



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:

- 8th year at Perry Hill School
- Married (22 years)
- Daughter - first year in college. Go Stags!!!
- 2 dogs – Scottish Terrier & Australian Shepherd
- Enjoy outdoors, cars, spending time with family & friends.



Tonight's Schedule



HR	6:00 – 6:10	HR /Morning Meeting
P1	6:11 – 6:19	Special – ART with Mrs. Giordano
P2	6:20 – 6:28	Math – Block 1 – Mr. Briganti Rm 320
P3	6:29 – 6:37	Math – Block 2
P4	6:38 – 6:45	WIN / Small Group
P5	6:46 – 6:54	Recess / Lunch
P6	6:55 – 7:03	Science / SS – Mrs. Rua / Vic Rm 321
P7	7:04 – 7:12	Science / SS
P8	7:13 – 7:21	Language Arts – Mrs. Fency Rm 322
P9	7:22 – 7:30	Language Arts

Thank you for attending!

CLASS SCHEDULE



A Week / B Week

HR 8:15 – 8:35	Homeroom Morning Meeting
P1 8:35 – 9:11	SPECIAL
P2 9:12 – 9:48	Math Library – A Week - Monday
P3 9:49 – 10:26	Math
P4 10:27 – 11:04	WIN
P5 11:05 – 11:30	Small Group
P5 11:30 – 12:05	Science: A-Week Social Studies: B-Week
P6 12:05 – 12:30	Recess
P6 12:30 – 1:05	LUNCH
P7 1:06 – 1:42	Science: A-Week Social Studies: B-Week
P8 1:43 – 2:19	Language Arts
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	SPECIAL
P2 9:32 – 10:02	Math Library – A Week - Monday
P3 10:03 – 10:33	Math
P4 10:34 – 11:04	WIN
P5 11:05 – 11:30	Small Group
P5 11:30 – 12:05	Science: A-Week Social Studies: B-Week
P6 12:05 – 12:30	Recess
P6 12:30 – 1:05	LUNCH
P7 1:10 – 1:40	Science: A-Week Social Studies: B-Week
P8 1:41 – 2:11	Language Arts
P9 2:12 – 2:42	Language Arts
HR 2:43 – 3:00	HR Wrap-up & Dismissal

SPECIALS SCHEDULE

A Week / B Week

Fridays (w/Clubs)

P1 8:35 – 9:11	SPECIAL
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P1 9:01 – 9:31	SPECIAL
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Mr. Briganti (HR 320)	Mrs. Rua/Vic (HR 321)	Mrs. Fency (HR 322)
<p>A Week: Mon. / Wed. / Fri. Art (Giordano)</p> <p>Tues. / Thurs. - Gym (Mr. G.)</p>	<p>A Week: Mon. / Wed. / Fri. Gym (Porto)</p> <p>Tues. / Thurs. – Art (Cooper)</p>	<p>A Week: Mon. / Wed. / Fri. Gym (Fern)</p> <p>Tues. / Thurs. – Art (Giordano)</p>
<p>B Week: Mon. / Wed. / Fri. Gym (Mr. G.)</p> <p>Tues. / Thurs. Art (Giordano)</p>	<p>B Week: Mon. / Wed. / Fri. – Art (Cooper)</p> <p>Tues. / Thurs. – Gym (Porto)</p>	<p>B Week: Mon. / Wed. / Fri. – Art (Giordano)</p> <p>Tues. / Thurs. – Gym (Fern)</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

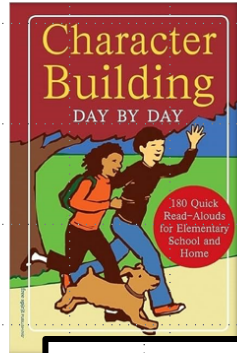
Pair up with two friends. Say, "Good Morning" and find out one thing they did this weekend?

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

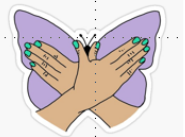
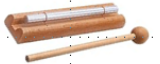
Hook thumbs with a friend and wave your fingers. This is **sign-language** for a butterfly. Repeat with a friend to your other side.

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?












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.

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

A student is 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*





CLUBS



Curriculum

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



INTRODUCING

EUREKA MATH²™


Exponentially Greater



EUREKA MATH² 5 • M1 • TA - Lesson 4

Name _____

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

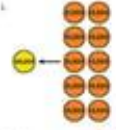
Bugs We See


	
	
	


EUREKA MATH² 5 • M1 • TA - Lesson 4

Name _____

For the place-value disks in (a)–(c), draw a number line.

a.  _____ hundred thousand = 10 ten thousands

b.  Ten thousand is a place value ten times smaller than hundred thousand. Hundred thousand is a place value ten times larger than ten thousand.

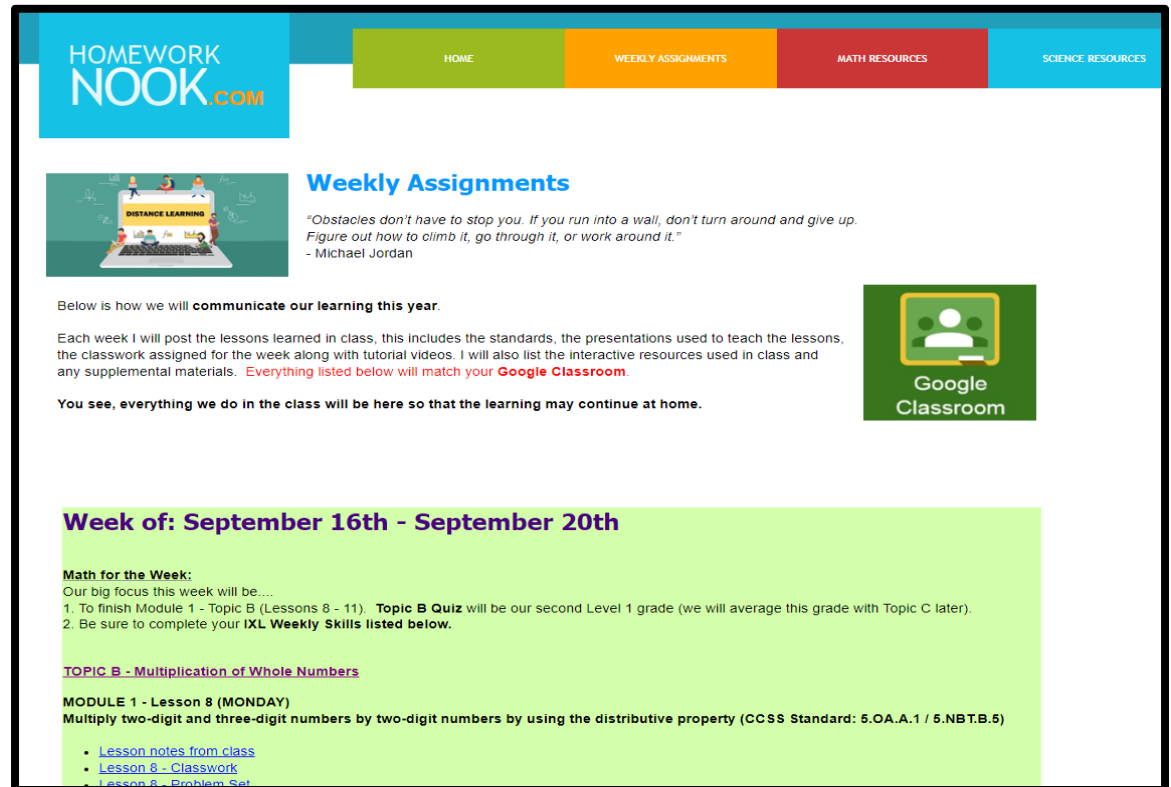
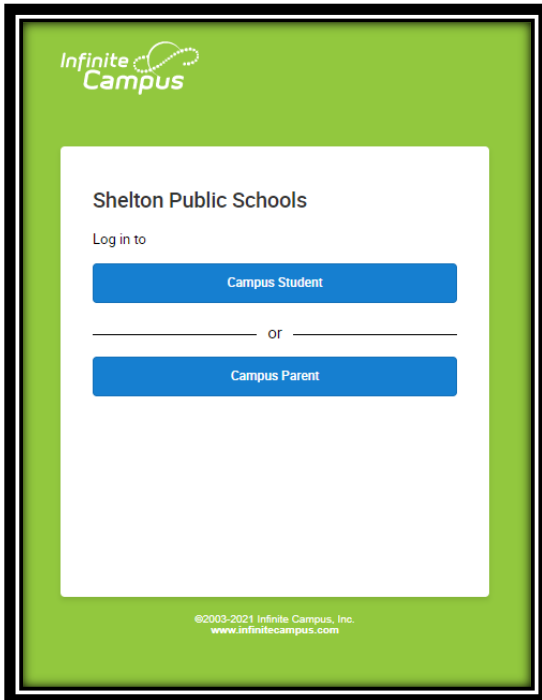
c.  I know I can bundle 10 of a smaller unit to make 1 of the next larger unit. Please ask Mr. Ten thousands. Think of a place value chart. I find ten thousands. The next larger unit is hundred thousands. Next larger unit.

ten thousands	hundred thousands	ones	tens	hundreds	thousands	ten thousands	hundred thousands

I got ten thousand and ninety nine ten thousands as 1 hundred thousand.

VIRTUALLY CONNECTED

Google Classroom, Infinite Campus & Our Classroom Website



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 16th - September 20th

Math for the Week:
Our big focus this week will be....
1. To finish Module 1 - Topic B (Lessons 8 - 11). **Topic B Quiz** will be our second Level 1 grade (we will average this grade with Topic C later).
2. Be sure to complete your **IXL Weekly Skills** listed below.

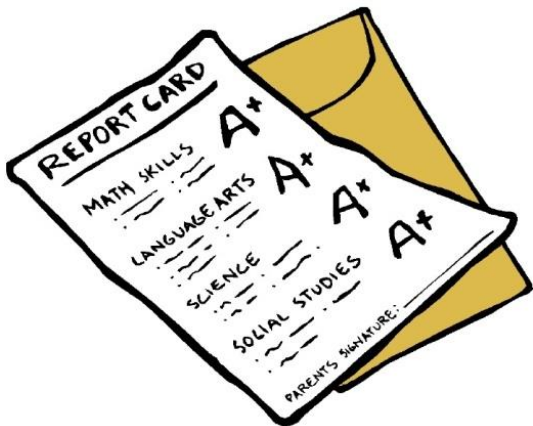
TOPIC B - Multiplication of Whole Numbers

MODULE 1 - Lesson 8 (MONDAY)
Multiply two-digit and three-digit numbers by two-digit numbers by using the distributive property (CCSS Standard: 5.OA.A.1 / 5.NBT.B.5)

- [Lesson notes from class](#)
- [Lesson 8 - Classwork](#)
- [Lesson 8 - Problem Set](#)

www.homeworknook.com





GRADE WEIGHT



MATH

Level 2 Tests: 45%

Level 1 Quizzes: 35%

Independent Practice: 20%

***80%** is based on academic performance.*

***20%** is based on effort through independent practice.*

GRADE TYPES



Parent Portal

LEVEL 2 TESTS

End-of-Module Assessments
(scored out of 100%)

“Level 2 – Module 1 Test”

IXL Extra Credit – 5 chances
to earn points each marking
period

“Level 2 – IXL Skill ABC”

GRASP

Project-based assessments

- Goal
- Role
- Audience
- Situation
- Product/Performance

LEVEL 1 QUIZZES

Topic Quizzes

*“Level 1 – Module 1
– Topic A Quiz”*

INDEPENDENT PRACTICE

Apply book homework (at least 1 per
week)

“IP – Homework Week of Sept X”

IXL Weekly Skills

(posted in GC and website)

“IP – IXL Weekly Skills Week of Sept X”

Classwork after a lesson

“IP – Classwork Week of Sept X”

(all of these are scored on a 0-to-4point scale)

GRADE TYPES

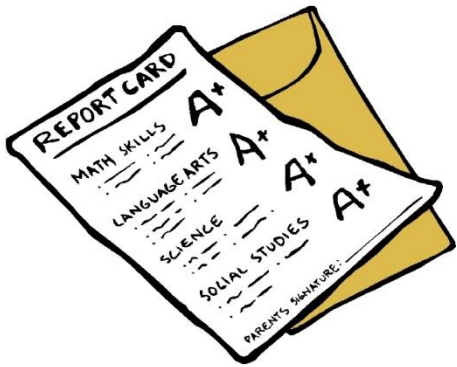


Parent Portal

INDEPENDENT PRACTICE

25%
50%
63%
75%
88%
100%

Score 0:	Missing or not attempted. Random answers with no work. Opportunity to reattempt for a maximum of 2.5.
Score 1:	Incomplete an attempt made, less than half with no work shown. Opportunity to reattempt within a week for a maximum of 3.
Score 2:	Half complete with minimum effort. Opportunity to reattempt within a week for a maximum of 3.
Score 2.5:	Missing work turned in late within the unit (SIS) or within two topics (PHS).
Score 3:	Most of the problems are attempted with effort and work.
Score 3.5:	Fully complete with most work shown.
Score:4	Completed with work shown or explanation of confusion.



GRADING & REPORT CARDS



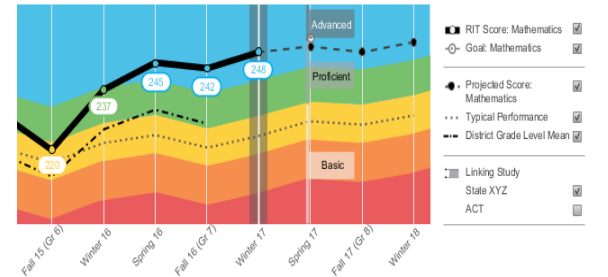
- All grades are submitted electronically through Infinite Campus.
- Please make sure you have access to the Parent Portal.
- High Honors and Honors based on overall GPA.

<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

ASSESSMENTS



NWEA Math: 2X 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 & Weekly
Skills



(SBAC) State-wide assessments



Measuring What Matters
map GROWTH™



Name: _____

My Weekly IXL Skills Tracker

Date: _____ Skill# _____ Score (80 or higher) _____ Checked by Mr. Briganti _____

Date:	Skill#	Score (80 or higher)	Checked by Mr. Briganti
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



QUESTIONS OR CONCERNS ?

