



**PARENT  
INFORMATION  
NIGHT  
2021-2022**

**Mrs. Anthony**

**5th Grade**

**Coronita Elementary School**

**[THE BULLDOG BULLETIN: CLICK HERE](#)**

This is my 21st year at WONDERFUL Coronita Elementary as an upper grade teacher!

The fifth-grade team

- Mrs. Anthony
- Mr. Hale

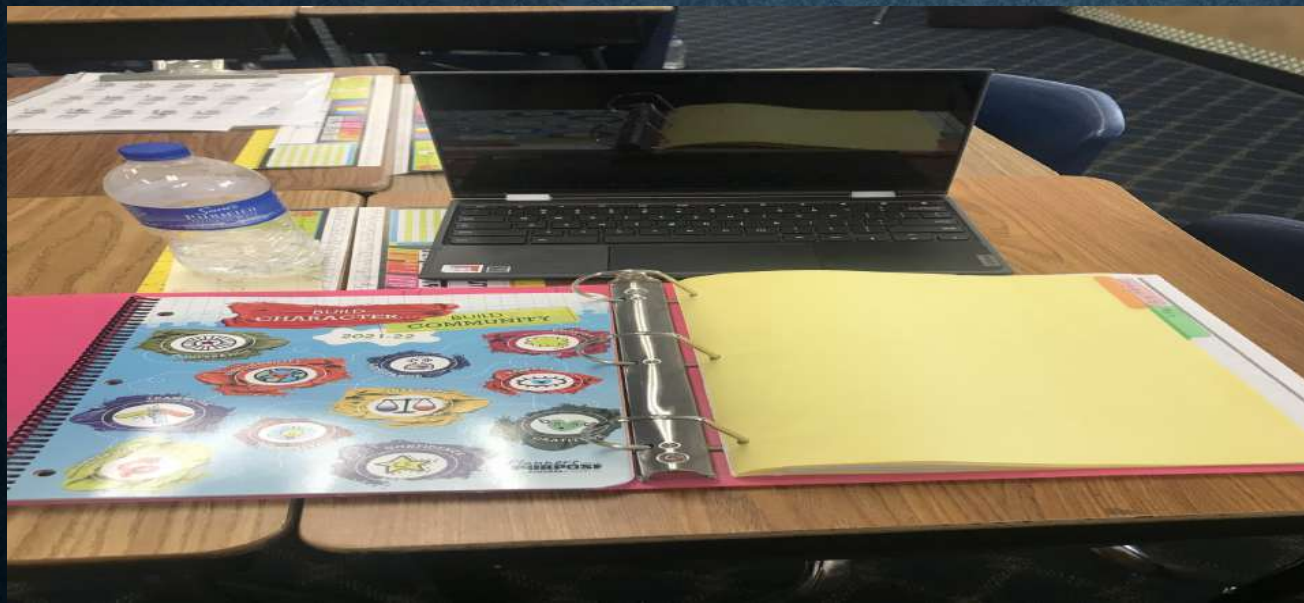


Administrators

- Ms. Cortez is our new principal!
- Mrs. Kea is our assistant principal!
- Mrs. Villalobos is our new full time counselor!

# Staying Organized “AVID” style

- 2-inch binder
- dividers and pencil pouch
- School planner
- District device (Chromebook)
- Headphones or ear buds (headphone jack)
- Binder and planner travel from home to school everyday



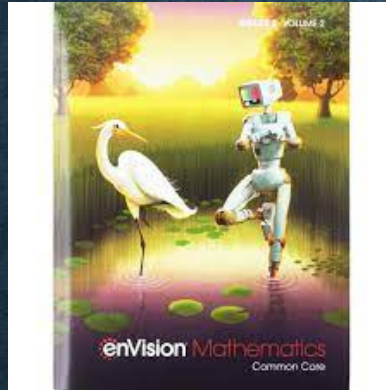
THANK YOU FOR MAKING  
ATTENDANCE A TOP  
PRIORITY!  
WHAT A GREAT WAY TO SET  
YOUR CHILD UP FOR  
SUCCESSFUL LEARNING!!

# DAILY LEARNING

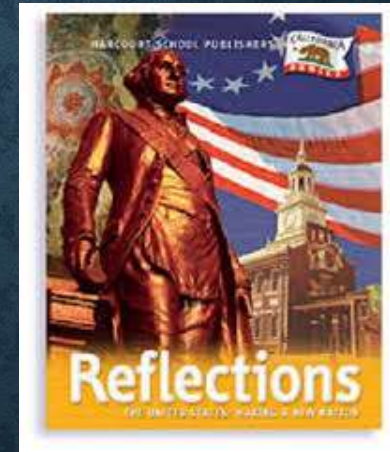
- [Click here for Common Core Standards](#)

- 2 hours of Language Arts
- Reading, Writing, Spelling, Grammar

- 1 hour of Math



Social Studies: United States History and Geography: Making a New Nation



- [Click here for Next Generation Science Standards](#)



- 100 minutes of PE weekly
- 2 art lessons per month with an art teacher
- Library visit once per week
- 30 minutes of ELD daily

# Sample of our Daily Schedule

August 20, 2021  
8-20-21

## Agenda

- 8:00 - Welcome! Attendance  
Agenda  
Homework - digital journal  
- read library books
- 8:20 - E.L.A.  
- gather text evidence  
- collaborative conversation  
- read for key details and main idea
- 9:45 - P.E.  
- dynamic stretches  
- run 1/2 mile
- 10:15 - Math correct math  
MP5  
standard form
- 10:50 - Recess
- 11:00 - Rm. 36 V.D.I. Lab for new reading test
- 11:45 - Math - How are place value positions related?
- 12:30 - Lunch
- 1:10 - read aloud  
Social Studies - 7 U.S. regions
- 1:55 - homework/packup
- 2:07 - Dismissal

Every  
dismiss

U.S. region: \_\_\_\_\_

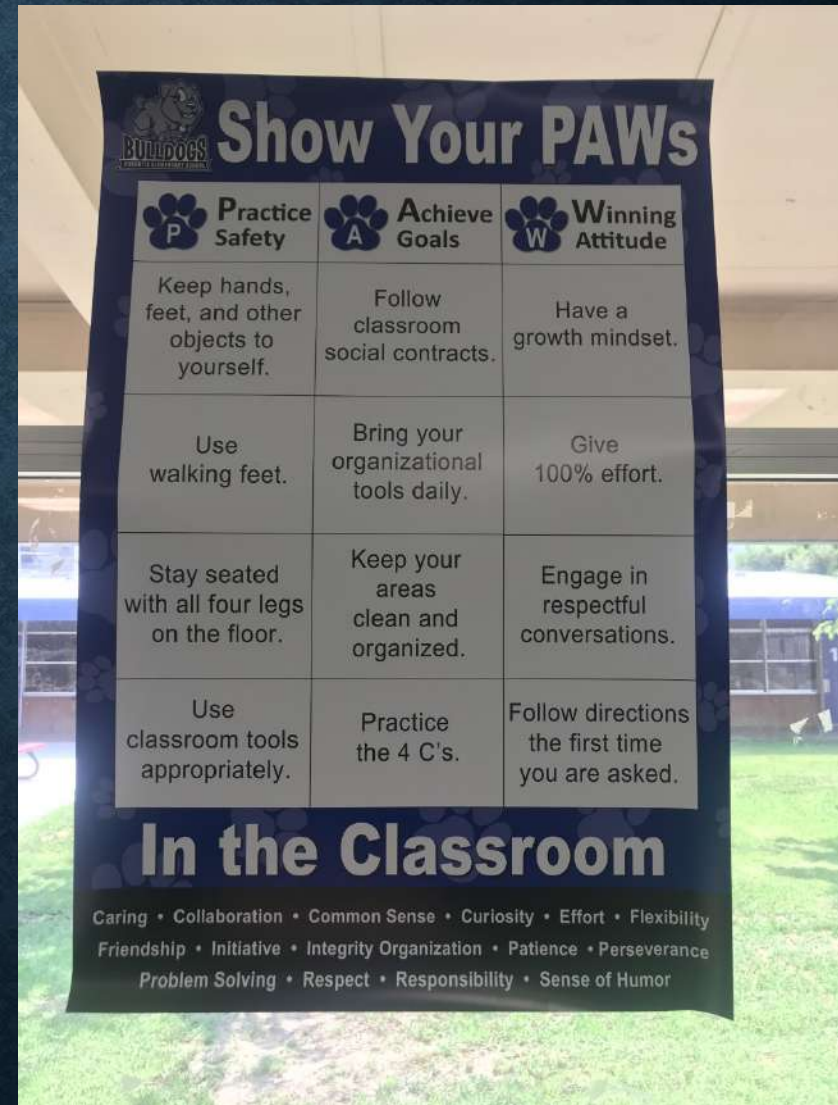
physical  
features

climate



# PBIS

- Positive Behavior Intervention Support
- Schoolwide motto “Show your PAWs!”
- Practice Safety, Achieve your goals, Have a winning attitude
- Expectations are posted throughout campus
- Students earn points daily for meeting the behavior expectations
- Pawmazon and class store: students can cash in their points for small prizes



# HOMework

- Brief review of the day's learning objectives
  - math, grammar, spelling
- Homework is written in planner each day
- Homework is due the following day
  
- Read for 20 minutes
- Respond to reading each day in a reading journal
  
- A daily homework routine is a great way to complete assignments consistently.

The image shows three examples of handwritten homework assignments in a planner grid. Each example is written in red ink. The first example lists: 1. Read for 20 mins., 2. reading journal task, 3. Sentence fragments sheet. The second example lists: 1. Read for 20 mins., 2. reading journal, 3. Run-on Sentence Sheet. The third example lists: 1. Read for 20 mins., 2. reading journal, 3. math sheet - choose 1 side. The planner grid has a 'Book Title:' label at the bottom of each column.

① Read for 20 mins.	① Read for 20 mins.	① Read for 20 mins.
② reading journal task	② reading journal	② reading journal
③ Sentence fragments sheet	③ Run-on Sentence Sheet	③ math sheet - choose 1 side
Book Title:	Book Title:	Book Title:




# READING JOURNAL CHOICE BOARD AND SAMPLE

Reading Log Tasks: Choose 1 per day.

Before you complete your reading log task, please write the following information for your book each day:

Date \_\_\_\_\_  
 Book Title \_\_\_\_\_  
 Author \_\_\_\_\_  
 Page started \_\_\_\_\_ Page finished \_\_\_\_\_


Choose one activity per day. You can do the same activity more than once, but no more than two times.

<p><b>Clarify Unfamiliar Words</b>          Create a chart where you explain what strategies you used to clarify unfamiliar words. The chart should have 3 words you clarified.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>strategies used</th> <th>What is the meaning?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Word	strategies used	What is the meaning?										<p><b>?? Create your own Questions ??</b>          Create 2 questions after you read. The challenge will be to use the following word <u>Infer or Inference</u> in your questions:  <u>Infer or Inference</u>          **An inference is a conclusion made through evidence and reasoning.          Example: Infer why the author chose to not have Jonathan and Abby's parents in <i>Earthquake Terror</i>.</p>
Word	strategies used	What is the meaning?											
<p>Create a comic strip for a scene from your book. The comic strip must include drawings and dialogue (characters talking) through speech bubbles.</p>  <p>comic strip</p> <p>This example of a Garfield comic strip has 3 scenes. Your comic strip must have at least 3 boxes.</p>	<p>Create a new title for the section of pages you read today. Also include a drawing to go with your title.</p> <p>Example: Abby's in Trouble!!!</p> <p>Add picture underneath</p>												
<p>Write a paragraph, summarizing what you read.</p>	<p>Give today's reading a rating:          3: You've got to read this!          2: This part was ok.          1: This section was not interesting.</p> <p>After you've given your rating, explain why you gave your rating.</p>												

\*\*\*Talk to me if you'd like to do a different activity\*\*\*

8-16-21  
*Freak the Mighty* by Rodman Philbrick  
 pgs. 5-9  
 summary  
 Max lives with his grandparents and has a room in the basement. He really likes his space. One day new neighbors move in and he realizes its "robot boy" from his daycare. He thinks his mom is beautiful.

8-17-21  
*Freak the Mighty*  
 Chapter 3



8-18-21  
*Freak the Mighty*  
 Chapter 4

- Where did Kevin get his love of books from?
- Why was Kevin's mom so scared of Max?

# GRADING AND EFFORT

## Grading Scale

- **100-97%: A+**
- **94-96%: A**
- **90-93%: A-**
- **87-89%: B+**
- **84-86%: B**
- **80-83%: B-**
- **77-79%: C+**
- **74-76%: C**
- **70-73%: C-**
- **67-69%: D+**
- **64-66%: D**
- **60-63%: D-**
- **59% and below: F**

## Effort Grades

O: Outstanding

S+: Very good

S: Good

S-: Needs

improvement

S-: Needs major

improvement

# WHERE CAN I VIEW GRADES?



<https://parentconnect.cnusd.k12.ca.us/>



<https://studentconnect.cnusd.k12.ca.us/>



Students will fill out a grade check twice a trimester. It will need to be signed by a parent. Every 6 weeks per trimester I will send out District progress reports for students in danger of receiving less than a C in a subject area.

# **WAYS FOR 5<sup>TH</sup> GRADERS TO GET INVOLVED**

**\*Math Field Day**

**\*Band**

**\*History Day**

**\*Science Fair**

**\*Track and Field**

**\*Student Council**

**\*100 Mile Club**

**5<sup>th</sup> grade teachers have signed up for afterschool tutoring. As soon as we get updated information, we will let you know!**

# CONTACT INFORMATION

**Parents and  
family members,  
I appreciate you!!!**

- ClassDojo: We are 100% connected!!!!
- School email: [nfanthony@cnusd.k12.ca.us](mailto:nfanthony@cnusd.k12.ca.us)
- Google Voice Teacher phone number: (657) 206-5811



# Thank You



[THE BULLDOG BULLETIN: CLICK HERE](#)