve and put forth my best effort.'
- **Student Led Conferences** reinforcing independence & accountability: putting into practice the theory that students will achieve the most growth when they are aware of their strengths & weakness, establish independent goals, and **reflect on progress**.





Our Class Mission Statement

(9/6/2018)



In Mr. Einbinder's class we will show Hawk PRIDE, treat everyone fairly, make new friends, and have fun. We will work hard, have a positive attitude and never give up, help our classmates and be kind to everyone.



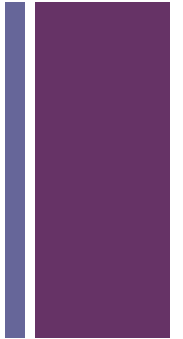
Our Curriculum:

Guided by California State Standards:

Math - <http://www.corestandards.org/Math/>

Language Arts - <http://www.corestandards.org/ELA-Literacy/>

Science - <http://www.nextgenscience.org/>

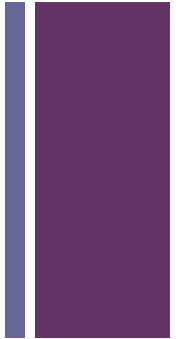


- Eureka Math & Project Based Math
- Love of Literacy: Reading workshop model with mini-lessons and time for independent reading, social studies & science curriculum primary non-fiction readings
- United States & California History
- Next Generation Science Standards: STEMscopes
- Writer's Workshop: Lucy Calkins – daily writing!! Narrative, Informational & Opinion writing forms



Reading: A Love of Literacy

- Student choice
- Time to read
- Short mini-lessons teaching core reading skills
 - Theme
 - Perspective
 - Character motivation
 - Plot Structure
 - Main ideas & detail
 - Connection between texts





The single activity that consistently correlates with high levels of performance on standardized tests of reading ability: frequent, voluminous, self-selected reading. A child sitting in a quiet room isn't a flashy or, more significantly, marketable teaching method. It just happens to be the only way anyone ever grew up a reader. -- Nancie Atwell, *The Reading Zone*

STUDENTS SHOULD BE READING EVERY DAY!

Independent reading at student level

Parent reading above above level

Scholastic Books

When you buy books,
our class earns books.



September only...
Online preferred.

Code N9LHT

New and used book
donations are always welcome!

Thank you for your support!



Math: Eureka Curriculum and Real-Life Projects (performance tasks)



4th

- Number sense and place value concepts
- **Fluency in addition, subtraction, multiplication, division with whole numbers, fraction & decimals**
- **Multiple-step word problems using visual models to solve**
- Decimal – fraction relationships
- Apply concepts of area and perimeter to 2-dimensional shapes
- Unit conversion using metric and standard units

5th

- Number sense and place value concepts
- Fluency in addition, subtraction, multiplication, division with whole numbers, fraction – larger numbers
- Multiple-step word problems using visual models to solve
- **Decimal – fraction relationships and decimal multiplication and division**
- **Understand and apply fraction as a division problem and construct visual models with fraction**
- Volume and surface area
- Plot points in coordinate plane and generate equations from data points
- Understand concepts of angles and categorize geometric shapes



Social Studies



4th – California History

- Geography and affect on community and culture
- Spanish exploration of California
- Early Spanish settlement and establishment of Mission System
- California statehood
- Goldrush era and expansion

5th – United States History

- Geography and affect on community and culture
- First Americans – land bridge theory
- Early European Exploration
- Early settlements
- Growth of English colonies and governments
- American Revolution
- United States Government and Constitution



Science – Next Generation Science Standards



4th

- Energy & Collisions
- Renewable Energy
- Sculpting Landscapes
- Earthquake Engineering
- Animal Adaptations

5th

- Space
- Matter
- Ecosystems
- Earth Systems

Close collaboration with STREAM lab and engineering component for each topic

+ Writing

Daily Writing – A process

- Narrative, Informational, Opinion forms
- Training on how to develop ideas
- Extensive instruction on revision process
- Research skills
- Sharing / Publishing Opportunities – celebrate writing!!



+ Genius Hour / Passion Projects



+ Homework



- Homework will be given nightly, Monday-Thursday
- Approximately 30 minutes – 1 hour of homework
- Homework is typically an extension of daily assignments – completion of assignments
- May be more homework when working on research projects and book reports
- Please contact me if your child has much less or much more: your child may need extra assistance or more challenging work.

+ Parent Communication

- Effective communication with you is critical to a successful year.
- Parent conferences are held twice per year: November and March.
- Daily Planner is best way to connect with your child's daily work – PLEASE INITIAL YOUR CHILD'S PLANNER DAILY.
- Bi-Weekly folder with completed work & bi-weekly Graded Word/Test Binders that I will ask you to sign allow you to monitor work
- Please contact me for any reason if you have concerns about social issues, academic progress, or any aspect of your child's school life - informal conferences or even before and after-school curbside talks can benefit your child's learning.

+ Grades



- **There will be NO letter grades.**

Students will be graded on a 1-4 scale according to task-specific rubric

- **1-4 scale will be associated with specific California Standards and our Standards-based Report Card.**

- **4- Exceeds the Standard**

- **3-Meets the Standard**

- **2-Approaching Standard**

- **1-Below Standard**

You will be seeing different forms of assessment, many of which will have a 4-point rubric.

My view is that assessment need to be meaningful: do they provide me with information on how to better meet needs of child? Do they help child clarify ideas?

+ EMAIL and Contact



- Did you get my email? If not, please send me an email *ASAP*, so you will be added to the list.
jordaneinbinder@sbsd.net
- Complete the Parent Contact Google Form – you will get email with form later this evening.
- Most communication is done via email, so please make sure you give me the email you check regularly.
- I don't check voicemails often.

+ Birthdays



- Solana Ranch policy is 'no food' birthday treats (Suggestions are bringing in a book, pencils, bookmarks, PE equipment for class use)
- Please coordinate with me for best time

I would love to have a parent volunteer to take the lead to coordinate/schedule class birthdays!

+ Volunteering



- If you would like to volunteer, please sign up at the back table. I will send out more information once we have our class routine down.

Language Arts - 1:00 - Monday, Tuesday, Thursday

Math – 9:15 – 10:45 Monday, Tuesday, Thursday

Admin / Prep Work – When available

Projects / Baking – Fridays 9:15 - 11

+ Save the Date

4th Grade

- 12/3 Mission San Juan Capistrano
- 3/21 Gold Rush Day & Performance
- 6/12 Bizz Town

5th Grade

- 1/17 Colonial Day & Performance @ 2:00pm
- 5/28-5/29 Maritime Museum/Star of India (overnight)

Conferences:

Fall 11/5 – 11/9

Spring 3/11 – 3/15



+ Wish List:

■ Scholastic Books!!

