

The 7 Habits of Happy Kids



Habit 1- Be Proactive: You're In Charge

I am a responsible person.
I take initiative.
I choose my actions, attitudes, and moods.
I do not blame others for my wrong actions.
I do the right thing without being asked, even when no one is looking.

Habit 2- Begin with the End in Mind: Have A Plan

I plan ahead and set goals.
I do things that have meaning and make a difference.
I am an important part of my classroom and school.



Habit 3- Put First Things First: Work First, Then Play

I spend my time on things that are most important.
I say no to things I know I should not do.
I set priorities, make a schedule, and follow my plan.
I am self-disciplined and organized.



Habit 4- Think Win-Win: Everyone Can Win

I want everyone to be a success.
I don't have to put others down to get what I want.
When a conflict happens, I look for a third solution.
I believe that we all can win!



Habit 5- Seek First to Understand Then to be Understood:

Listen Before You Talk

I listen to other people's ideas and feelings.
I try to see things from their viewpoints.
I listen to others without interrupting.
I share my opinions and ideas.



Habit 6- Synergize: Together Is Better

I know that everyone is good at something.
Everyone needs to get better at something.
We can all learn something from each other.
Working in groups helps to create better ideas than what one person can do alone.



Habit 7- Sharpen the Saw: Balance Feels Best

I take care of my body by eating right, exercising and getting sleep.
I learn in lots of ways and lots of places, not just at school.
I take time to help others.



Scroll down for Math Lesson Plans & Homeroom information, including information supporting last Friday's Assembly

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--------|---|--|---|--|
| <p>5th Grade MATHEMATICS Lessons & Activities this week</p> <p>GOOGLE CLASSROOM</p> <p>CODE: zmx87bb</p> <p>Sections: 52/ 2nd Hour 56/ 5th Hour 57/ 6th Hour</p> <p>HIGHLIGHTED LINKS ARE LIVE 5th GRADE MATH RESOURCES TO SUPPORT THIS WEEK'S LESSONS. (Greyed entries are NOT accessible)</p> | | <p>Daily Math Review, 5-2</p> <p>Self-correct Friday's Homework.</p> <p>5.M.NBT.B.07 - The Highly Proficient student can add, subtract, multiply and divide decimals to hundredths place using models or drawings in real world situations and explain their reasoning.</p> <p>EQ: 4. What is division? How do you use a model and partial products to represent dividing decimals?</p> <p>Lesson/Activity: Division Patterns in Decimals ($21.5/10 = 215.0/100$) https://www.beyondtextbooks.org/@api/deki/files/40278/PDF_Divide_Decimal.pdf?origin=mt-we</p> <p>Homework: Review AT LEAST these two highlighted weblinks posted below:</p> <p>ONLINE RESOURCES:</p> <p>Mixed Numbers and Fractions on a Number Line http://www.youtube.com/watch?v=hp_sdf0Cqsls&feature=player_embedded</p> <p>Dividing Decimals https://www.khanacademy.org/arithmetic/arith-decimals/arith-review-dividing-decimals/v/dividing-completely-to-get-decimal-answer</p> | <p>PBL DAY 6th hour Math: 5.M.NBT.A.04 - The Proficient student Writes numbers in expanded form in a variety of formats (e.g., $347.392 = 7 \times 10 + 3.4 \times 100 + 3 \times (1/10) + 2 \times (1/1000) + (1/100) \times 9$). Compares and orders decimals to the thousandths place (with varying place values), from least to greatest or vice-versa. Uses rounding strategies in real-world situations.</p> <p>Activity: 1. Build and chart decimals w/dice. 2. Skittles Math https://www.beyondtextbooks.org/@api/deki/files/40093/RoundingDecimalswithDicePDFrevised.pdf?origin=mt-web</p> <p>No 2nd or 5th HOUR MATH CLASSES Today - I'LL SEE YOU TOMORROW!</p> <p>Homework: Practice Multiplication Facts</p> <p>ONLINE RESOURCES:</p> <p>Converting decimals to fractions or percents:</p> | <p>Daily Math Review 5-3</p> <p>5.M.NBT.B.07 - The Highly Proficient student can add, subtract, multiply and divide decimals to hundredths place using models or drawings in real world situations and explain their reasoning.</p> <p>EQ 3. What is multiplication? How do you use a model and partial products to represent multiplying decimals?</p> <p>Lesson/Activity: Use Area Models to Represent Decimal Multiplication. https://www.bing.com/videos/search?q=multiplying+decimals+using+models&view=detail&mid=753756C42287951D61B8&FORM=VIRE</p> <p>Homework: Using Area Models to represent Decimal Multiplication https://www.beyondtextbooks.org/@api/deki/files/125759/PDF_Money!.pdf?origin=mt-web</p> <p>ONLINE RESOURCES:</p> | <p>Friday Five</p> <p>HAND-in Red Math Folder with Daily Reviews 8/26, 8/27, 8/29, 9/02, 9/03, 9/05, 9/06 for grading</p> <p>Self-correct Thursday's homework.</p> <p>5.M.NBT.B.07 - The Highly Proficient student can add, subtract, multiply and divide decimals to hundredths place using models or drawings in real world situations and explain their reasoning. EQ: 1. What is addition? How do you add decimals using models or drawings? 2. What is subtraction? How do you subtract decimals using models or drawings?</p> <p>Activity: Homework: NONE. so read, read, read!</p> <p>ONLINE RESOURCES:</p> <p>Decimal Addition Review https://www.khanacademy.org/math/arithmetic/arith-decimals/arith-review-add-decimals/v/adding-decimals-example-</p> |

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| 5th grade math, continued | | | <p>https://www.bing.com/videos/search?q=naming+decimals%2c+fractions%2c+and+percents&&view=detail&mid=F71EB033A6641F99B8E8F71EB033A6641F99B8E8&&FORM=VRDGAR</p> <p>Convert decimals to fractions and/or percents</p> <p>https://www.bing.com/videos/search?q=converting+decimals+to+fractions+and+percents&&view=detail&mid=8F16457C70E9710068A58F16457C70E9710068A5&&FORM=VRDGAR</p> | <p>Multiplying Decimals</p> <p>https://www.khanacademy.org/math/algebra-basics/basic-alg-foundations/alg-basics-operations-with-decimals/v/multiplying-decimals</p> <p>Multiplying Decimals using an area model</p> <p>https://www.bing.com/videos/search?q=use+area+model+to+multiply+decimals&&view=detail&mid=6EF6C7C44278BE4BB6186EF6C7C44278BE4BB618&&FORM=VRDGAR</p> | <p>Decimal Subtraction Review</p> <p>https://www.khanacademy.org/math/algebra-basics/basic-alg-foundations/alg-basics-operations-with-decimals/v/subtracting-decimals-up-to-hundredths</p> <p>DECIMAL ADDITION INTERACTIVE GAME</p> <p>http://www.sheppardsoftware.com/mathgames/decimals/matchingDecimalsAdd.htm</p> |
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| <p>HONORS/ ADVANCED MATHEMATICS Section 53, 3rd Hour</p> <p>Lessons & Activities this week</p> <p>GOOGLE CLASSROOM</p> <p>CODE: yq3ybyf</p> <p>HIGHLIGHTED ARE HONORS LEVEL MATH RESOURCES TO SUPPORT THIS WEEK'S LESSONS.</p> | | <p>Daily Math Review 5-2</p> <p>Review & self-correct Monday's homework.</p> <p>6.M.NS.B.04 - The Highly Proficient student can interpret a context to construct an equivalent expression using the greatest common factor, least common multiple, and the distributive property.</p> <p>EQ: What is the distributive property? How can you use the distributive property to express a sum of two whole numbers?</p> <p>Activity/Lesson: The Distributive Property w/Open PowerPoint https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fmathjourneys.com%2Fslideshows%2Fteacher_led_distributive_property_lesson.pptx</p> <p>Homework: View and take notes in your composition book on the two ONLINE RESOURCES below to be prepared for tomorrow's PBL.</p> <p>The Distributive Property in Arithmetic: https://youtu.be/VZ0jG3W53nE</p> | <p>PBL DAY <i>3rd hour Math:</i></p> <p>Project Based Learning Activity: 'Big Board' Teams - Use prime factorization w/exponents to represent challenging whole numbers. Find relationships between numbers with the Distributive Property.</p> <p>EQ: What is an exponent? What approach would you use to express a whole number as a product of its primes?</p> <p>Homework: Work on your Vacation Budget slideshow.</p> <p>ONLINE RESOURCES:</p> <p>GCF vs LCM: https://youtu.be/Jv2yULYpQy4</p> <p>GCF Story Problem https://www.ixl.com/math/grade-6/gcf-and-lcm-word-problems</p> | <p>Daily Math Review 5-3</p> <p>6.M.NS.B.04 - The Highly Proficient student can interpret a context to construct an equivalent expression using the greatest common factor, least common multiple, and the distributive property.</p> <p>EQ: How can you use prime factorization to find the LCM and GCF? What is a least common multiple? What is the relationship between LCM and GCF?</p> <p>Activity/Lesson: Find the GCF & LCM using Prime Factorization https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fmrcho.yolasite.com%2Fresources%2FGCF%2520and%2520LCM%2520using%2520Prime%2520Factorization.ppt</p> <p>Homework: Find the GCF & LCM https://www.beyondtextbooks.org/@api/deki/files/69592/GCF.pdf?original=nt-web</p> <p>ONLINE RESOURCES:</p> | <p>Friday Five</p> <p>HAND-in Red Math Folder with Daily Reviews 8/26, 8/27, 8/29, 9/02, 9/03, 9/05, 9/06 for grading</p> <p>6.M.NS.B.04 - The Highly Proficient student can interpret a context to construct an equivalent expression using the greatest common factor, least common multiple, and the distributive property.</p> <p>Activity/Lesson: Common Formative Assessment, then share Vacation Videos.</p> <p>Homework: NONE, so read, read, read!</p> <p>ONLINE RESOURCES:</p> <p>Review of how to compute and structure ratios, rates, and unit rates https://youtu.be/rSPrvmgclBM</p> |

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| <p>Honors Math, continued</p> | | <p>(+accelerated) Math: The Distributive Property in Algebra: Algebraic Polynomials: https://youtu.be/v-6MShC82ow</p> | | <p>Least Common Multiple https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-factors-and-multiples/cc-6th-lcm/v/least-common-multiple-exercise</p> <p>Greatest Common Factor https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-factors-and-multiples/cc-6th-gcf/v/greatest-common-divisor-factor-exercise</p> <p>Prime vs. Composite numbers, PowerPoint https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fteachers.henrico.k12.va.us%2Fmath%2FHCPAlgebra1%2FDocuments%2F8-1%2FFindingGCF.ppt</p> <p>Ratios versus Fractions https://youtu.be/RQ2nYUBVvqI</p> | <p>LCM vs. GCF, strategies to remember the difference https://www.youtube.com/watch?v=1AS63ibWAMM&feature=player_embedded</p> <p>Rules of Divisibility https://www.youtube.com/watch?v=fJW0HQTLkRE&feature=player_embedded</p> |
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0902-0905MrsMaleFHMS 5th Grade Math Plans, 2019-2020 Contact: dmale@fhacademics.org.

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| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|------------------------------|---|---|---|---|
| MRS. MALE'S ACADEMIC STRATEGIES & HOMEROOM GOOGLE CLASSROOM CODE: rl4vc0 | NO SCHOOL - LABOR DAY | Slideshow I: Work on your Who?, What?, When?, Where?, Why?, How? Slideshow about YOU! | Slideshow II: Research and produce a slideshow: about something that makes you say, "I Wonder?!" Be prepared to present to the class before the end of September. You can do more than one! | BEE KIND POSTER Project: Using either Google Slide OR paper and crayons/markers/colored pencils, create a unique and attractive poster that tells about ways to 'BEE KIND'. Due by Next Friday | PRESENTATIONS OF OUR VARIOUS SLIDE SHOWS WILL HAPPEN THROUGHOUT THE WEEK AS STUDENTS FINISH THEIR WORK AND VOLUNTEER. SUCCESSMAKER SHOULD BE AVAILABLE SOON! |

Hello again, 5th grade families - in case you missed it last week:

All my general communication to 5th grade families will be posted here each week at: www.mrsmalesclass.com, every week. Copy this link to your favorites bar! Every Sunday, before 9:00pm, the following week's standards, lessons, helpful links, articles about education, and general announcements (AND Mr. King's lessons too!) will be posted in the homework blog section. I hope you and your child find this information useful. Once FHUSD has set up its 'GOOGLE SITE' access, I will let you know before switching over to that platform.

Most importantly, www.mrsmalesclass.com contains useful weblinks to support weekly lessons.

You will find color coded sections (Blue = 5th grade Regular Math; Green = Honors Math; Orange = homeroom;). All highlighted web links are LIVE. All Greyed out web links are proprietary and cannot be opened by anyone other than an FHUSD teacher.

OUR 5th GRADE MATH ROUTINES ARE NOW ESTABLISHED:

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Daily in-class expectations: Mon/Tue/Thu/Fri math always begin with a five question daily warm-up. **Students store their daily warm-ups in their RED math folders (to be collected and graded weekly or biweekly).** Each student is expected to participate to the best of his/her ability. If time allows, we then self-grade & discuss, then hand in homework, The main lesson and/or activity of the day will generally involve whiteboard and/or oral responses. Wednesdays are Project Based Learning days and most projects will yield a shared team product. Again, the expectation for all assignments and activities is that each student will deliver his/her personal best.

Homework expectations:

Monday: WRITTEN PRACTICE. A worksheet will be provided. Completed worksheet is due Tuesday-practicing turning work in on time and evaluating your own work are very important math habits!*

Tuesday: VIDEO REVIEW (flipped classroom). Go to www.mrsmalesclass.com and view at least two of the short video clips that are offered to support our targeted standard of the week. The clips are :1::00 to :8::00 minutes long and all provide valuable math information in an age appropriate manner.

Wednesday: SKILL DRILL. Practice multiplication facts - absolutely critical that your child has confidence in their multiplication facts to move forward. There is no worksheet, but students who need support can pick up a multiplication fact chart in class. Honors: work on Google Classroom enrichment project (currently, vacation budget slideshow).

Thursday: WRITTEN PRACTICE. A worksheet will be provided. Completed worksheet is due Friday -practicing turning work in on time and evaluating your own work are very important math habits,*

Friday: NO MATH HOMEWORK ON WEEKENDS! There is no homework on weekends, but all students are expected to be developing their independent reading habits. "Read like your life depends on it - it does."

It is very important that the two written homework worksheets per week are completed (to the best of your child's ability) and returned the next day. We go over the homework and self-correct together during class before handing it in - we are practicing beginning critical thinking skills for growing minds!

FINALLY, THIS IS RELATED TO THE 'BEE KIND' ASSEMBLY LAST FRIDAY

from www.stopbullying.gov: **Kindness Matters**

While being kind might sound easy, it is complex. If kindness was simple, then everyone would be kind and no one would experience meanness and bullying. Imagine a world where kindness is the norm. Is it possible to create homes, schools, and communities where kindness is the norm? The answer is, yes – but to make this imagined world a reality, we need to teach, model, and reward kindness. Being kind means that you think about the needs and concerns of others. Kind people volunteer, help others, and think about bigger issues that affect their communities. Compassionate thinking and generous actions demonstrate kindness.

Unfortunately, many schools respond to negative behaviors such as bullying with punishment, which is thought to reduce or eliminate such behaviors. After years of research on “zero-tolerance” to end bullying and violence, we know that these punishment-based approaches do not work. Given this knowledge, it makes better sense to focus on teaching and modeling pro-social behavior, like teaching kindness.

Stand Up for Others

When you see bullying, there are safe things you can do to make it stop.

- Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.
- Be kind to the kid being bullied. **Show them that you care by trying to include them.** Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they aren't alone.

Not saying anything could make it worse for everyone. The kid who is bullying will think it is ok to keep treating others that way.

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