



MR. BRIGANTI – GRADE 5

Please sign in.

Take a copy of tonight's presentation.

- Reside in Oxford, CT
- Born in Stamford, grew up in Trumbull, CT
- High School - Fairfield Prep
- University of Connecticut
- Sacred Heart Univ. - Master's degree (MBA)
- Business World – 15 years
- Purposeful career change in 2009

Student Teaching, Frenchtown Elementary School, Trumbull, CT

- Professional Teaching Certification K-6 & Master's degree
- 15th Year Teaching

New Haven:

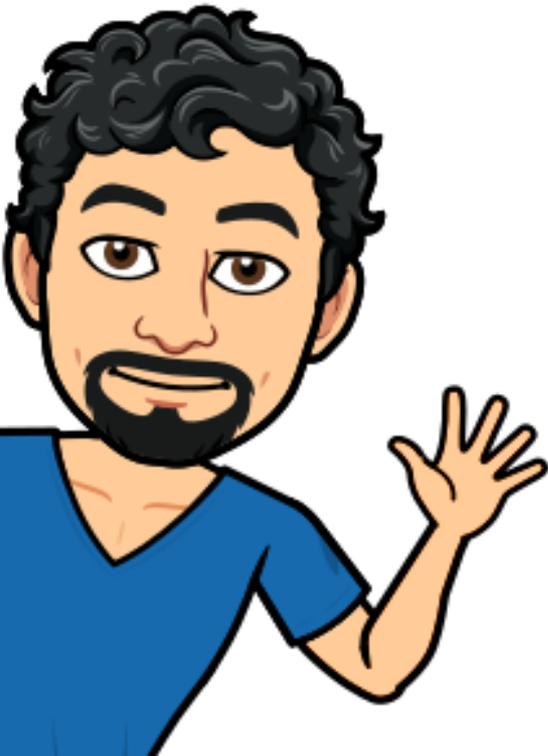
Brennan Rogers Technology & Communications Magnet School

Derby:

Irving School, 2016 District Teacher of the Year

Shelton:

- 7th year here at Perry Hill School
- Married (21 years)
- Daughter is a Senior in H.S.
- 1 dog – Scottish Terrier
- Enjoy outdoors, cars, spending time with family & friends.



Tonight's Schedule



HR 6:00 – 6:10 **HR /Morning Meeting**

P1 6:11 – 6:19 **Math 1**

P2 6:20 – 6:28 **Math 1**

P3 6:29 – 6:37 **Math 2**

P4 6:38 – 6:45 **Special** B Week: Tues– Music (Weinstein)

P5 6:46 – 6:54 **Lunch / Recess / Small Group**

P6 6:55 – 7:03 **Math 2**

P7 7:04 – 7:12 **Math 3**

P8 7:13 – 7:21 **W.I.N.**

P9 7:22 – 7:30 **Math 3**

Thank you for attending!



5th Grade – A **Turning Point** in Learning & Student Development

- Students will reinforce the skills they have gained in the primary grades and develop new skills in preparation for middle school.
- Students will learn to think and analyzing in deeper ways.
- Students are encouraged and expected to be more independent in their learning, requiring less guidance and support from adults and teachers.
- Technology is used extensively, and it's often an integral part of the curriculum across many subjects.

Curriculum

Let's look at our 5th Grade Math Curriculum!



INTRODUCING

EUREKA MATH²™

Exponentially Greater



4 **A**

Use the equal groups for parts (a)–(d).

a. How many groups of flowers are there? _____ groups

b. How many flowers are in each group? _____ flowers

c. What is the total number of flowers? _____ flowers

d. Fill in the blanks to match the picture.

| | | | | |
|------------------|---|----------------------|---|---------|
| Number of groups | × | Number in each group | = | Product |
|------------------|---|----------------------|---|---------|

Bugs We See

| | |
|--|--------------------------|
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

5

For the place-value disks in (a)–(c), draw an arrow to the right.

1. **100** hundred thousand = 10 ten thousands

2. **100** hundred thousand = 10 ten thousands

3. **100** hundred thousand = 10 ten thousands

4. **100** hundred thousand = 10 ten thousands

5. **100** hundred thousand = 10 ten thousands

6. **100** hundred thousand = 10 ten thousands

7. **100** hundred thousand = 10 ten thousands

8. **100** hundred thousand = 10 ten thousands

9. **100** hundred thousand = 10 ten thousands

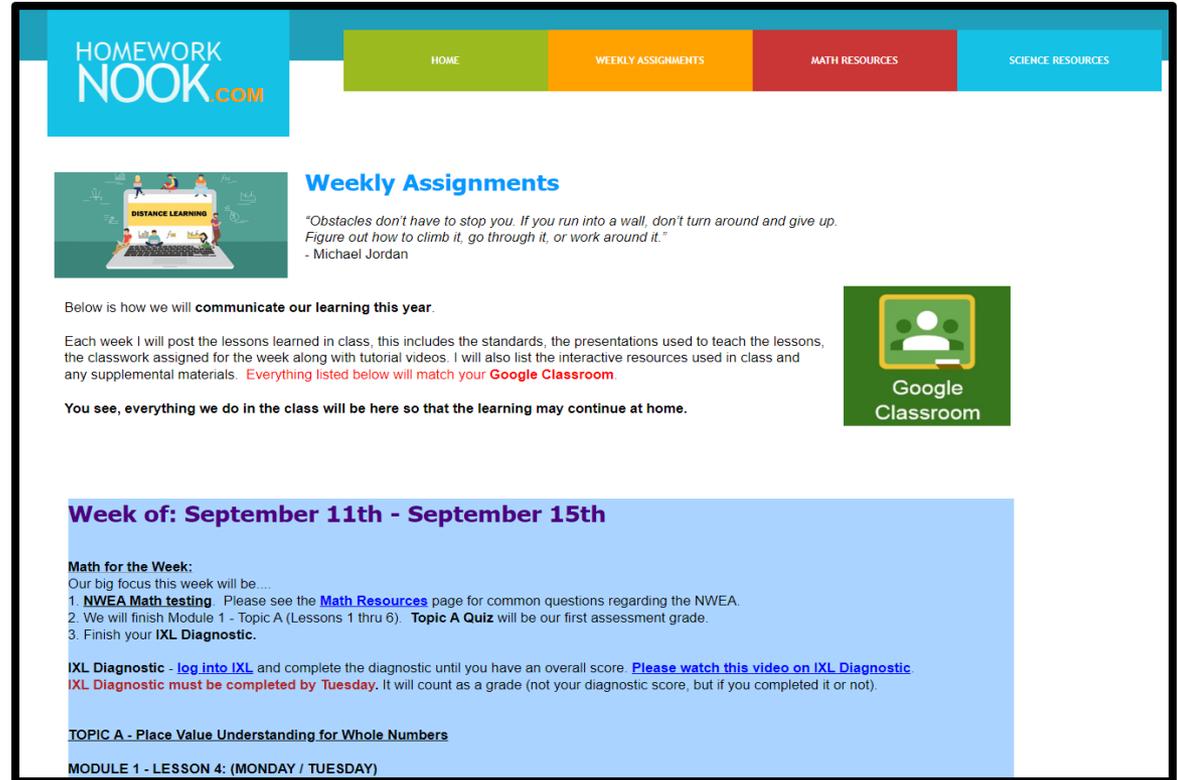
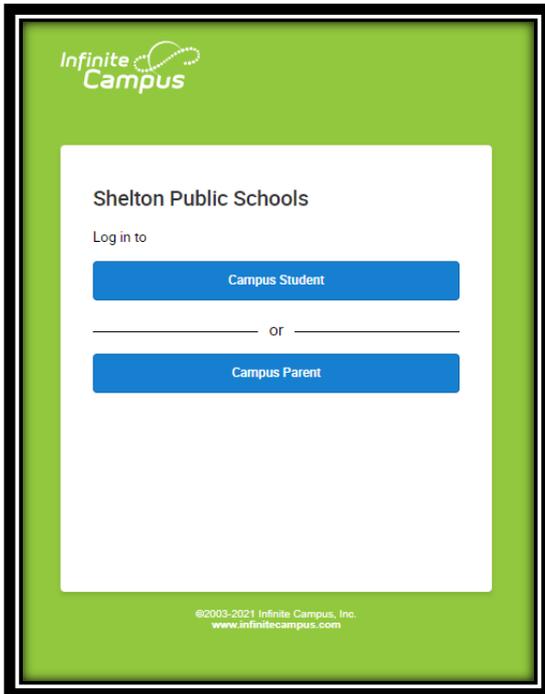
10. **100** hundred thousand = 10 ten thousands

VIRTUALLY CONNECTED

Google Classroom, Infinite Campus & Our Classroom Website



Google Classroom



HOMework NOOK.COM

HOME WEEKLY ASSIGNMENTS MATH RESOURCES SCIENCE RESOURCES

Weekly Assignments

"Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."
- Michael Jordan

Below is how we will **communicate our learning this year.**

Each week I will post the lessons learned in class, this includes the standards, the presentations used to teach the lessons, the classwork assigned for the week along with tutorial videos. I will also list the interactive resources used in class and any supplemental materials. **Everything listed below will match your Google Classroom.**

You see, everything we do in the class will be here so that the learning may continue at home.

Week of: September 11th - September 15th

Math for the Week:
Our big focus this week will be....

1. **NWEA Math testing.** Please see the [Math Resources](#) page for common questions regarding the NWEA.
2. We will finish Module 1 - Topic A (Lessons 1 thru 6). **Topic A Quiz** will be our first assessment grade.
3. Finish your **IXL Diagnostic.**

IXL Diagnostic - [log into IXL](#) and complete the diagnostic until you have an overall score [Please watch this video on IXL Diagnostic.](#) **IXL Diagnostic must be completed by Tuesday.** It will count as a grade (not your diagnostic score, but if you completed it or not).

TOPIC A - Place Value Understanding for Whole Numbers

MODULE 1 - LESSON 4: (MONDAY / TUESDAY)

www.homeworknook.com



At **PHS**... we show **Respect, Responsibility,** and **Safety** everywhere we go!

| <p>PBIS: Positive Behavioral Interventions & Supports</p> |  Hallways & Stairways |  Lockers |  Cafeteria |  Recess |  Bathroom |  Assemblies |  Dismissal |
|--|--|---|---|---|--|--|---|
| <p><i>I am...</i> Respectful</p> | <p>I move quietly and stay to the right in a straight line.</p> | <p>I gather my belongings quietly and do not interfere with other peer's space.</p> | <p>I talk with quiet voices, use table manners, and I am courteous.</p> | <p>I play fair by treating everyone with respect and kindness.</p> | <p>I maintain privacy and keep areas clean.</p> | <p>I listen politely and respond kindly to presenters .</p> | <p>I pay attention during bus calls and move quietly through the hallways</p> |
| <p><i>I am...</i> Responsible</p> | <p>I always have a pass and I go directly to my destination.</p> | <p>I keep my combination private and keep my locker organized.</p> | <p>I follow procedures for getting lunch and clean up.</p> | <p>I line up when time is up and return all equipment.</p> | <p>I use my time wisely.</p> | <p>I keep appropriate personal space.</p> | <p>I make sure to have all personal items that need to be brought home.</p> |
| <p><i>I am...</i> Safe</p> | <p>I take one step at a time and walk at an appropriate pace.</p> | <p>I use lockers properly and lock them when I am done.</p> | <p>I stay seated and eat my own food.</p> | <p>I use equipment or games appropriately.</p> | <p>I wash my hands with soap.</p> | <p>I follow procedures for entering and exiting.</p> | <p>I walk at an appropriate pace and keep my hands and feet to myself.</p> |

PBS “Gold Card” Initiative

Privileges:

- First in line in the Cafeteria
- No hall passes needed
- Called first to the buses

Coupon Book:

- No homework pass
- Lunch in the courtyard or conference room w/ friends
- Game Room with a friend during recess

1 - 2 students chosen each month by their homeroom teacher and their peers.

- *Demonstrates consistent effort in all subject areas.*
- *Shows a willingness to try, even when unsure about a skill or concept.*
- *Exhibits positive behavior throughout the day.*
- *Consistently shows respect to adults and peers.*
- *Demonstrates a willingness to help peers and work cooperatively with others.*
- *Consistently completes class and homework assignments on time*
- *Gathers all necessary materials from lockers during designated time.*
- *Is a role model for others*



CLASS SCHEDULE

Homeroom 320 Student's Schedule



A Week / B Week

| | |
|------------------|---|
| HR 8:15 – 8:35 | Homeroom Morning Meeting |
| P1 8:35 – 9:11 | Math |
| P2 9:12 – 9:48 | Math Library – A Week - Monday |
| P3 9:49 – 10:26 | Science: A-Week Social Studies: B-Week |
| P4 10:27 – 11:04 | SPECIAL |
| P5 11:05 – 11:35 | Lunch |
| P5 11:35 – 11:55 | Recess |
| P6 12:05 – 12:30 | Small Group |
| P6 12:30 – 1:05 | Science: A-Week Social Studies: B-Week |
| P7 1:06 – 1:42 | Language Arts |
| P8 1:43 – 2:19 | W.I.N. |
| P9 2:20 – 2:55 | Language Arts |
| 2:55 – 3:00 | Dismissal |
| | |

Fridays (w/Clubs)

| | |
|-------------------|--|
| HR 8:00 – 8:20 | Homeroom |
| Clubs 8:20 – 9:00 | Clubs <i>(First two Fridays of month)</i> |
| P1 9:01 – 9:31 | Math |
| P2 9:32 – 10:02 | Math |
| P3 10:03 – 10:33 | Science or Soc. Studies |
| P4 10:34 – 11:04 | SPECIAL |
| P5 11:05 – 11:35 | Lunch |
| P5 11:35 – 11:55 | Recess |
| P6 12:05 – 12:30 | Small Group |
| P6 12:30 – 1:05 | Science or Soc. Studies |
| P7 1:10 – 1:40 | Language Arts |
| P8 1:41 – 2:11 | W.I.N. |
| P9 2:12 – 2:42 | Language Arts |
| HR 2:43 – 3:00 | Wrap-up & Dismissal |

Special Schedules



A Week / B Week

Fridays (w/Clubs)

P4 10:27 – 11:04

SPECIAL

P4 10:34 – 11:04

SPECIAL

| Mr. Briganti (HR 320) | Mrs. Miller (HR 321) | Mrs. <u>Fency</u> (HR 322) |
|--|--|--|
| <p>A Week: Mon. / Wed. / Fri. Music (Weinstein)</p> | <p>A Week: Mon. / Wed. / Fri. Gym (Fern)</p> | <p>A Week: Mon. / Wed. / Fri. Art (Giordano)</p> |
| <p>Tues. / Thurs. - Gym (Porto)</p> | <p>Tues. / Thurs. - Art (Cooper)</p> | <p>Tues. / Thurs. - Gym (Fern)</p> |
| <p>B Week: Mon. / Wed. / Fri. Gym (Porto)</p> <p>Tues. / Thurs. Music (Weinstein)</p> | <p>B Week: Mon. / Wed. / Fri. - Art (Cooper)</p> <p>Tues. / Thurs. - Gym (Fern)</p> | <p>B Week: Mon. / Wed. / Fri. - Gym (Fern)</p> <p>Tues. / Thurs. - Art (Giordano)</p> |

Step 1: Greeting:

Greet each other by name using smiles, high fives, handshakes, clapping, singing, etc.

Step 2: Sharing:

Share anything of interest, respond to each other, express your thoughts, feelings, and ideas. *Actively participate.*

Step 3: Activity:

Whole-class activity.
Everyone participates.

Step 4: Message:

A warm-up skill to get us ready for the day.

Weekend Share-out

Pair up with two friends. Say, "Good Morning" and find out one thing they did this weekend?

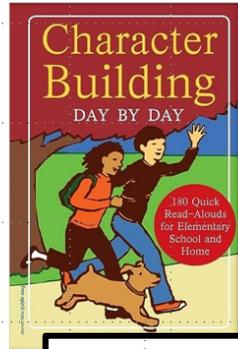
How do you show people you care?

How do you build friendships?

Random Read-Aloud:

Let's randomly pick a number to choose a **character-building** story.

What did this story teach us?



MORNING MEETING

Step 1: Greeting:

Greet each other by name using smiles, high fives, handshakes, clapping, singing, etc.

Step 2: Sharing:

Share anything of interest, respond to each other, express your thoughts, feelings, and ideas. *Actively participate.*

Step 3: Activity:

Whole-class activity.
Everyone participates.

Step 4: Message:

A warm-up skill to get us ready for the day.

Butterfly Greeting

Hook thumbs with a friend and wave your fingers. This is **sign-language** for a butterfly. Repeat with a friend to your other side.

Name three things you cannot live without.

Charades:

Charades is a gesture and acting game. One person gets a word or phrase and then has to try to act and use gestures **without making any sounds**.

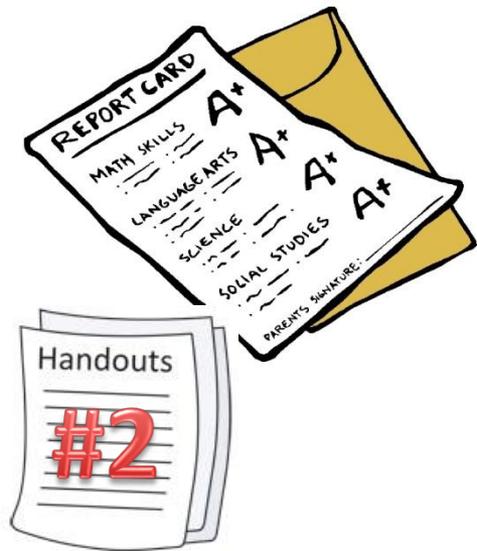
Sometimes our body language speaks louder than words. How would someone's body language differ from being interested and engaged in class to someone not paying attention in class?





CLUBS



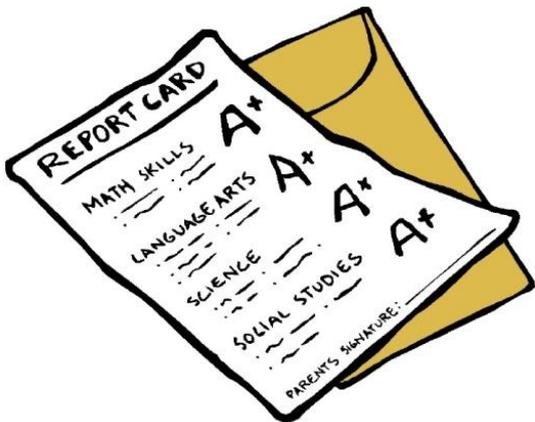


GRADING & REPORT CARDS



- All grades are submitted electronically through Infinite Campus.
- 6/10 or 60/100, may represent a missing assignment.
- Please make sure you have access to the Parent Portal.
- High Honors and Honors based on overall GPA.

| <u>Letter Grade</u> | <u>Scale</u> |
|---------------------|-----------------------|
| A+ | 4.33 |
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.00 |
| C- | 1.67 |
| High Honors | 3.67 or higher |
| Honors | 3.33 – 3.66 |



GRADE WEIGHT



MATH

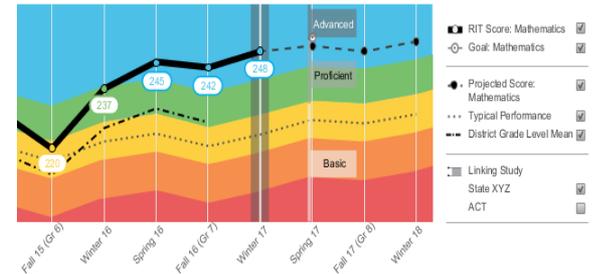
| | |
|--------------|-----|
| Assessments: | 40% |
| Class work: | 50% |
| Homework: | 10% |

Participation and engagement are factored into class work.

ASSESSMENTS



NWEA Math: 3X per year
differentiates instruction and
pinpoint individual student needs



Core Math Program for Shelton District

Every Lesson – Exit Ticket

Every Topic – Post-test (4 or 5 lessons per Topic)

Every Module – End of Module Test (16 lessons per Module)



Diagnostic & Daily
Recommended Skills



(SBAC) State-wide assessments



Measuring What Matters
map GROWTH™



Student Name: _____
Fall NWEA _____ Winter NWEA _____ Spring NWEA _____
Target NWEA _____

| | FALL | WINTER | SPRING |
|---------------------------------|------|--------|--------|
| Number & Operations | | | |
| Measurement & Data | | | |
| Operations & Algebraic Thinking | | | |
| Geometry | | | |

Priority Standards



Use this sheet in for additional
small group or at home for

the page. Then click on the
look at the standards listed
the correct grade level tab.
priorities for that standard.

QUESTIONS OR CONCERNS ?

