

Mrs. Wann's Wonderful Wondrous Whiz Kidz

2009-2010

5th Grade



*Sierra Verde School
Home of the
“Victorious Vipers”*

"Deer Valley ... a district of excellence with opportunities for every student."

ABOUT ME

<i>Mrs. Patti Wann, M.Ed.</i>	<i>Room 515</i>
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<u>http://pwann.myteacher.dvusd.org</u> <i>Check out my website!</i>	<i>Deer Valley Teacher of the Year: 2006</i>
Please feel free to call or e-mail me. I am available to return calls after school and I check my e-mail frequently throughout the school day and in the evenings.	

Philosophy of Education

“A great teacher is not simply one who imparts knowledge to her students, but one who awakens their interest in it and makes them eager to pursue it for themselves. She is the spark plug, not the fuel pump.”
Author Unknown

My main goal in teaching has always been to help students learn on their own with the teacher serving as a resource. A teacher in this type of situation serves as a facilitator who assists or guides as needed. I believe this approach gives students an opportunity to become responsible for their own learning.

I also believe in using a variety of teaching styles to meet the individual needs of learners. This means that the teacher is flexible and willing to go the extra mile to keep up with current research in education regarding teaching methods, content, and learning styles.

The students should be involved in creating projects that are worthwhile (relevant to their lives), complex, and interdisciplinary. This helps them experience the relationship between subject areas as well as understand how each area can be used in solving real world problems.

Even though I have stated many of my beliefs, I find that through my experiences I grow and change. I am always telling my students “It’s OK to make mistakes—you are learning.” The same goes for me—I am still learning too!

A life-long learner,

Mrs. Wann



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ABOUT MY CLASSROOM

In my classroom, students will be exploring their world and beyond through literature, writing, science, social studies, the arts and mathematics. I use the Arizona state standards to guide my instruction and ensure that my students are being provided with the state mandated learning opportunities. I teach a balance of basic and accelerated skills and also provide enrichment activities as students expand their knowledge and imaginations. I believe it is important to nurture creativity and individualism along with cooperation. Opportunities will be provided for students to touch, feel, and experience what they are learning through real world applications and connections.

Technology

As students explore and learn, I will involve them in “real world” applications of technology which may include: Internet, e-mail, podcasting, wikis, spreadsheets, word processing, slide shows, movies, desktop publishing, and other various software programs.

Classroom Expectations



“Fish Philosophy Work Culture”

Play ~ Be There ~ Make Their Day ~ Choose Your Attitude

Arrive on Time Prepared for Success
Follow Directions and Stay on Task
Keep an Open Mind and Ask Questions

School Wide Expectations

Be Respectful ~ Be Responsible ~ Be Safe ~ Have a Learner’s Attitude ~ YES!



MORE ABOUT MY CLASSROOM

Character Counts

The Character Counts program is used school-wide at Sierra Verde. There are 6 pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship. My students will be involved in class activities that will help them learn to develop good character. I also use the Character Counts program to promote a positive classroom climate. The students will be recognized for demonstrating good character throughout the day by writing a short description of the pillar they demonstrated on a form. These forms will be read out loud in class at the end of each day and I will hold a drawing each week to reward 5 of these students with mini-economy money. We will also participate in the school-wide drawing which publicly recognizes students and rewards them for their good choices.

Mini-Economy

During the first week of school, students will be involved in writing job essays. All jobs will pay \$100.00 per week in mini-economy money that the students can use to bid for items during class auctions. I believe in getting students prepared for thinking about future careers and this is one way that the students can begin taking responsibility for building a caring and working community in our classroom. Students will also be using the career center in my classroom to investigate their interests and begin thinking about future careers that encompass those interests. It is so important for students to set short-term as well as long-term goals so they can experience the internal satisfaction provided through accomplishing those goals.



ABOUT GRADING AND HOMEWORK

Progress Reports

You will be able to access your child's grades and related information on-line 24 hours a day using a PowerSchool login and password that will be given to you in the school office. Please feel free to contact me at school or through e-mail with any questions or concerns regarding your child's progress.

Homework

Homework Assignments

Students are expected to complete assigned homework to strengthen basic skills. Full credit is given for completion to the best of their ability and they will be expected to use homework assignments in their learning the following day. I believe that reading is one of the main keys to your child's success in school. A minimum of 30 minutes of reading is required each night even though I know many will go above and beyond as they develop a love for reading.

Long-term Project Assignments

Throughout the school year, your child will be involved in some long-term project assignments that will need to be completed at home over a period of time. I have developed the following grading policy to be fair to all of my students:

- 1 day late: drops one letter grade
- 2 days late: drops two letter grades
- 3+ days late: no credit, work must still be completed



ABOUT MATH

I encourage students to look at math as a process. Students will be involved in individual and group work to promote the development of good problem solving techniques. I will provide experiences which include a mixture of basic skills, accelerated skills, logical problem solving, hands-on activities, problem based learning, simulations, and spatial activities to enhance concept understanding.

Problem of the Week (P.O.W.)

Students will be given a weekly problem that follows a specific format to help them learn to organize and explain their math ideas in writing. The problem will be worked out together in class and then the students will be given a similar problem to work on with their group members. Calculators will be permitted as long as the students can explain the thinking process.

Weekly Math Sheet

Each Monday students will receive a weekly math sheet that contains 5 problems. They will choose 3 out of the 5 problems to complete at home and turn in on the following Monday. Everyone is permitted to ask for clues if they get “stuck” in their thinking process. Most of the problems require logical thinking, but some may be more complex. Calculators are permitted since the overall goal of this assignment is to help develop problem-solving skills. The scoring for this assignment is lenient to promote willingness to take risks and try difficult and challenging problems: 5/5 points for showing work that indicates a solution process that leads to a correct response; 4.5/5 points for showing a solution process that leads to an incorrect response; and 0/5 for not attempting the problem or showing little effort.

Tests and Quizzes

Students will correct and show work for all missed problems on tests and quizzes.

Grading

Tests/Quizzes:	60% of overall grade
Problem Solving:	20% of overall grade
Classwork/Projects:	15% of overall grade
Homework:	5% of overall grade



ABOUT READING AND WRITING

Standards-based small group instruction along with independent and group learning centers will enhance your child’s learning and help increase reading fluency and comprehension as well as writing skills. Writing is a major aspect of developing communication skills as is creating various projects to show understanding. Students will be encouraged to develop a broader understanding of a literary work through activities that extend not only the themes, but also make connections to the real world.

Junior Great Books

Throughout the year, I will be pulling students into small groups to foster higher level thinking skills through the use of the Junior Great Books reading methods. Students love getting involved in higher level questioning and interpreting as they read through quality literature selections. The pure enjoyment of interpreting and developing a point of view to answer interpretive questions becomes contagious as each student tries to sway others with their supporting evidence from the story. Expository writing will be a major focus when preparing for discussion sessions.

Literature Studies

Students will be taking an in-depth look at some exemplary works of writing and/or authors. Through these studies, students will be exploring literary elements and figurative language, building vocabulary and making connections between related disciplines of study.

Long-Term Projects

Students will generally have a choice of long-term projects and a minimum of one week will be allowed for completion. A high degree of effort and workmanship is expected on all long-term projects.

Grading

Tests/Quizzes:	60% of overall grade
Center Work/Projects:	20% of overall grade
Classwork:	15% of overall grade
Homework:	5% of overall grade



ABOUT SCIENCE AND SOCIAL STUDIES

Science and social studies will be enriched through the use of trade books. This will give the students the opportunity to spend some in-depth time on the topics as well as participate in meaningful interdisciplinary group projects.

FOSS Science

The FOSS hands-on science experiences are absolutely wonderful and are based on the Arizona state standards. Each student will use a composition notebook as a personal science journal where they will record data and new learning experiences while developing science, reading, writing and math skills.

Harcourt Social Studies

Our district has adopted the Harcourt social studies series which we use to meet the Arizona state standards. Students will be using their reading skills to interpret and make decisions as well as writing and creating projects to enhance their learning. Simulations will also be used to foster a deeper understanding of how history has impacted our lives today.

Long-Term Projects

Students will generally have a choice of long-term projects and a minimum of one week will be allowed for completion. A high degree of effort and workmanship is expected on all long-term projects.

Grading

Tests/Quizzes:	60% of overall grade
Classwork:	25% of overall grade
Long-Term Projects:	15% of overall grade



ABOUT OUR CLASS SCHEDULE

8:45-9:00 a.m.	Announcements/Spelling/Planners
9:00-9:45 a.m.	Journals/Writing Workshop
9:45-10:15 a.m.	Read Aloud: Sketch, Respond & Evaluate
10:15-11:15 a.m.	Reading (SAGE 10:30) Literacy Centers: Small group with teacher, fluency, spelling, story starters, skill builders, comprehension, bag-a-story, content area reading, computer, dialogue, novel study, student choice
11:15 a.m.	Morning Snack (eaten during math warm ups)
11:15-12:15 p.m.	Math (SAGE 11:15)
12:15-12:55 p.m.	Social Studies
12:55-1:35 p.m.	Lunch/Recess
1:35-2:00 p.m.	Social Studies Novels/Open Library
2:00-2:45 p.m.	Specials (Science on Fridays) M-Art; TWF-PE; Th-Music
2:45-3:30 p.m.	Science (PE on Fridays)
3:30 p.m.	Dismissal

