

## Meet Mrs. Todd

Welcome to Fifth Grade! My name is Tatana Todd and I am very excited to be your teacher. I grew up in Buffalo New York where I graduated from Leonardo da Vinci High School. There I was valedictorian of my class. I then received a Bachelors of Arts in Political Science from the University of Rochester where I was a Rochester National Scholar and Urban League Scholar. In 2005 I completed my Masters of Arts in Education and Curriculum Development from Regent University. In my fifteen years of teaching I have taught preschool as well as grade five through twelve. This is my eighth year at Christ Chapel Academy.

I am married to Matthew and we have one daughter and two sons. Keira is 12, Jaden is 7 and Jonah is 5. My family and I attend Christ Chapel Assembly of God Church and we are active in the Sunday School, MPact Teen Girls Ministries, and youth ministry.

This year will be an exciting one. We will be preparing students for next year's organized science fair by giving individual students opportunities in the classroom using our Science Activity Manual. We will also have representatives in the Association of Christian Schools International (ACSI) Creative Writing Festival, Math Olympics, and Spelling Bee. Students will also do a study on one nation in their Nations Notebook, which is very similar in style to the Virginia State Notebook that was completed in fourth grade. This will be completed in three parts, the first following the directions as stated in the Nations Notebook and after completing the Nations Notebook portion, students will write about their experiences there on an imaginary visit and third we will be having a world of nation's day where we will invite the school to our bazaar with food, sounds and smells from our countries. **The Nations Notebook will be completed solely during classroom time and we will begin working on this in October.**

In this folder you will find items from the office on the right and information about our classroom on the left. On the left side you will find:

- this note
- parent teacher communication information
- information about the curriculum
- procedures, homework and grading policy
- character traits of the month
- classroom mini economy introduction
- lesson plan for August
- classroom contract for August
- examples of the daily sheet, daily math and red slip
- additional classroom items needed
- ways to help the class
- contact information for Mrs. Todd
- tentative field trips

Please keep this folder and information for future reference as it is a valuable resource. I am eager to partner with parents and students to make this year the most successful year ever!

## Parent- Teacher Communication

I feel that communication between parents and teachers is vital. Parents are the most important people in a child's life, and we need to work together for the benefit of your child. I need your support in my academic, homework and discipline efforts here at school. In return, I will keep you informed about your child's experiences here at school. Below are additional ways in which we can communicate.

- Daily folders: **Students receive homework folders everyday.** I have found that this is the best way for parents to stay on top of the papers and notices coming from school. Feel free to send notes to me in their folders.
- Planner: Students are to write their assignments in their planner's everyday. In the beginning of the year, students will have to have their parents sign off on their assignments.
- Lesson Plan. *The Todd Squad Tickler* serves as our lesson plan and newsletter. Parents are encouraged to keep a copy at home and students are to keep one at their desks. You can find copies on <http://mrstodd.com/>
- Progress Reports/ Report Cards: every 4-5 weeks, parents will receive a formal update on your child's grades. We are using a new parent/teacher communicating tool called HeadMaster where you can see up to the minute information about your child's grades. You will see your child's grades shortly after I have updated them- which is unlike our previous tool, Edline which did not update until after we had received permission from administrators. As a parent, I want to know my child's grades quickly and often. This I will also do for you to the best of my ability.
- Office Hours: meet with me before school between 7:45-8:15 Tuesday and Thursday. After school by appointment as I meet with students after school and they are the priority.
- Email: This is my preferred method. I do not have a telephone in my classroom and I receive messages from the office most days after school. Using email I am able to contact parents more readily. My email at school: [ttodd@christchapel.org](mailto:ttodd@christchapel.org) and at home [tatanatodd@ccservices.org](mailto:tatanatodd@ccservices.org). ePals: [tatanatodd@epals.com](mailto:tatanatodd@epals.com)
- Phone: school: 703.670.3822. home: 703.492.6690. When calling my home, please call before 8:00 pm unless it is an emergency.

## 5<sup>th</sup> Grade Curriculum



Knowing God's Word: *Christ and My Choices* by ACSI Publishing (Association of Christian Schools International). The 5<sup>th</sup> grade Bible Curriculum survey's the Old Testament with focus on various Old Testament Bible characters and the choices that they made. This serves as an example to students as how to make right choices by following the example of those who made right choices and avoiding the mistakes made by others.

**Math:** *Arithmetic 5* by Abeka Books. Students will review arithmetic learned in previous years as well as being introduced to area, algebra, conversions, squaring and square roots.

I will be supplementing our curriculum with *Math 5* from Bob Jones University Press and *Level C Daily Math Puzzlers* and *Math Stations for Middle Grades* by Laura Candler to give students opportunities for more hands on Mathematics and strategies that you can reinforce with your student at home.

**Science and Health:** *Science 5* will serve as both our Science and Health curriculum. Published by Bob Jones University Press, focuses on man's use of God's Creation and design as well as a study of minerals and rocks, fossils, matter and heat, sound and light, weather, biomes, ecosystems, and the respiratory and circulatory systems. The student develops science processing skills and higher level thinking skills as they participate in hands-on activities and projects.



**History:** *Old World History and Geography* and *Old World History Geography Maps and Activities*. This year will be an overview of World History. We will be discussing the period from Creation through present day on the Old World continents of Europe, Asia, and Africa. We will also study the continents of Australia and Antarctica and the country of Iceland. In addition, there will also be assigned current event projects and memorization of historic documents as seen in the back of the history text. Students will have four to six weeks to recite the document of the month with the exception of The Preamble will be studied for two weeks. Memorizations count as a quiz grade. To reinforce this curriculum, we will be using a computer program entitled *Switched on Schoolhouse* by Alpha Omega Publishers

**Spelling:** *Spelling 5* by Bob Jones University Press. The Spelling Text guides students toward better spelling based upon similarities of the words and word generalizations. We also will focus on dictionary skills, comprehension activities and journal writing.

**Language:** *English 5* by Bob Jones University Press. Within the English text, it emphasis on traditional grammar as well as practice with vital reference skills and step-by-step use of the Writing Process for eight different types of writing assignments, such as compare-contract essays, persuasive business letters, diamantes, and more. With this practice, students will write their oral reports in Science and History and their Nation's Notebook. To supplement the English text, I will be using *Easy Grammar* by Wanda Phillips. Grades for Language class consist of homework, quizzes, cumulative tests and book reports. Tests are cumulative, where there is a review from earlier units

**Reading:** *Reading 5 Pages in My Head* by Bob Jones University Press. This book contains character building, excerpts from well known novels, as well as stories of America's greatness which will definitely enhance and encourage your child to read more. There are questions that students answer throughout the selections that are read instead of at the end of the chapter. Students have vocabulary sections and other activities that are used to encourage higher thinking skills. We will be doing a lot of reading in the classroom to increase students' stamina, fluency and comprehension when reading. Students will have "book reviews" during the school year on various topics. Information will be given when necessary and will be available to you on the lesson plan.

**Reading Quizzes:** *Read and Think Skill Sheets* (SS) where students read a selection and answer the questions on the back within 3 ½- 4 ½



minutes. While there is a time limit, I do not time the students and I allow the students to look back at the document , highlight and re-read to answer the questions as best as they can.

**Penmanship:** This year students do not have a penmanship curriculum, however, students' book reports, essays and spelling homework are graded with a penmanship grade. Penmanship grades are graded by each individual child's ability. By January 1, 2009 Students are expected to write in cursive solely.

### Procedures, Homework and Grading Policy



Grading this year will be based on a 10 point scale. Grading for specialty classes have changed also. Students will receive an O, S, N grade for Specialty Classes.

I tell the Todd Squad members that I don't give grades - they earn them. Grading is a controversial subject and I want to take the mystery out of grading for you. Lots of times students get poor grades because they either don't follow the procedures that I give. The first 6 weeks of school are used to prepare students so that they are aware of procedures and limit confusion.

Morning Procedures: 8:15-9:00am

Every morning students will see the following on the chalk board:

Good Morning or other greeting, (Buenos Dias on Spanish day for example)

The day's date

1. Get your life together:
  2. Do daily sheet
  3. Do daily math
  4. some other assignment or "read from your stack"
- What I mean when I say for the students to "get their life together" is when students come in they are to: unpack their bags, put their folder in the appropriate file slot, place their homework in the proper subject bins, sharpen pencils/ get pens, bring their books to their desk, go to the restroom or get a drink of water.
  - Afterwards, they are expected to complete their daily English worksheet and daily math question. There are four math story problems given every week for students to complete. Examples attached. Each of these should take no more than a few minutes to complete.
  - Read from your stack- means that each child has at least 3 books at their desks at all times from which they can choose to read. During the morning work time, students may choose their books that they would like to read from the classroom library by signing them out. They need to secure these books prior to 9am as they will not be able to go to the class library during reading time.

There are other procedures during the day that students will learn from how to ask to go to the restroom without interrupting me during class time to how to properly head their paper. By the end of September, our class should be buzzing like a well-oiled machine.

**Class work:** Class work is work done in school for credit. Student's class work is expected to be completed and turned in on the same day that it is given. Most class work takes 10-15 minutes and is given throughout the day. To help students be aware



of what class work is to be turned in during the week, I have created a **Classroom Class work Contract**. This is a list of assignments that are considered class work for the week. Students are required to check off, sign and turn in their contract by lunchtime every Friday. Students who do turn in class work assignments timely will be on the “Sip & Chill List” and are able to have juices at the desks in the morning and use the hot air popcorn popper during snack time. Students that do not complete assignments will get a Red Slip sent home and will be subject to the missing/late homework policy.

**Late/missing assignments:** When a student does not turn in an assignment on time it is considered late. On time for homework is by 9:00 am. Other class work is given a timeframe specific to it- usually by the end of the current class time. Late and missing assignments are deducted one letter grade for every day it is late. After 4 days late- with the exception of absence- it is unacceptable and will be a 0%. Any student desiring credit for a late assignment must have a parent’s signature and date on the assignment for it to be accepted or it must be accompanied by a Red Slip.

A Red Slip is sheet that students fill out when they have not completed an assignment. It must be returned with parent’s signature so that the student may receive credit. Please check HeadMaster often to be sure that your child is on task and are current with their assignments. If there are any questions, please contact me.

**Homework:** Students will have homework almost daily except for the first weeks and the last weeks of school. Generally there is no written homework given on Wednesday nights however students are still expected to prepare for memorizations, tests or quizzes that they may have daily. The time it takes to complete homework varies depending upon the child, but written work should not exceed two hours. If it takes your child longer, please contact me so that we can see what accommodations need to be made. I try to designate the last 30 minutes of the day for students to work on homework and other activities in class. Students will have homework in multiple subjects, so gauge your child. If you know that your child typically has a hard time with a particular subject encourage them to do that assignment first.

Homework assignments are not graded for point value- Students receive a grade for doing the assignment in it’s entirety (100 for doing the assignment, 75 for incomplete work and 0% if not done), not how many they got correct. However, if it is evident that a child that is not doing his or her best on an assignment, they will receive it back to correct and do properly.

Unacceptable Assignments: While assignments aren’t graded for a point value, it should be done to the student’s best ability. If an assignment is excessively messy, incomplete, not properly headed, not written in ink (with the exception of math), wrinkled, torn out of notebooks (with the “notebook lace” hanging or ripped out of a composition book) the assignment **will not be accepted and a 0% given for that assignment**. Students will have to turn in the corrected assignment again properly for credit.

**Quizzes and Tests:** generally students will have quizzes/tests weekly. At times multiple quizzes will be required of the students in one day. Quizzes and Tests are always announced on the lesson plan and in most cases with the page numbers/topics to study. For tests, students will receive a review sheet or a “cheat sheet” that helps the student prepare for the test. **There will never be more than 2 tests required for a student to**

**take in one day.** In the event that a student receives a 69% or below on quiz or test, they may return the quiz or test corrected with the page number that the answer was found (if applicable) and signed by a parent for credit by the date stated on the quiz/test and earn a 5-10 additional points. Please note that this is a privilege that can be revoked if I see that it is abused.

**Parent note: Please check your child's work that they have made corrections before signing anything.**



#### A note about grades:

Sometimes there are problems with internet tools or mistakes that I make. *I am human and I can make mistakes*, even with a system of checks and balances for grading. Students can ask me about a grade and I'll be more than fair about any suspected mistake. That's one reason I try to post grades often. Please contact me as soon as possible if you believe there's an error.

**Extra Credit:** is posted online at the beginning of each quarter. Every student is eligible to do extra credit assignments **which are given 1 time per quarter** and due the Friday after the following school holidays:

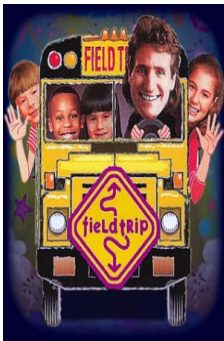
Columbus Day- First quarter

Thanksgiving Break- Second Quarter

Presidents Day- Third Quarter

Easter Break- Fourth Quarter

**There will not be any other chance for extra credit outside of what is given above.**



#### Tentative Classroom Celebrations/ Field Trips

October: Potomac Library TBD to begin research for Nations Notebook

November: 20 Chinese Thanksgiving @ China King Buffet

December: 17 @ 10:30 am Field Trip to GMU to see *A Christmas Carol*

December 18: Christmas Party/ Caroling

January: TBA

February: 12 Valentines Day Party

March: 10 Mrs. Todd's Birthday ☺

March: 26 Medieval Feast

April: Newseum visit

May: Date TBA: World of Nations Day

June: 1 Field Day

2 Busch Gardens

3 Promotion Ceremony practice

4 Promotion Day

I will need drivers to help the students get to their destinations. If you have previously driven on field trips your information is on file. If you would like to drive, or if you have driven in the past

but your information has changed, the volunteer application is available in this folder.







## Classroom Mini Economy

During the first weeks of school, students will work with me to create the rules within the classroom. In addition to the governing rules that we have created as a whole and to help the fifth graders take responsibility of the care of our classroom and prepare for the future, I am instituting a classroom economy which will be an extension of our History book where students will hold property, have jobs and bills. While this classroom economy sounds very similar to a Monopoly game, it will be based upon real life with real consequences based on students' actions, not landing on "Chance" or "Community Chest." The following are some of the objectives that I hope that students will learn to:

1. Participate in a classroom economy designed to mimic real world economic activity
2. Reflect on giving a tenth for tithes/donations
3. Use a decision making model to make consumer decisions
4. Reflect on the importance of saving money
5. Discover that every decision has an opportunity cost
6. Observe consumer behavior to understand the law of demand
7. Study economic trends in the classroom economy



To begin, during the first week of school at times designated for specialties (there are usually no specialties during the first week of school), students will go through an introductory economy unit. Students will decide upon the classroom jobs needed for the classroom and the amount per week each position is worth. Students will then apply for positions in the classroom and will hold an auction for their apartments (desks) worth based upon the three most important words in real estate, "Location, Location, Location." Students may receive credits (bonus money) *sporadically* based upon following the rules, good character, putting extra effort in school work, and being responsible. They will incur debits when laws (classroom rules) are broken. More will go home once students agree on the positions, salary and fines for each.

At the end of each pay period after all bills have been paid, students will have an opportunity to shop at the Todd Squad Town Store. **I will need parent help to keep the store stocked with items students would like to purchase.**

## Classroom Management

This classroom economy will not only serve as a financial system, it will also help set a structure to the classroom. However, it is only a help. Just as in the real world, students will have other consequences and rewards that are not based upon money.

Rewards for positive behavior include:

- Small notes of praise
- Smile
- Verbal praise
- The Lion of the Month
- Good Time Tickets (tickets that students accrue for no homework passes/ Lion of the Month)



- The Sip & Chill List
- Extra recess

Consequences for poor behavior include:

- Verbal warning
- Short time removed from a classroom activity
- Exercise time during recess
- Note from teacher and a letter of explanation from student
- Phone call by the student to the parent explaining what has happened in the classroom.

In the event there is a behavior that is not able to be dealt with the above measures, the final consequence is to speak to an administrator. These measures are based upon level one offense as described by the CCA Handbook. For higher level offenses, consult the CCA Handbook online at [www.christchapelacademy.org](http://www.christchapelacademy.org).

### **Building Godly Character with Morning Meeting**

Morning Meeting (MM) is a daily group meeting that sets the tone of the day. It is based upon the premise that the student's social development is just as important as the intellectual. During Morning Meeting Time, every month there is a new theme. The theme is based upon character traits that I will introduce that we will focus on modeling. The traits listed below are the traits and their definitions.

August/ September: Friend: a person whom one knows, likes and trusts. A person with whom one is allied in a struggle or cause.

October: Generous: Noble and forbearing in thought or behavior. Liberal in giving or sharing.

November: Thankful: Grateful. Expressing thanks.

December: Rejoice: To feel or be joyful. To fill with joy. Gladden

January: Work Ethic: The belief that work is morally good.

February: Empathy: Identification with and understanding of another's feelings, situation and motives.

March: Obedient: Obeying or willing to obey or command. [Obey: to listen to. To carry out or yield to the command, authority or instruction of.]

April: Citizen: Person owing loyalty to and entitled by birth or naturalization to the protection of a particular state. A resident of a city or town, especially one permitted to vote and enjoy other privileges there.

May: Perseverance: To persist in or remain constant to a purpose, idea, or task in the face of discouragement or opposition.

June: Appreciative: capable of showing appreciation. [Appreciation: recognition of the quality, value, significance, or magnitude of. An expression of gratitude]





# How You Can Help Me

## **Daily:**

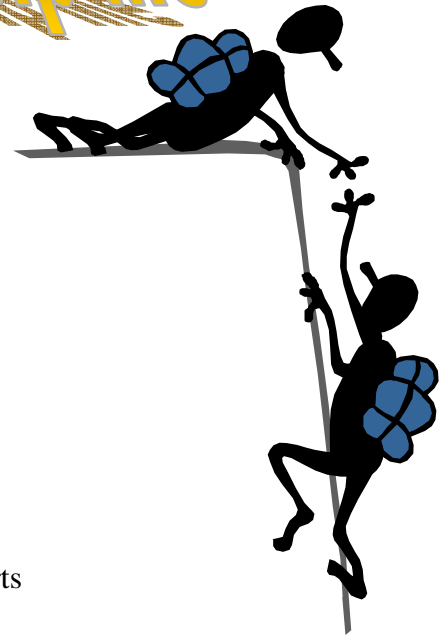
### **Pray for me**

- Love your child
- Check and sign your child's planner.
- Check your child's and folder
- Support me in the homework and discipline policies
- Be sure your child is on time
- Be involved with your child's activities
- Have fun with your child

## **As needed:**

### **Run for PACE representative** (room mom or dad)

- Contact me if there is a problem
  - Keep your child home when they aren't feeling well
  - Volunteer to help facilitate literary circle for one of the book reports
  - Make copies, cut letters, and make Bulletin Boards
  - Volunteer for field trips
  - Help with classroom celebrations
  - Drive for field trips
  - Provide cool gifts for the lion of the month
  - Provide cool items for the classroom store
  - Send new or gently used games that are age appropriate.
  - Send Ziploc bags, plastic ware and paper plates
  - Send healthy snacks/drink boxes to share
  - Share your talent-resources- do you or someone you know is experienced in a topic we are doing in the classroom? Let me know! Please share it with us!
- If you see me working in the classroom later than 5:00 pm please tell me to, "Go Home!"**



Printed Name: \_\_\_\_\_

# You've been *Red-Slipped*

Completing your homework or assignment is your responsibility as a student

Missing Assignment (s)

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I do not have my classwork here today because:

- \_\_\_\_\_ I did the assigned classwork but I didn't turn it in
- \_\_\_\_\_ I chose not to do my classwork
- \_\_\_\_\_ I forgot to do my classwork
- \_\_\_\_\_ I did not have the appropriate materials at school
- \_\_\_\_\_ I ran out of time, I will complete it for homework tonight
- \_\_\_\_\_ Other Please explain below

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent's Signature

# my weekly class work contract

Week 18 January 5-9, 2009

Name: \_\_\_\_\_

Date: \_\_\_\_\_

All contracts must be completed, signed and turned in to Mrs. Todd's Contract box on **Friday, January 9, 2008 by lunch time.** Work completed and turned into the Contract Box by **1:25 pm on Friday** will be considered for the SIP&CHILL list. Those students, who have not completed their Contract, will need to complete unfinished work over the weekend and you will not make the SIP&CHILL list and your parents will be notified with a Red Slip. Your grade will be a 90% on the late assignments. If the Contract is not turned in on **Monday, January, 12 2009** with the missing work, missing assignments will become 0%.

**Please note: All assignments must be completed in the classroom and cannot be taken home unless they become homework after 1/9/09.**

| Math   | Science/ Health   | History/ Bible  | Reading   | Language/ Spelling  |
|--|---|---|---|---|
| <b>Daily Math Sheets</b><br><br><input type="checkbox"/> DM C14-1<br><input type="checkbox"/> DM C14-2<br><input type="checkbox"/> DM C14-3<br><input type="checkbox"/> DM C14-4 | <input type="checkbox"/> Activity Manual p. 103<br><input type="checkbox"/> Activity Manual p. 106<br><input type="checkbox"/> Food Web Cards | <u><b>Bible Extra Credit:</b></u><br>Write about Wednesday's Chapel Message in your journal. Be sure to talk about key points, Scripture references and your thoughts about what was discussed.<br>History:<br><input type="checkbox"/> Geography Skill Sheet #26 | Read and Think Skill Sheets<br><br><input type="checkbox"/> Skill sheet 28<br><input type="checkbox"/> Skill Sheet 29 | Daily Grams<br><br><input type="checkbox"/> Worksheet78<br><input type="checkbox"/> Worksheet79<br><input type="checkbox"/> Worksheet 80<br><input type="checkbox"/> Worksheet 81<br><input type="checkbox"/> Worksheet82<br><br>Lunch Time Challenge:<br><input type="checkbox"/> Monday's challenge |

I have completed my work on this week's contract: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Do Not Sign unless you have completed your work!

Student Signature

**Capitalization:**

1. my mom went to school at mesa high school.

**Punctuation:**

2. The answer in fact is in the book

**Parts of Speech:**

3. What part of speech is **honesty**?

**Parts of Speech : Verb**

Determine the correct past participle; underline the correct verb phrase.

4. The cat has \_\_\_\_\_ (drank, drunk) all of its milk.

**Sentence Combining:**

5. The boy was angry.  
The boy threw the eraser.  
The boy threw the eraser at his sister

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## Problem Solving Pretest A

Name \_\_\_\_\_

Date \_\_\_\_\_

Try to solve as many of the problems as possible. Show your work using numbers, pictures, words, and/or symbols. Write each answer on the line below the problem.

1. Tracy has a photo album with 5 pages. Each page will hold 4 pictures. How many pictures will the album hold in all?

Answer: \_\_\_\_\_

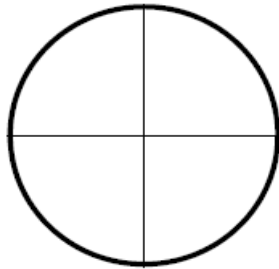
✓-    ✓    ✓+

2. Gerald wants to buy a gel pen that costs 95¢. He has two quarters, a dime, and a penny. How much more money does he need?

Answer: \_\_\_\_\_

✓-    ✓    ✓+

3. Omar and Randy ordered a pizza together. Omar ate  $\frac{1}{4}$  of the pizza and Randy ate  $\frac{1}{2}$  of the pizza. Who ate the most?



Answer: \_\_\_\_\_

✓-    ✓    ✓+

4. Jayda found 5 seashells on the beach. Ruby found twice as many as Jayda. How many shells did they find together?

Answer: \_\_\_\_\_

✓-    ✓    ✓+

