

4th & 5th Grade



English Language Arts



Mrs. Cortes

rcortes@silveracademypa.org

Reading Workshop Curriculum:

- Similar reading format to last year. For those families unfamiliar with the curriculum, students will engage with a new short story from the Reading Street Series each week.
- Students will learn comprehension strategies to further their understanding of a text. *Strategies such as:* looking for the main idea and supporting details, understanding the author's purpose, and pulling out supporting details as they make predictions and draw conclusions.
- Students will put the skills and strategies from their weekly lessons to practice in two longer novels. The class will read **Frindle** and **Bud, Not Buddy**, with the opportunity to read more.

Writing & Grammar:

- Students will begin to learn skills to help them write realistic fiction, personal and persuasive essays, informal essays, with the possibility of more topics.
- Revisiting the Basics: Continued focus on sentence structure, punctuation, and capitalization.

Spelling City:

- Along with vocabulary from the text, students will have new spelling words each week. Typically, the words will be introduced on Friday with a quiz in class the following Friday.
- Students should study their words each night. They can access Spelling City to take practice quizzes or play games or they can pick an activity from their Spelling Choice board.
- As I learn more about each student, lists will be adjusted for individual student needs.

Homework & Planners

- Planners should go home each day to keep track of additional assignments.
- Students should practice spelling words each week night.



Math



Morah Sara

sromano@silveracademypa.org

Welcome to the flipped classroom, a teaching method where the students do their homework in class and they learn their math lessons at home. With the aid of technology the students watch the lessons they would usually be taught at school in the comfort of their own home. This allows students to pause the lesson to jot down notes, as well as re-watch lessons at any time. This promotes independent learning and allows the students to dive deeper into the subject.

After learning the lessons at home the students come into class with the base knowledge of their lesson. In school they will work on their individual curriculum which is designed so the students can learn at a level appropriate for themselves and also receive extra support when needed. The curriculum also includes hands-on activities, as well as a variety of ways of expressing the knowledge that they are learning to appeal to all types of learners (visual, tactile, verbal, etc.). This not only helps cement the topics into their mind but it also keeps the students engaged and interested in what they are learning.

All the videos and classroom materials that the students will be using throughout the year are posted on my Google website (web link below), so even if a student is learning remotely or is away from school they can still have access to the materials they would have used in class. In class assignments (if a student is absent) and homework assignments are posted daily on Google Classroom. Students also have access to their grades at all times via Google Classroom.

Below I have listed the key topics they will be learning throughout the year by grade level.

4th Grade:

- ❖ Understanding Whole Numbers and Operations
- ❖ Multiplication and Division Facts
- ❖ Time, Temperature, and Data
- ❖ Multiplying by 1-Digit and 2-Digit Numbers
- ❖ Divide by 1-Digit and 2-Digit Divisors
- ❖ Fractions and Decimals
- ❖ Geometry
- ❖ Measurement & Probability

5th Grade:

- ❖ Use Whole Numbers
- ❖ Use Decimals
- ❖ Data & Graphing
- ❖ Number Theory & Fraction Concepts
- ❖ Fraction Operations
- ❖ Ratios, Percents, & Probability
- ❖ Geometry & Algebra
- ❖ Measurement

Google Site:

<https://sites.google.com/a/silveracademypa.org/mathematics/home>



Social Studies



Mrs. Cortes

rcortes@silveracademypa.org

We started the year learning about the Election Process. Students are learning new terminology and definitions to help connect them with texts we will review and resources we reference. Some of the terms include: qualifications, duties, nominate, nominee, primary and caucus. I am using this unit as a nonpartisan introduction to the election process.

Originally I noted in my newsletter that we would be studying Pennsylvania history and geography but we will actually start a new curriculum on The United States geography. The units will cover land formations throughout the U.S., the various climates throughout each region, as well as bodies of water. Students will study a map of the U.S. as well, locating where each state is on the map and learning their capitals. I will include multiple projects throughout the curriculum to engage and enhance their connection with the topics. Projects may include a state brochure highlighting the features of a chosen state as well as a land formation exhibit.

Homework & Planners

Planners should go home each day to keep track of additional assignments. I will give students time at the end of class to write down any assignments for the evening. Additionally, students should practice spelling words each week night. This week we did not have new words to practice, but typically, a list will go home every Friday.



Science



Mrs. Gaughan

sgaughan@silveracademypa.org

The 4th and 5th grade students will continue the exploration of Science and how scientists work. We will utilize the Lab Learner Hands on Science Program. Students will question, predict, experiment, analyze data, and form conclusions. Science meets five times a week for 45 minutes.

Chemistry, Matter and Interactions

- Identify Matter
- Measuring Matter
- Combining Matter
- Changing Matter
- Matter and pH

Forms of Energy

- Potential and Kinetic Energy
- Energy of Sound
- Energy and Electricity
- Chemical Energy and Heat
- Energy and Motion

Ecosystems and Adaptations

- Food Webs
- Adaptations
- Environmental Changes
- Environmental Pollutants
- Interactions in Nature

Examining Nutrition

- The Digestive Process
- Understanding Nutrition Labels
- Exploring Carbohydrates
- Exploring Fats
- Exploring Proteins

The Sun and Your Skin

- Exploring the Skin
- Effects of Harmful UV Light
- Examining Skin Cancer
- Protecting Your Skin
- Benefits of SPF



Hebrew



Morah Alla

afligelman@silveracademypa.org

iTaLAM 4

HaKita HaMeuchedet (Chayey Yom Yom)

Everyday Hebrew



Chayey Yom Yom

The Chayey Yom Yom track of iTaLam 4 is called “HaKita HaMeuchedet” and it deals with the following central themes:

1. Building a unified society by establishing rules of learning and behavior and establishing social conventions.
2. Preserving the uniqueness within a unified society.
3. Identifying a problem, offering advice, and choosing a solution.
4. Identifying the uniqueness that is within each person through external and internal traits (a continuation and deepening of iTaLAM 3).
5. Etiquette words – utilizing the language in order to communicate with people.
6. In a society, there are people with special needs and it is important to be thoughtful and considerate of them. The program includes: a digital system with an elaborate LMS, a sviva Ivrit, workbooks, posters, flashcards, and games.

Chaggim

In the iTaLAM 4 Chaggim (Holidays) track, students expand on the knowledge that was acquired in the previous years regarding the central content of each holiday. The students deepen their knowledge about the holidays' historical stories and the mitzvot and customs for each holiday. The students employ problem solving skills to recognize problem-advice-solution in order to discuss the central characters' problems which are related to the holiday (such as the heroes of the Megillah and the Maccabees) and the solutions that were chosen. The students expand their halachic knowledge in the style of question-answer, questions and answers that demonstrate how halacha offers answers to questions in their daily lives.



Judaics



Rabbi Gewirtz

rabbigewirtz@silveracademypa.org

717-395-4079

Rabbi Gewirtz will guide students to develop biblical Hebrew language skills and vocabulary Hebrew and Judaics which will equip them to independently translate the Torah/Nach text and understand its basic meaning. Rashi script and commentary are introduced and students learn to appreciate how and why Rashi elaborates on their own basic interpretation of the text. They learn how to derive moral lessons and apply them to real life. The first 3 Parshiot of Shmot (Exodus) and the Book of Joshua will be studied this year. Midot tovot (positive personality traits) and shmirat halashon (ethical speech) are taught as a stand-alone subjects as well.

(Morah Alla Fligelman will teach conversational Hebrew, holidays, and Jewish culture and the weekly Torah Portion through the Tal Am program. The Tal Am program is taught fully in Hebrew consistent with a 4th/5th grade level. The program incorporates age-appropriate lessons and vocabulary. Morah Alla will also lead the students in Shacharit (morning prayers) and help them mature in both the emotional and intellectual components of prayer.)

Online 4th/5th Grades Judaic Homework Instructions

The following short assignments are regularly assigned. Sometimes, not all will be assigned for the same night. I consider the reinforcement they provide an essential part of the learning. Once the students get “in the swing”, the assignments should, together, not take more than 15-20 minutes. Students should visit Google Classroom nightly to view the assignments and access the links. Parents who want to be informed of their child(ren)’s assignments may sign up to receive that information through “REMIND”.

<p style="text-align: center;">e-word</p> <p>2 or 3 matching questions in a Google Form reviewing current Hebrew roots (shoroshim), Hebrew grammar, and common Torah words. Students may consult their lists or other study aids to successfully complete the e-word.</p>	<p style="text-align: center;">e-read</p> <p>The students' opportunity to strengthen their Hebrew reading and translating skills by first reviewing a current verse or commentary, and then making an audio recording <u>without looking at the translation</u>. The student sends it to me for assessment. A parent should verbally certify at the beginning of the recording that the student is not looking at the translation while making the recording.</p>
<p style="text-align: center;">e-quiz</p> <p>A few questions in a Google Form that review the content and comprehension of that day's Chumash topic. <u>It is not really a quiz!</u> Students may and <u>should</u> consult their class sheets when doing the e-"quiz"!!!!</p>	<p style="text-align: center;">Shoresh Review</p> <p>Students are encouraged to review the Hebrew root list often. They will be given a hard copy of the lists for their binders, and can also access the list at my Google site "rabbig". Flashcards and games at Quizlet also make review pleasant. There will be a Weekly Shoresh test on <u>Monday</u>, testing the previous week's 4 new roots and 3 other "old" ones from the list.</p>