Eagle River Optional Program

1990 - 1991

Student: _____

Teacher: _____

Grade: _____

Quarter: _____

Present: _____ Absent _____ On Roll _____ Tardy ___

PROGRESS REPORT EVALUATION
FIRST QUARTER: NOVEMBER 9, 1990
5/6 OPTIONAL
MRS. WHITING'S FAMILY GROUP

I use a thematic approach to meet the educational needs of students. I teach most subjects through the body of knowledge we are currently studying. An example of this process is teaching reading comprehension strategies through articles about Architecture.

The Class Directory was the first publication of the year. It involved students in the interviewing and writing process. We celebrated at an Authors' Tea with classmates, teachers, and parents.

Students developed their interpersonal effectiveness and leadership skills by studying the dynamics of making new friends. They role played, developed a poster to publicize friendship techniques, and presented their learning to other classes in the school.

The first contract of the year was a Newspaper contract to review the basics of newspaper organization and writing. Newspapers were used for current events and reading comprehension activities. Students built on this experience when they wrote, edited, and assembled the optional newspaper, THE EAGLE OPTION.

Students self-selected fiction books to read. These books were shared through a reading contract that involved students in oral presentations, writings, and bulletin board exhibits.

One of several cross-age projects was the Little Kiddo contract in which students choose EVERYBODY BOOKS to share with the first/second grade class. They practiced expressive reading techniques, question asking skills,"and sensitivity to younger students' needs.

The Energy Kit gave students ample opportunities to experiment with energy conversions, create a homemade battery, discuss the energy crisis, learn about alternative energy, and consider future energy options as Alaskans.

In October we started a study of Architecture. Contract work, field trips, and classroom demonstrations provided a balance between book learning and hands on experiences. Some highlights of the unit included a tour of the PAC with one of the architects who designed the building. Students constructed buildings and bridges as well as creating plan

drawings and solving basic design problems. These activities provided students with ways to apply what they learned about architecture. Students learned about blueprints and visited an active construction site. They will visit the site again at midcompletion and at completion. Students researched famous structures and worked with an artist to create a mural depicting the ancient, modern, and natural wonders of the world.

Current events is part of our ongoing curriculum. Students were given the opportunity to discuss Alaska's future with two elected representatives of the state legislature. This week we will be examining the role of governor and the legislature in Alaska.

Students are reading realistic fiction books and working on a realistic reading contract.

Students are learning to do word processing on the program, CHILDREN'S PRESS. Each week students work in the computer lab for an hour.

In the second quarter students will study The Voyage of the Mimi, Human Growth and Development, Poetry, and Geographic Awareness.

Students receive daily math instruction. At the 5th grade level the emphasis is on fluency in the basic skills and group and partner analysis of errors.

5th grade math concepts covered this quarter :

- place value
- adding
- subtracting
- regrouping
- problem solving
- estimating
- averages
- multiples
- multiplication
- multiplication patterns
- multiplying greater numbers
- division
- division patterns
- dividing greater numbers
- zeros in the quotient

Timed tests are given weekly to assess the fluency of basic facts.
Students are working toward mastery of addition, subtraction, multiplication, and division facts. Mastery is demonstrated by getting all facts correct (3 times) on each test.

	achievement	effort
PE	____	____
LIBRARY	____	____
MUSIC	____	____

Comments: