



Mrs. Gay

High Horizons Magnet School

Grade 5, Room 215

2020-2021

A Little About Me

- Received Bachelors of Science from UCONN in 2008.
- Received my Masters in Education from the University of Bridgeport in 2010.
- Received 092 Certification through Sacred Heart University in 2018.
- I have a daughter that is twelve, and a son that is one year.
- I have taught 4th, 5th, and 6th grade and have some experience as a Literacy Coach.
- Have been teaching in Bridgeport since 2011.

A large, abstract orange watercolor splash graphic on the left side of the slide, with various shades of orange and red, and some darker spots and splatters extending towards the center.

Technology

- Every student has the same device now :) The WinBooks were provided by the district.
- If you need information on insurance or internet access at home, feel free to contact the Main Office for assistance.
- We are currently using Microsoft TEAMS for most assignments.
- Students have free access to Epic Books online until 4pm each day. (Use after 4pm has a fee)
- Other online programs we are using include *Wonders* Online, ReadWorks, Kahn Academy, and 99 Math. Students have accounts for these programs that we use occasionally.

Literacy (Reading and Writing)

- This year for Literacy, we are using a new program, *Wonders*. There is an online component we are becoming more familiar with.
- We will be focusing on our open-ended responses to text using the RACES rubric.
- Spelling tests are weekly.
- Students have a Reading Tracker to complete at home Monday-Thursday. This can be found in our Literacy TEAM. Students should read by reading a "Just Right book" for 30 minutes each night and tracking the information in their Reading Tracker. A "Just Right book" is a book that is not too easy, nor too challenging – approximately one page per minute. (That means students should be reading, on average, 120 pages per week)

RACES Rubric and Graphic Organizer

- This is the Rubric and Graphic Organizer we will be using for most of our open-ended response questions.

RACES Rubric for Constructed Responses	
R estate the question as a sentence	I created a clear topic sentence by rearranging the question/task into a statement.
A nswer the question	I answered all parts of the question accurately using vocabulary and inferencing.
C ite evidence	I supported my answer by providing several examples of supporting evidence from all required sources.
E xplain and elaborate	I made my answer/inference easier to understand by explaining how the evidence supports my answer/inference. AND I finished with a strong ending.
S pelling and grammar	I used the rules of good writing.

Some tips:

Before you even begin to write your response READ THE TASK/QUESTION carefully. Be sure you understand any academic vocabulary (ie. infer, explain, compare, describe, etc.) It helps to take notes or underline important words that help you to understand what the question is asking!

R - If you start your paragraph with "because," you left off the beginning. As the writer, you know what you are writing about. Always imagine that your audience does not! Be sure to always introduce your topic so that your reader knows what you are writing about.

A - Be sure that your response answered the question. Just as important, focus on your answer. Do not include information that does not relate to you answer. Be bold and use the specialized vocabulary you have learned in class.

C - Try to use phrases like, "According to the text..." or "The author stated..."

E - Explain how the evidence supports your answer. Expand or elaborate on the evidence you have given.

S - Be sure to follow the conventions of English. This means that you should capitalize and punctuate correctly. You should use grammar and be sure to spell everything correctly.

Name _____

Question/Task _____

R estate			
A nswer			
C ite/ E xplain	C:	C:	C:
	E:	E:	E:
C losing S entence			

Math

- We are currently working on Place Value and expanded form.
- Our areas of focus this year are the following (per the district):
 - Performing operations with multi-digit whole numbers and with decimals to hundredths.
 - Understanding the place value system.
 - Using equivalent fractions as a strategy to add and subtract fractions.
 - Applying and understanding previous understandings of multiplication and division to multiply and divide fractions.

Grading

- Tests = 30%
- Classwork = 25%
- Quizzes = 30%
- Homework = 15%
- All grades are put into PowerSchool. Students are able to access their PowerSchool through ClassLinks. Parents should have access to their child's PowerSchool as well. I do update grades frequently. If you are unsure of your login, or are having trouble logging in, please reach out to me and I will forward you your correct username and password.
- Late assignments will lose points, and missing assignments will be marked as a zero. *However, I do completely understand some of the challenges and difficulties we can run into with the technology component this year. If you ever have technical issues, just reach out to me and I promise to be flexible and understanding. :)*

Homework

- Every night there is usually a Reading Tracker, Spelling Homework, and Math Homework.
- Reading Tracker and Math Homework assignments are usually completed and submitted through TEAMS.
- Spelling homework should be handwritten. I will check in-person learners spelling homework assignments at school. Virtual learners can take a picture and submit via private chat in TEAMS.
- Homework can be found in our Daily Schedule each day that I upload to our Homeroom TEAM.
- In-person learners write down their homework in their planners each morning and I sign them. If parents can sign them at home, it will be very helpful.

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy 9:15-10:45 (Restroom Break 10:00)	Literacy 9:15 – 10:15	Literacy 9:15 – 9:50 10:20 – 10:45	Literacy 9:15-10:00	Literacy 10:00 – 10:25 10:55 – 11:30
Math 11:00 – 11:45	SS/Science 11:00 – 11:30	SS/Science 11:00 – 11:30	Math 11:00 – 11:45	Math 12:45 – 1:30
	Math 12:45 – 2:00	Math 12:30 – 1:15	SS/Science 1:15-1:55	SS/Science 1:30 – 1:55

Specialists will create their own meetings in addition to these times

Distance Learning Schedule

Daily Schedule

I upload our Daily Schedule with Classwork/Homework daily into our Homeroom Team. An example is below:

10/14/20 Daily Schedule

- 8:25 – 9:15 Moon Phase & Morning Work
- 9:15 – 9:30 Review Morning Work
- 9:30 – 9:45 Literacy (Spelling/Open Response)
- 9:50 – 10:20 Computers
- 10:20 – 10:45 Literacy
- 10:45 – 11:00 Restroom
- 11:00 – 11:30 Social Studies
- 11:30 – 11:45 Mask Break
- 11:45 – 12:15 Lunch
- 12:15 – 12:30 Restroom
- 12:30 – 1:15 Math
- 1:15 – 1:35 Recess
- 1:35 – Dismissal Catch-up

10/14/20 Classwork/Homework

Classwork

- **Literacy** – We will complete our open-response question.
- **Math** – We will work on Expanded Form through the thousandths with decimals.
- **Social Studies**– We will continue working on our Hispanic Heritage project!

Homework

- Hispanic Heritage Project due Friday 10/16/20
- Reading Tracker
- Spelling – definitions
- Math - worksheet

Morning Routine (In-Person and Distance Learners)

- Write down Homework (Homeroom TEAM)
- Complete Moon Phase (handwritten – daily information available in Homeroom TEAM. Does not have to be submitted until the end of each month. We will review as a whole group.)
- Complete Morning Work (also available in Homeroom TEAM. Does not have to be submitted. We will review as a whole group.)

ATTENDANCE IS TAKEN AT 9:15AM. HOWEVER, I DO START THE MEETING AT APPROXIMATELY 8:45AM.

How To Contact Me

Best way to contact me is
through email at
dgay@bridgeportedu.net.

You can also call the
school to leave a message
at (203) 275-4550.