



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION CURRICULUM COMMITTEE

Board of Education Curriculum Committee AT Tuesday, October 1, 2024

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue ,  
Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order  
H. Frydman
2. Consent Agenda
  - A. Approval of Minutes - Curriculum Committee Meeting - May 28, 2024 2  
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3. Old Business
  - A. Early Start Program Review 5  
L. Serafino and R. Rose
4. New Business
  - A. Curriculum Next Steps
  - B. Silver
  - B. Windsor Federal Bank Update  
L. Lamenzo
5. Adjournment  
H. Frydman



Board of Education – Curriculum Committee Meeting  
Thursday, May 28, 2024 at 6:30 P.M.  
Bloomfield Board of Education, Board Room  
1133 Blue Hills Avenue  
Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order H. Frydman
2. Consent Agenda H. Frydman
  - A. Approval of Minutes – Curriculum Committee Meeting –  
April 25, 2024
3. New Business L. Lamenzo, P. Guzzo,  
J. Dwyer, R. Rose and E. Petry
  - A. Science of Reading Update
4. Adjournment H. Frydman



Board of Education – Curriculum Committee Meeting  
Tuesday, April 25, 2024 at 6:30 P.M.  
Bloomfield Board of Education, Board Room  
1133 Blue Hills Avenue  
Bloomfield, CT 06002

**ATTENDANCE:** H. Frydman, Chair Absent  
T. Mack-Mohammed Absent  
F. Bogle-Assegai Present  
L. Easmon *ex-officio* Present

**ALSO PRESENT:** T. Moore B. Silver K. Dunbar  
A.M. Cullinan D. Greco

**1. Establishment of a Quorum and Call to Order**

L. Easmon called the meeting to order at 6:37 p.m. The roll was called and a quorum was present.

**2. Consent Agenda**

**A. Approval of Minutes – Curriculum Committee – March 26, 2024**

A motion was made by F. Bogle-Assegai and seconded by L. Easmon for the Curriculum Committee to approve the meeting minutes from March 26, 2024, as presented.

F. Bogle-Assegai Aye  
L. Easmon Aye

The motion was passed unanimously 2-0-0.

**3. New Business**

**A. Music and Performing Arts Update**

Anne Marie Cullinan, Curriculum Specialist introduced several of the district Music and Performing Arts department teachers to share an update with the Board of Education Curriculum Committee. Ms. Cullinan shared the benefits of the arts to child development including enhancing critical thinking skills, peer collaboration and raising self-esteem.

Mrs. Shannin Crimi, Chorus, Theater and General Music at Carmen Arace provided an overview of the district’s involvement in performing arts with recent theatrical productions. The district will be looking into grants to improve the theater programs including production and stage items.

Ms. Dorothea Jones, District Coordinator for Visual and Performing Arts, shared highlights of the Band and Chorus for students Kindergarten through grade 12.



Highlights from the music programs at each school were also shared. These include examples such as students learning to play the Ukulele at Carmen Arace Intermediate and Middle Schools and exposing students to classical music and folk music at the elementary school. Bloomfield High School current has band and chorus programs but is looking to reinstating a marching band.

The district has also received several awards for their music and performing arts department including the NAMM Foundation Best Communities for Music Education and the Fantastic Festivals awards.

The presenters shared some upcoming dates for the “Arts Nights” at the district schools. Arts Nights are a combination of musical performances and displays of student artwork.

The Board of Education members shared positive comments for the arts. One member inquired about having a band camp.

#### **4. Adjournment**

At 7:17 p.m., a motion was made by F. Bogle-Assegai and seconded by L. Easmon to adjourn.

The motion passed unanimously 2-0-0.

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H. Frydman, Chair

# Bloomfield Public School

July 10-27, 2024: 125 grade 1-4 students attended half day learning experiences at Metacomet School.

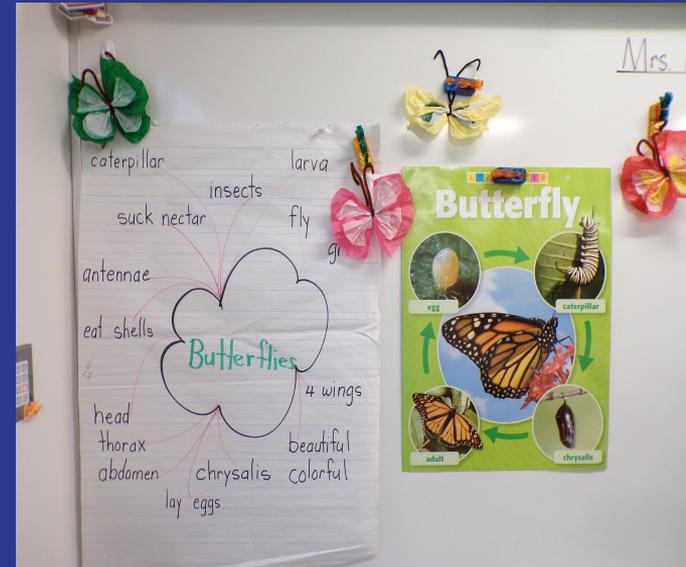
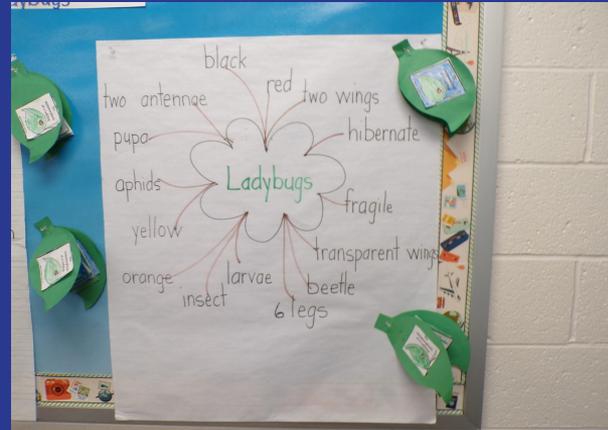
We had 3 classrooms per grade level. A fully staffed Life Skills classroom. Every classroom had an instructional assistant or BHS Intern. Other support staff included a Social Worker, Speech and Language Pathologist, Psychologist and two Principals.

“We all learn by experience, but some of us have to go to summer school” Peter Dvies

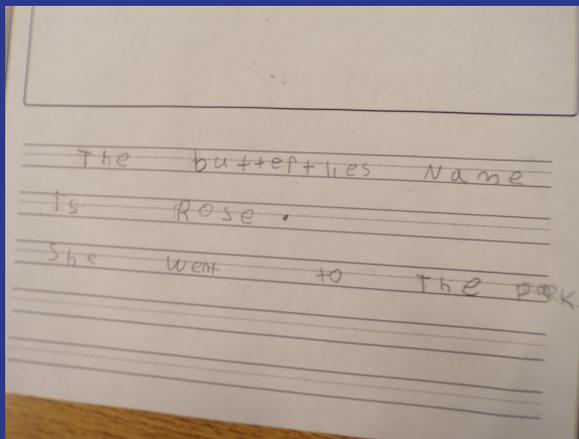
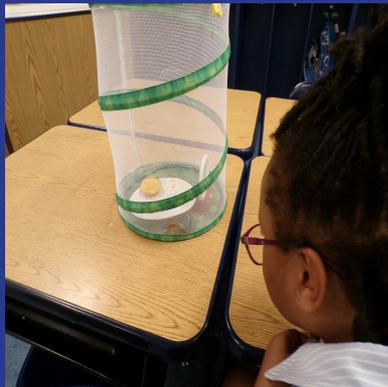


# Life Cycles

Grade one enjoyed learning about the life cycles of insects and frogs.



# Life Cycles



# Health and Nutrition

Grade 2 students enjoyed learning about eating healthy, physical activity and Social Emotional Learning



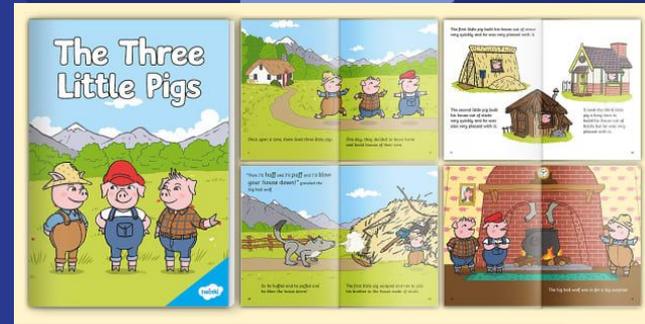
# Insects and Butterflies

In week 3 students in 2nd grade explored characteristics of insects and the life cycle of Butterflies

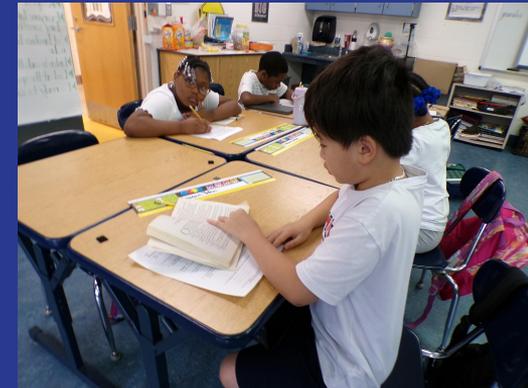
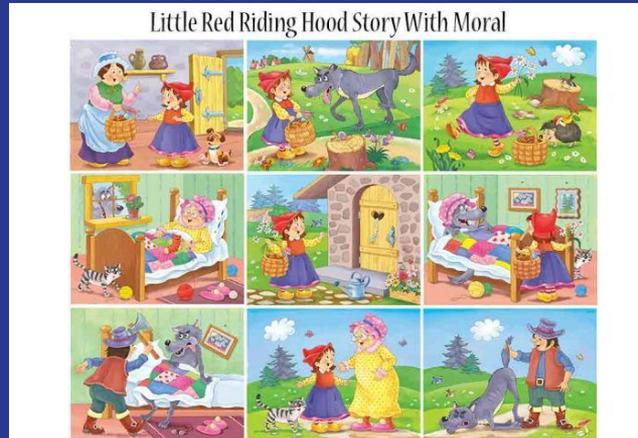




# Fairy Tales



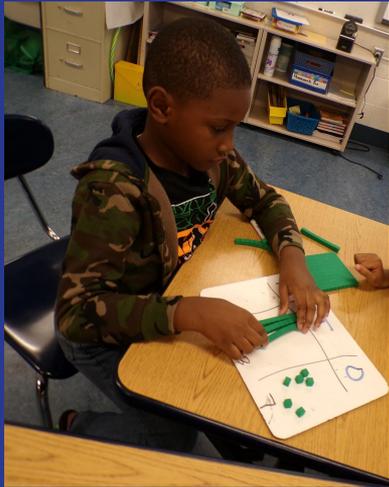
Grade 3 students explored patterns in Fairy tales  
Students explored fairytale such as Cinderella, Little Red Riding Hood and The Three Little Pigs. They compared and contrasted different versions using a Ven Diagram and identifying the main idea and supporting details



# Math Focus for 3rd Grade

Adding and subtracting Ten from a number

Adding 2 digit numbers without regrouping!

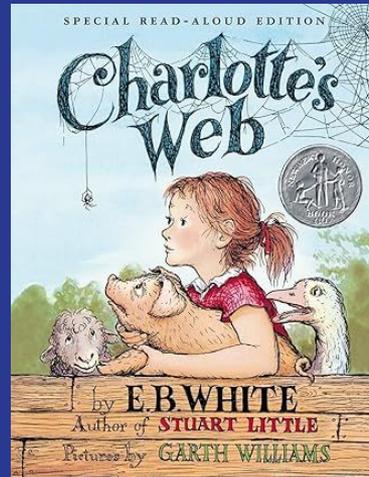


Telling Time



# 4th Grade

Using the story *Charlotte's Web*, students focused on using key ideas and vocabulary from the story, character traits and making inferences.



# Bloomfield Public Library connection

With Ms. Nicole Dolat and Ms. Mara Whitman

First Grade: Read stories and created crafts

Grade 2 : Critical thinking skills: Build a structure using spaghetti and marshmallows

The Challenge: The structure had to be supported by one large marshmallow

Grade 3: Work together and challenge each other with minute games in the gym



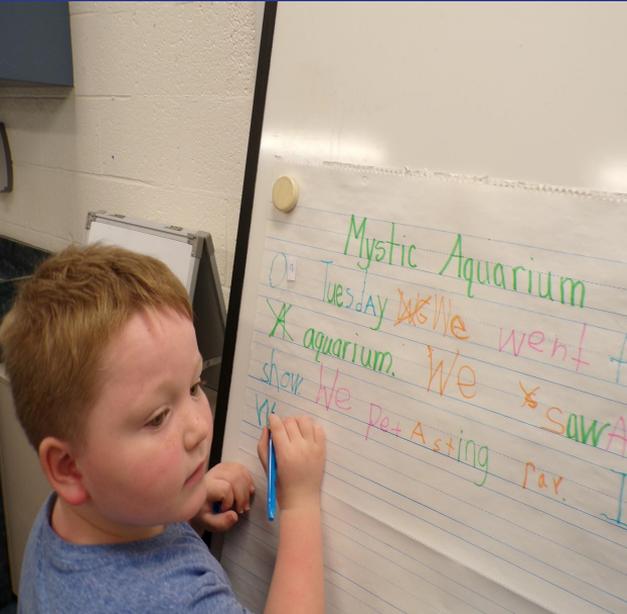
Grade 4: Scientific inquiry test: Strawberry DNA

# Mystic Aquarium Experience

In week three of Early Start, all grades were so excited to take a coach bus to the Mystic Aquarium



# Mystic Aquarium Experience



Mystic Aquarium  
On Tuesday we went to  
aquarium. We saw  
show we per Asting Pav. I

**“There are only 11  
summers in childhood,  
How will you make this  
one count?”**



# Mystic Aquarium Experience



Early Start 2024



Carmen Arace Intermediate & Middle School

# CARMEN ARACE INTERMEDIATE SCHOOL

## Non-Classroom

Lauren Serafino- Head Teacher

Alyssa Bowman- School Nurse

Randy Harris-Campus Supervisor

## Classroom

Kendra Mattison- Gr. 5/Math Rm 116

Michelle Bibeau- Gr. 5/ELA Rm 123

Jacqui Springer- Gr. 6/ELA Rm 120

Nicole Campbell- Gr. 6/Math Rm 121

Gail Jordan- Gr. 6 Math

(last week)

## Bonus

Swarna Vanga- IA

Lestinna Herriott- IA

Interns-5 (BHS)

## Special Education

Megan Aiello- Teacher Rm 330

Nikki Aiello- Teacher Rm 328

# CARMEN ARACE MIDDLE SCHOOL

## Non-Classroom

Lauren Serafino- Head Teacher

Alyssa Bowman- School Nurse

Randy Harris-Campus Supervisor

## Classroom

Carolina Evans- Gr. 7/Math Rm 332

Heather Calabro- Gr. 7/ELA Rm 308

Matthew Bessette- Gr. 8/ELA Library

Pauline Murray- Gr. 8/Math Library

Sheila Morris-Sub

## Bonus

Donalee Copeland- IA (8th)

Interns-5 (BHS)

## Special Education

Megan Aiello- Teacher Rm 330

Nikki Aiello- Teacher Rm 328

# ***Lauren Serafino***

**Location:** (300 Hallway-Suites)

**Cell:** 860-770-3388

**Objective:** Visit classrooms, assist within the classroom when needed, provide support (behavior, social/emotional)

**Walkies:** Assign 1 per hallway (dismissal and calls)

**Attendance:** Complete by 9:00AM

**Pay Dates:**

-Four hours Prep Time-time sheets in by June 12th for payment June 21st

-Week July 8th-July 12th: (5 days) Time Sheets needed by July 12th for payment July 19th

-Week July 15th & July 23rd: (10 days) Time Sheets needed by July 26th for payment August 2nd

-Please remember to sign and add up your hours

# **Daily Schedule-CAIS**

8:15- Academic Staff Arrives

8:30- Students arrive & Grab Breakfast from the hallway

8:45-10:00 Block #1 (ELA/Math) (1hr 15 min)

10:05-11:20 Block #2 (ELA/Math) (1hr 15 min)

11:25-11:55- Block #3 (SEL) (30 min)

12:00-12:30 Lunch in the cafeteria

12:30 Load Buses

12:45- Academic Staff Leaves

# Daily Schedule-CAMS

8:15- Academic Staff Arrives

8:30- Students arrive & Grab Breakfast from the hallway

8:45-10:05 -Block #1 (ELA/Math) (1hr 20 min)

10:05-11:25 -Block #2 (ELA/Math) (1hr 20 min)

11:30-12:00- Lunch in the cafeteria

12:05-12:30-Block #3 (SEL) (25 min)-Second Step (pick up Block #2 class)

12:30-Load Buses

12:45- Academic Staff Leaves

# **DAY 1**

**7th & 8th Grade: enter through lobby, direct to 300 hallway**

**(8th graders report to library breakfast cart will relocate to Main St after 7th grade gets breakfast-checking with Nick)**

**5th & 6th Grade: enter through the front lobby, 100 hallway**

# CLASS LISTS/ATTENDANCE

## CLASS LISTS:

[https://docs.google.com/spreadsheets/d/1rFeSki\\_mUceUWFJxmQOgLqxH7\\_5yIK3mIWajSHp3hNc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1rFeSki_mUceUWFJxmQOgLqxH7_5yIK3mIWajSHp3hNc/edit?usp=sharing)

## ATTENDANCE:

<https://docs.google.com/spreadsheets/d/1Brv45TzeIHvCe5u9A3WEKfLPOGhaW38ZlvEAHUzzp0c/edit?usp=sharing>

# CURRICULUM



Monday	Tuesday	Wednesday	Thursday	Friday
<p>7/8 Day 1  <b>Introduction-</b> getting to know you activity.  <b>Standard:</b>CCSS.ELA.RH6-8.4 Determine the meaning of words and phrases as they are used in a text.  <b>Reading component:</b>  <a href="https://olympics.com/ioc/ancient-olympic-games">https://olympics.com/ioc/ancient-olympic-games</a>  <b>Writing component:</b>            Google form regarding Olympics history.</p>	<p>7/9 Day 2  <b>Standard:</b>CCSS.ELA.RH6-8.4 Determine the meaning of words and phrases as they are used in a text.  <b>Reading component:</b>  <a href="https://olympics.com/ioc/ancient-olympic-games">https://olympics.com/ioc/ancient-olympic-games</a> continued.  <b>Writing component:</b>            Google form regarding Olympics history, continued.</p>	<p>7/10 Day 3  <b>Project introduction:</b> Create a book with an introduction from a fictional olympic athlete, information about that athlete's olympic sport, a conclusion about this summer's games, and a categorized works cited page. Google form regarding Olympic sport choices.  <b>Standard:</b> CCSS.ELA.RH6-8.1 Cite specific textual evidence.  <b>Reading component:</b> Find an article about a famous athlete from the sport you chose on the google form. Clear it with Ms. Calabro. Then, read it.  <b>Writing component:</b> Graphic organizer regarding athlete.</p>	<p>7/11 Day 4  <b>Standard:</b> CCSS.ELA.RH6-8.2 Determine the central ideas of a source.  <b>Reading component:</b> Find an article about what your chosen olympic sport is and how it occurs.  <a href="https://olympics.com/en/sports/">https://olympics.com/en/sports/</a>            Clear it with Ms. Calabro. Then, read it.  <b>Writing component:</b> Graphic organizer regarding sport.</p>	<p>7/12 Day 5  <b>Standard:</b> CCSS.ELA.RH6-8.2 Determine the central ideas of a source.  <b>Reading component:</b> Read an article about how host cities are chosen:  <a href="https://olympics.com/ioc/faq/electing-olympic-hosts/who-chooses-the-hosts-for-the-olympic-games">https://olympics.com/ioc/faq/electing-olympic-hosts/who-chooses-the-hosts-for-the-olympic-games</a> Find an additional article about why Paris was chosen. Clear it with Ms. Calabro. Then, read it.  <b>Writing component:</b> Graphic organizer regarding host cities.</p>
<p>7/15 Day 6  <b>Standard:</b> CCSS.ELA.RH6-8.1 Cite specific textual evidence.  <b>Reading component:</b> Synthesize your graphic organizers.  <b>Writing component:</b> Draft your book using the template.</p>	<p>7/16 Day 7  <b>Standard:</b> CCSS.ELA.RH6-8.7 Integrate visual information with other information.  <b>Reading component:</b> Synthesize your graphic organizers.  <b>Writing component:</b> Draft your book using the template.</p>	<p>7/17 Day 8  <b>Standard:</b> CCSS.ELA.RH6-8.1 Cite specific textual evidence.  <b>Reading component:</b> Synthesize your graphic organizers.  <b>Writing component:</b> Draft your book using the template.</p>	<p>7/18 Day 9  <b>Standard:</b> CCSS.ELA.RH6-8.7 Integrate visual information with other information.  <b>Reading component:</b> Synthesize your graphic organizers.  <b>Writing component:</b> Draft your book using the template.</p>	<p>7/19 Day 10  <b>Standard:</b> CCSS.ELA.RH6-8.1 Cite specific textual evidence.  <b>Reading component:</b> Synthesize your graphic organizers.  <b>Writing component:</b> Draft your book using the template.</p>
<p>7/22 Day 11  <b>Standard:</b> CCSS.ELA.RH6-8.6 Identify aspects of a text that reveals an author's purpose.  <b>Reading component:</b> Peer review.  <b>Writing component:</b> Make final revisions. Partner will be writing to</p>	<p>7/23 Day 12  <b>Standard:</b> CCSS.ELA.RH6-8.6 Identify aspects of a text that reveals an author's purpose.  <b>Reading component:</b> Peer review.  <b>Writing component:</b> Make final revisions. Partner will be writing to</p>	<p>7/24 Day 13  <b>Standard:</b> CCSS.ELA.RH6-8.5 Describe how a text presents information  <b>Reading component:</b> Read your own printed project.  <b>Writing component:</b> Project</p>	<p>7/25 Day 14            Internal showcase/ showcase rehearsal</p>	<p>7/26 Day 15            Showcase            BBQ</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>7/8 Day 1</b>  <b>Standard:</b> <a href="#">RI.8.2</a>  <b>Objective:</b> I can discuss what I know about the Olympics and analyze an article about its history.  <b>Assessment:</b> <a href="#">Newsela article</a>, journal writing</p>	<p><b>7/9 Day 2</b>  <b>Standard:</b> <a href="#">L.8.4</a>  <b>Objective:</b> I can define unknown words and use these new words in a journal prompt.  <b>Assessment:</b> <a href="#">Task 1</a></p>	<p><b>7/10 Day 3</b>  <b>Standard:</b> <a href="#">W.8.7</a>  <b>Objective:</b> I can identify the goals of my summer project and conduct research about summer Olympic events, previous champions, and necessary training.  <b>Assessment:</b> <a href="#">Task 1</a>, Event Research</p>	<p><b>7/11 Day 4</b>  <b>Standard:</b> <a href="#">W.8.7</a>  <b>Objective:</b> I can identify design elements I want to use on my poster and finish compiling yesterday's research..  <b>Assessment:</b> <a href="#">Task 1</a>, Design Elements</p>	<p><b>7/12 Day 5</b>  <b>Standard:</b> <a href="#">W.8.7</a>  <b>Objective:</b> I can finish task 1, the first third of my one-pager research project,  <b>Assessment:</b> <a href="#">Task 1</a></p>
<p><b>7/15 Day 6</b>  <b>Standard:</b> <a href="#">RI.8.6</a>  <b>Objective:</b> I can choose a topic for a one-page argumentative essay and analyze a mentor text.  <b>Assessment:</b> Argumentative essay analysis, essay topic</p>	<p><b>7/16 Day 7</b>  <b>Standard:</b> <a href="#">W.8.1</a>  <b>Objective:</b> I can choose a topic for a one-page argumentative essay and write the first paragraph.  <b>Assessment:</b> MLA format, thesis statement, Task 2, Paragraph 1</p>	<p><b>7/17 Day 8</b>  <b>Standard:</b> <a href="#">W.8.1</a>  <b>Objective:</b> I can conduct research to identify a credible source that supports my argument, and incorporate it into my essay.  <b>Assessment:</b> Task 2, Paragraph 2</p>	<p><b>7/18 Day 9</b>  <b>Standard:</b> <a href="#">W.8.1</a>  <b>Objective:</b> I can address a counterclaim to my argument and refute it with my own rebuttal.  <b>Assessment:</b> Counterclaims &amp; rebuttals</p>	<p><b>7/19 Day 10</b>  <b>Standard:</b> <a href="#">W.8.1</a>  <b>Objective:</b> I can finish task 2, the second task of my Early Start Project.  <b>Assessment:</b> Task 2</p>
<p><b>7/22 Day 11</b>  <b>Standard:</b> <a href="#">W.8.7</a>  <b>Objective:</b> I can conduct research to plan a trip to Paris, and record my itinerary on my one-pager.  <b>Assessment:</b> Task 3</p>	<p><b>7/23 Day 12</b>  <b>Standard:</b> <a href="#">SL.8.1</a>  <b>Objective:</b> I can engage in a Socratic seminar discussing  <b>Assessment:</b> Socratic seminar prep, Socratic seminar</p>	<p><b>7/24 Day 13</b>  <b>Standard:</b> <a href="#">W.8.1</a>  <b>Objective:</b> I can finish my one-page essay and my Olympics poster.  <b>Assessment:</b> One-page essay, Olympics one-pager</p>	<p><b>7/25 Day 14</b>  Field Trip</p>	<p><b>7/26 Day 15</b>  Bloomfield BBQ  Project Displays</p>

## **ELA**

### **IDEA:**

You have just qualified for the olympics! Congratulations! You are on your way to Paris, France to compete. You are representing your country and we are proud.

### **Task 1:**

What event will you choose to compete in for your olympic journey? Do some research. What events take place during the summer olympics? What type of training does that require? Who are the leaders in that sport/event past and present?

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

### **Task 2:**

Create an itinerary/schedule for your trip. Do some research on how long flights take, what hotels would you stay in? What sites do you want to see while visiting France?

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

### **Task 3:**

After researching your event/sport, the olympics, and Japan, write a narrative story about your experience.

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>7/8 Day 1 Review addition with regrouping. Differentiation within groups.</p>	<p>7/9 Day 2 Review subtraction with regrouping. Differentiation within groups.</p>	<p>7/10 Day 3 Addition with regrouping with base ten blocks.</p>	<p>7/11 Day 4 Subtraction with regrouping with base ten blocks.</p>	<p>7/12 Day 5 3 digit addition and subtraction with and without regrouping.</p>
<p>7/15 Day 6 Multiplication 2 digit by 2 digit.</p> <p><b>Review:</b> Skip Counting Multiplication facts. Place Value</p> <p><b>Use of:</b> Physical manipulatives. Models. Graphic Organizers.</p>	<p>7/16 Day 7 Multiplication using area models.</p> <p>Differentiation</p>	<p>7/17 Day 8 Multiplication continued.</p> <p>Differentiation</p>	<p>7/18 Day 9 Review long division.</p> <p>Graphic organizers. Step by Step manual.</p>	<p>7/19 Day 10 Introduce Olympic themed worksheets based on Math fluency.</p> <p>Review Summer Olympic 2024 stats: Vital Metrics</p>
<p>7/22 Day 11 Potato Toss game. Students create their own potato head to be used through Math-based games. Math Focus: Dice and</p>	<p>7/23 Day 12 Summer Olympics Vital Metrics. Solve problems based on data tables.</p>	<p>7/24 Day 13 Summer Olympics themed. -Review Ordinal -Numbers/Patterning</p>	<p>7/25 Day 14 Summer Olympics themed. Review Measurement. "Potato Roll Race" Focus: Measurement.</p>	<p>7/26 Day 15  Bloomfield BBQ</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>7/8 Day 1 Introduction: "Getting to Know You" activity. <b>Writing:</b> Setting goals for summer. <b>Reading:</b> Introduction to Olympics article including background and history.</p>	<p>7/9 Day 2 <b>Writing:</b> Identify facts about Paris, France using text based evidence. <b>Reading:</b> "The Host City of the 2024 Olympic Games".</p>	<p>7/10 Day 3 <b>Writing:</b> 2024 Summer Olympics graphic organizer. (spider map) <b>Reading:</b> Summer Olympics Word Search. (Strengthen reading comprehension through identifying and defining vocabulary)</p>	<p>7/11 Day 4 Sport #1 <b>Writing:</b> Fact and Opinion Writing. Identify what a fact and opinion is. Formulate response. <b>Reading:</b> "What is Archery" article.</p>	<p>7/12 Day 5 Sport #2 <b>Writing:</b> Opinion writing/ Make self to text connection. <b>Reading:</b> "What is Tennis" article.</p>
<p>7/15 Day 6 Sport #3 <b>Writing:</b> Fact Writing Use text-based evidence to identify specific sports-based facts. <b>Reading:</b> "What is Cycling" article.</p>	<p>7/16 Day 7 Sport #4 <b>Writing:</b> Opinion writing. Think-Pair-Share. <b>Reading:</b> "What is Gymnastics" article.</p>	<p>7/17 Day 8 Sport #5 <b>Writing:</b> Fact Writing. Students will formulate a response based on article. <b>Reading:</b> "What is Swimming" article.</p>	<p>7/18 Day 9 Sport #6 <b>Writing:</b> Opinion Writing. <b>Reading:</b> "What is Volleyball" article.</p>	<p>7/19 Day 10 <b>Writing:</b> Discuss elements of Olympic sports. Discuss the six Olympic sports learned. KWL chart in groups. <b>Reading:</b> "Summer Games Map Skills" Introduce students to countries who will participate in Summer Olympics.</p>
<p>7/22 Day 11 <b>Writing:</b> Complete timeline dating 1896-2024. Students will learn the history of the Olympics.</p>	<p>7/23 Day 12 <b>Writing:</b> Reading and Responding questions. <b>Reading:</b> "2024 Summer Olympics" article.</p>	<p>7/24 Day 13 <b>Writing:</b> "If I Were an Olympian..." <b>Reading:</b> "How Do You Become an Olympian"</p>	<p>7/25 Day 14 Finalize project</p>	<p>7/26 Day 15 <b>Writing:</b> Review goals set on Day 1. <b>Reading:</b> Reflection on project.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>7/8 Day 1 <b>Introduction:</b> <b>Getting to know you activity.</b></p> <p><b>Number recognition:</b> Bingo (1-50).</p>	<p>7/9 Day 2 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>More or less:</b> Identifying (Manipulatives / Differentiation)</p>	<p>7/10 Day 3 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>Ordinal Numbers</b> (Manipulatives / Differentiation)</p>	<p>7/11 Day 4 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>Patterning:</b> Continue the Pattern and Create your own Pattern. (Manipulatives / Differentiation)</p>	<p>7/12 Day 5 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>Shapes:</b> Tracing and Identifying shapes in the classroom (Manipulatives / Differentiation)</p>
<p>7/15 Day 6 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>Measurement:</b> Length Shorter/Longer (Manipulatives / Differentiation)</p> <p>(Manipulatives / Differentiation)</p>	<p>7/16 Day 7 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>Measurement:</b> Weight Heavy/Light (Manipulatives / Differentiation)</p>	<p>7/17 Day 8 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>Measurement:</b> Time/Duration (Manipulatives / Differentiation)</p>	<p>7/18 Day 9 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>Addition:</b> Group 1: Single Digit Addition Group 2: Double Digit with Regrouping (Manipulatives / Differentiation)</p>	<p>7/19 Day 10 <b>Olympic Themed Worksheets (TPT)</b></p> <p><b>Addition Continued:</b> Group 1: Single Digit Addition Group 2: Double Digit with Regrouping (Manipulatives / Differentiation)</p>
<p>7/22 Day 11 <b>Olympic Themed Worksheets (TPT)</b> <b>Subtraction:</b> Group 1: Single Digit</p>	<p>7/23 Day 12 <b>Olympic Themed Worksheets (TPT)</b> <b>Subtraction continued:</b> Group 1: Single Digit</p>	<p>7/24 Day 13 <b>Olympic Themed Worksheets (TPT)</b> <b>STEM with Arts hands-on Olympic activity.</b></p>	<p>7/25 Day 14 <b>Olympic Themed Worksheets (TPT)</b> <b>STEM with Arts hands-on Olympic activity.</b></p>	<p>7/26 Day 15 <b>BBQ/Presentation</b></p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>7/8 Day 1 <b>Introduction: Getting to know you activity.</b></p> <p><b>Writing:</b> Setting goals for the summer.</p> <p><b>Reading:</b> Introduction to Olympics article including background/history.</p>	<p>7/9 Day 2 <b>Where is the Olympics being held?</b></p> <p><b>Writing:</b> Identify facts about paris france using text based evidence.</p> <p><b>Reading:</b> The host city of the 2024 Olympic Games (Paris, France).</p>	<p>7/10 Day 3 <b>2024 Summer Olympics Graphic Organizer</b></p> <p><b>Writing:</b> Graphic Organizer (Differentiation - Venn Diagram/KWL Chart/Spider Map)</p> <p><b>Reading:</b> Summer Olympic Word Search. Identifying and defining vocabulary.</p>	<p>7/11 Day 4 <b>Sport 1: Archery Article and Video</b></p> <p><b>Writing:</b> Facts based on text based evidence. Opinion writing/connecting self to text.</p> <p><b>Reading:</b> “What is Archery?” article. Turn and Talk with partner. (Communication skills)</p>	<p>7/12 Day 5 <b>Sport 2: Tennis Article and Video</b></p> <p><b>Writing:</b> Facts based on text based evidence. Opinion writing/connecting self to text.</p> <p><b>Reading:</b> “What is Tennis?” article. Turn and Talk with partner. (Communication skills)</p>
<p>7/15 Day 6 <b>Sport 3: Cycling Article and Video</b></p> <p><b>Writing:</b> Facts based on text based evidence. Opinion writing/connecting self to text.</p> <p><b>Reading:</b> “What is Cycling?” article. Turn and Talk with partner.</p>	<p>7/16 Day 7 <b>Sport 4: Gymnastics Article and Video</b></p> <p><b>Writing:</b> Facts based on text based evidence. Opinion writing/connecting self to text.</p> <p><b>Reading:</b> “What is Gymnastics?” article. Turn and Talk with</p>	<p>7/17 Day 8 <b>Sport 5: Swimming Article and Video</b></p> <p><b>Writing:</b> Facts based on text based evidence. Opinion writing/connecting self to text.</p> <p><b>Reading:</b> “What is Swimming?” article.</p>	<p>7/18 Day 9 <b>Sport 6: Volleyball Article and Video</b></p> <p><b>Writing:</b> Facts based on text based evidence. Opinion writing/connecting self to text.</p> <p><b>Reading:</b> “What is Volleyball?” article. Turn and Talk with partner.</p>	<p>7/19 Day 10 <b>Discuss the 6 Olympic sports we learned!</b></p> <p><b>Writing:</b> KWL Chart - 6 Olympic sports. Open-ended questions - opinion writing.</p> <p><b>Reading:</b> “USA Athletes” article. Whole group discussion.</p>

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 Greatest Common Factor & Simplifying Fractions  📅 Day 1	9 Greatest Common Factor & Simplifying Fractions  📅 Day 2	10 Lowest Common Multiple & Equivalent Fractions  📅 Day 3	11 Lowest Common Multiple & Equivalent Fractions  📅 Day 4	12 Performance Task  📅 Day 5
14 Improper Fractions to Mixed Numbers  📅 Day 6	15 Improper Fractions to Mixed Numbers  📅 Day 7	16 Mixed Number to Improper Fractions  📅 Day 8	17 Mixed Number to Improper Fractions  📅 Day 9	18 IXL Olympics  📅 Day 10
22 Adding & Subtracting Fractions  📅 Day 11	23 Adding & Subtracting Fractions  📅 Day 12	24 Adding & Subtracting Fractions  📅 Day 13	25 Adding & Subtracting Fractions  📅 Day 14	26 <b>Bloomfield BBQ</b>

<b>Daily Schedule</b> 8:30-8:45 Breakfast 8:45-10:05 Block 1 10:05-11:25 Block 2 11:30-12:00 Lunch 12:05-12:30 SEL	<b>Daily Schedule</b> 15 min xtramath 5 min thinking task 15 min lesson 30 min practice 15 min Blooket			<b>Friday Schedule</b> 8:30-8:45 Breakfast 8:45-9:35 Block 1 9:35-9:55 Block 2 10:00-11:00 Activity 11:05-11:25 Block 2 11:30-12:00 Lunch 12:05-12:30 SEL
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# 5th Grade Math Academic July 2024

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>8</b></p> <p>Show what you know- all operations Begin Number Talks Learn how to play PIG</p>	<p><b>9</b></p> <p>Addition Review</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Riddle work</li> <li>• Green machines</li> </ul>	<p><b>10</b></p> <p>Subtraction w Regrouping Review</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Riddle work</li> <li>• Green machines</li> </ul>	<p><b>11</b></p> <p>Subtraction w Regrouping Review</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Riddle work</li> <li>• Green machines</li> </ul>	<p><b>12</b></p> <p>Task cards-Review add/sub with money</p> <ul style="list-style-type: none"> <li>• Small groups-error analysis</li> </ul>
<p><b>15</b></p> <p>Finish Task cards</p> <ul style="list-style-type: none"> <li>• Small groups-error analysis</li> </ul>	<p><b>16</b></p> <p>Thinking Blocks- part Part Whole Problem solving with addition and subtraction</p> <ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<p><b>17</b></p> <p>Multiplication review (3 digits x 1 digit) partial products and algorithm</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Riddle work</li> <li>• Green machines</li> </ul>	<p><b>18</b></p> <p>Multiplication review (3 digits x 1 digit and 4 x 1) partial products and algorithm</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Riddle work</li> <li>• Green machines</li> </ul>	<p><b>19</b></p> <p>Multiplication review (2 digits x 2 digits) partial products</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Riddle work</li> <li>• Green machines</li> </ul>
<p><b>22</b></p> <p>Multiplication review (2 digits x 2 digits) algorithm</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Riddle work</li> <li>• Green machines</li> </ul>	<p><b>23</b></p> <p>Thinking Blocks- pPart Part Whole Problem solving with multiplication and division</p> <ul style="list-style-type: none"> <li>• reflection</li> </ul>	<p><b>24</b></p> <p>Multiplication task cards-partial products or algorithm)</p> <p>Small groups- error analysis</p>	<p><b>25</b></p> <p>Multiplication task cards-finish ( partial products or algorithm)</p> <p>Small groups- error analysis</p>	<p><b>26</b></p> <p>Division Review-using frames</p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Green machines</li> </ul>

# Grade 5 ELA Academic July 2024 (Bibeau)

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Day 1</b> Welcome and Intro to the 4 week session. Get to know you activities.. <b>Writing:</b> Get to know you and goal setting. <b>Reading:</b> “Olympic History” Article</p>	<p><b>Day 2</b> <b>Writing:</b> Reflection and idea development <b>Reading:</b> Review the summer reading assignment and set reading goals in comprehension question set</p>	<p><b>Day 3</b> <b>Writing:</b> Develop research questions/ list of websites to conduct research. <b>Reading:</b> Discuss theme. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on theme.</p>	<p><b>Day 4</b> <b>Writing:</b> Research their Olympic topic. <b>Reading:</b> Discuss themes students are starting to develop. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on theme.</p>	<p><b>Day 5</b> <b>Writing:</b> Research their Olympic topic. <b>Reading:</b> Discuss themes students are starting to develop. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on theme.</p>
<p><b>Day 6</b> <b>Writing:</b> Develop an introduction paragraph. <b>Reading:</b> Discuss themes students are starting to develop. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on theme.</p>	<p><b>Day 7</b> <b>Writing:</b> Use research to write body 1 paragraph. <b>Reading:</b> Discuss the big ideas students are starting to develop. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set sharing their big idea and supporting details.</p>	<p><b>Day 8</b> <b>Writing:</b> Use research to write body 1 paragraph. <b>Reading:</b> Discuss how to determine important events.. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on main events that support the theme.</p>	<p><b>Day 9</b> <b>Writing:</b> Use research to write body 2 paragraph. <b>Reading:</b> Discuss how to determine important events.. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on main events that support the theme.</p>	<p><b>Day 10</b> <b>Writing:</b> Use research to write body 2 paragraph. <b>Reading:</b> Discuss how to determine important events.. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on main events that support the theme.</p>
<p><b>Day 11</b> <b>Writing:</b> Use research to write body 3 paragraph. <b>Reading:</b> Discuss how to determine important events.. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on main events that support the theme.</p>	<p><b>Day 12</b> <b>Writing:</b> Use research to write body 3 paragraph. <b>Reading:</b> Discuss the character struggles and lessons to be learned. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on character struggles and what lessons are to be learned.</p>	<p><b>Day 13</b> <b>Writing:</b> Develop a conclusion paragraph/finalize project <b>Reading:</b> Discuss the character struggles and lessons to be learned. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on character struggles and what lessons are to be learned.</p>	<p><b>Day 14</b> <b>Writing:</b> Finalize project <b>Reading:</b> Discuss the character struggles and lessons to be learned. Read <u>Save Me a Seat</u> for 15 minutes, complete comprehension question set with a focus on character struggles and what lessons are to be learned.</p>	<p><b>Day 15</b> <b>Writing:</b> Review progress towards goals, allow students to volunteer to share their final projects. <b>Reading:</b> Reflect on the reading experience and progress towards the goals set on day 1.</p>
<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson Plans</a></li> </ul>				

## Summer 2024 Grade 6 ELA Plans

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>07/08 - Day 1</b>  <b>Introduction-</b> getting to know you activity. Explanation of summer session and task to complete  <b>Writing component:</b>            Brainstorm KWL chart about olympics - “K”            Complete individual “K” section of KWL chart  <a href="#">YouTube Video on Olympic Games</a>  <b>Activity:</b>            KAHOOT- Olympics  <a href="https://create.kahoot.it/details/f318e6c7-15d7-45f3-ac10-fa6e95811417s">https://create.kahoot.it/details/f318e6c7-15d7-45f3-ac10-fa6e95811417s</a>            Summer olympics word search</p>	<p><b>07/09 - Day 2</b>  <a href="#">CCSS.ELA-LITERACY.RI.5.1</a>  <b>Reading component:</b>  <a href="https://newsela.com/view/ck9nookr406vp0iqjzznerccw">https://newsela.com/view/ck9nookr406vp0iqjzznerccw</a>  <b>Writing component:</b>            Create list of sports/events in the Summer 2024 Olympics.  <a href="#">Interactive Notebook</a>  <a href="#">Review list of games/event</a>  <b>Activity:</b>            Choose a sport/an event to research from list  <b>Discussion:</b>            What is a reliable research source?            How to identify a reliable source?</p>	<p><b>07/10 - Day 3</b>  <a href="#">CCSS.ELA-LITERACY.RI.6.5</a>  <b>Reading component:</b>  <a href="https://newsela.com/view/ck9noogdj04aj0iqjis10zvuwo">https://newsela.com/view/ck9noogdj04aj0iqjis10zvuwo</a>  <a href="#">CCSS.ELA-LITERACY.W.6.8</a>            Begin research on sport/event            Type notes in virtual notebook  <b>Questions to answer:</b>            name sport/event            training required            qualification for olympics            identify at least five athletes participating in sport or event            conduct research on identified athletes</p>	<p><b>07/11 - Day 4</b>  <a href="#">CCSS.ELA-LITERACY.W.6.8</a>            Continue to research training and athletes participating in group’s chosen sport or event            All groups start planning tri-board display            Complete individual “L” section on KWL chart            Introduce TASK 2. What is an itinerary? Look at examples.            Research a roundtrip flight to Paris  <b>Use interactive notebook for information gathered</b></p>	<p><b>07/12 - Day 5</b>  <b>Groups assign roles to each member</b>            All groups start working on tri-board display            Gather pictures and details to go on tri-board  <b>Use interactive notebook for information gathered</b>  <b>Activity:</b>            Introduce TASK 2. What is an itinerary? Look at examples.  <b>Writing component:</b></p>
<p><b>07/15 - Day 6</b>  <b>Writing component:</b>            Plan to create an itinerary for the 2024 Summer Olympics in Paris            Research a roundtrip flight to Paris            Use interactive notebook for information gathered</p>	<p><b>07/16 - Day 7</b>  <b>Writing component:</b>            Research cities and sites that you want to visit. Look up hotels in those locations.            Use interactive notebook for information gathered</p>	<p><b>07/17 - Day 8</b>  <b>Writing component:</b>            Continue research on sites/cities and hotels.            Students can enhance itinerary with pictures from desired cities/sites.            Use interactive notebook for information gathered</p>	<p><b>7/18 - Day 9</b>  <b>Writing component:</b>            Research different restaurants and traditional foods of France.            Which foods/restaurants would you want to try?            Use interactive notebook for information gathered</p>	<p><b>07/19 - Day 10</b>  <b>Continue research for itinerary</b>  <b>Begin sharing itineraries if ready</b>  <b>Print &amp; assemble tri-boards</b></p>

# Grade 6 Math Academic July 2024 (created by N. Campbell)

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>8-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B5</a> Fluently multiply multi-digit whole numbers using the standard algorithm. <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>	<p><b>9-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B5</a> Fluently multiply multi-digit whole numbers using the standard algorithm. <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>	<p><b>10-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B5</a> Fluently multiply multi-digit whole numbers using the standard algorithm. <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>	<p><b>11-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B5</a> Fluently multiply multi-digit whole numbers using the standard algorithm. <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>	<p><b>12-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.6</a> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>
<p><b>15-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.6</a> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors- <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>	<p><b>16-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.6</a> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors- Dividing Whole <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>	<p><b>17-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.6</a> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors- Dividing Whole <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>	<p><b>18-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.6</a> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors- <a href="#">Summer Olympics Math Review - Operations with Whole Numbers</a></p>	<p><b>19-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.7</a> Add, subtract, multiply, and divide decimals to hundredths <a href="#">2016 Rio Summer Olympics Decimal Task Cards and Activity Pack- Men's Backstroke</a></p>
<p><b>22-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.7</a> Add, subtract, multiply, and divide decimals to hundredths <a href="#">2016 Rio Summer Olympics Decimal Task Cards and Activity Pack- Men's Backstroke</a></p>	<p><b>23-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.7</a> Add, subtract, multiply, and divide decimals to hundredths <a href="#">2016 Rio Summer Olympics Decimal Task Cards and Activity Pack- Women's Butterfly</a></p>	<p><b>24-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.7</a> Add, subtract, multiply, and divide decimals to hundredths <a href="#">2016 Rio Summer Olympics Decimal Task Cards and Activity Pack- Women's Butterfly</a></p>	<p><b>25-</b> <a href="#">CCSS.MATH.CONTENT.5.NBT.B.7</a> Add, subtract, multiply, and divide decimals to hundredths <a href="#">2016 Rio Summer Olympics Decimal Task Cards and Activity Pack- Women's Butterfly</a></p>	<p><b>26-</b> <a href="#">CCSS.MATH.CONTENT.5.NF.A.1</a> Add and subtract fractions with unlike denominators <a href="#">Summer Olympics Math Review - Operations with Fractions</a></p>
<p><b>BONUS-</b></p>	<p><b>27-</b> <a href="#">CCSS.MATH.CONTENT.5.NF.A.1</a> Add and subtract fractions with unlike denominators <a href="#">Summer Olympics Math Review - Operations with Fractions</a></p>	<p><b>28-</b> <a href="#">CCSS.MATH.CONTENT.5.NF.A.1</a> Add and subtract fractions with unlike denominators <a href="#">Summer Olympics Math Review - Operations with Fractions</a></p>	<p><b>29-</b> <a href="#">CCSS.MATH.CONTENT.5.NF.A.1</a> Add and subtract fractions with unlike denominators <a href="#">Summer Olympics Math Review - Operations with Fractions</a></p>	<p><b>30-</b> <a href="#">CCSS.MATH.CONTENT.5.NF.A.1</a> Add and subtract fractions with unlike denominators <a href="#">Summer Olympics Math Review - Operations with Fractions</a></p>

# ACTIVITIES



## **YOUTH SERVICES LIBRARIAN: NICOLE DOLAT**

### ***JULY 12TH:***

10:00-11:00: Grade 7 & 8-Minute To Win It (Gym)

11:00-12:00: Grade 5 & 6-Anime (Auditorium)

### ***JULY 19TH:***

10:00-11:00: Grade 7 & 8-Anime (Auditorium)

11:00-12:00: Grade 5 & 6-Minute To Win It (Gym)

# PROJECT PRESENTATIONS



Display on July 26th

# Early Start Celebration

**-July 26th (10:00-12:15)**

**-Activities/Competitions (families & students)**

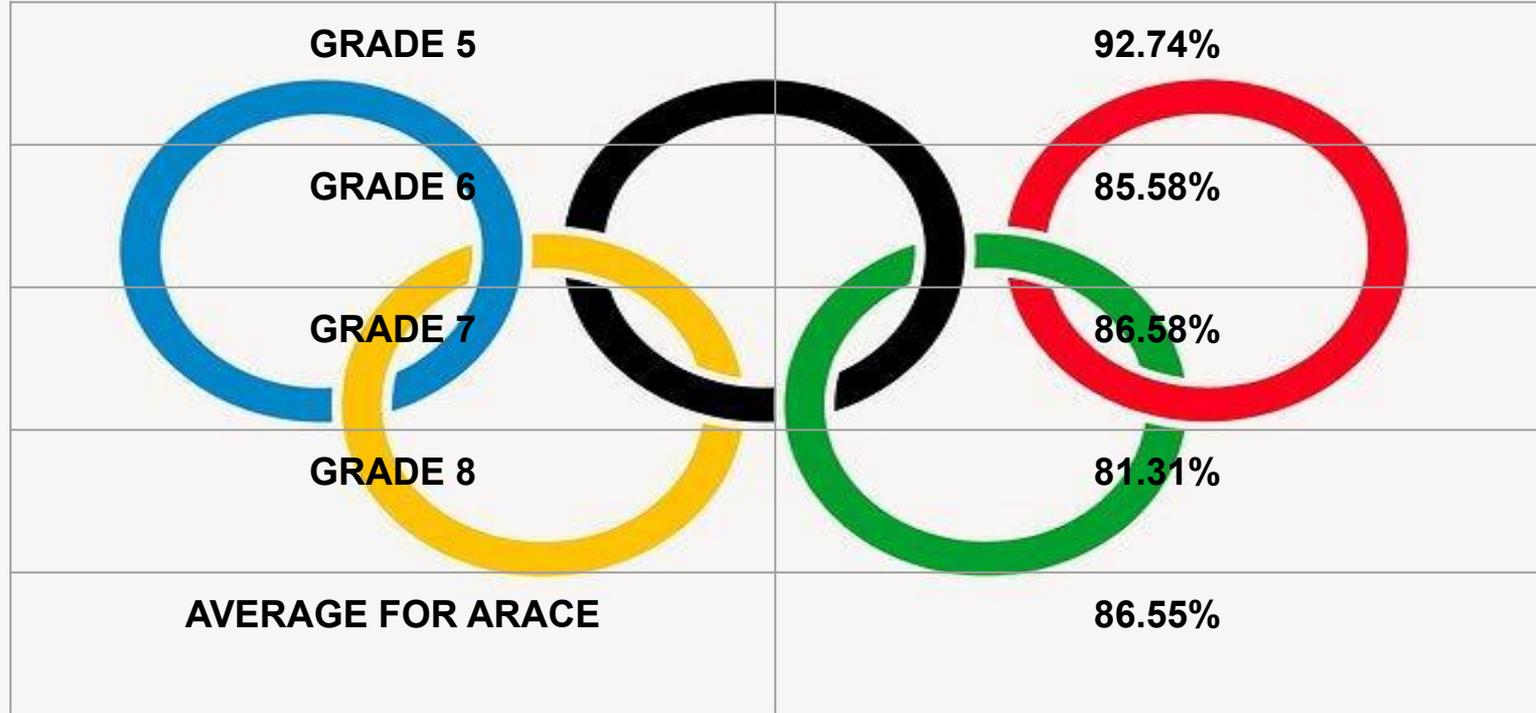
**-Raffle**

**-Food**

**-Music**

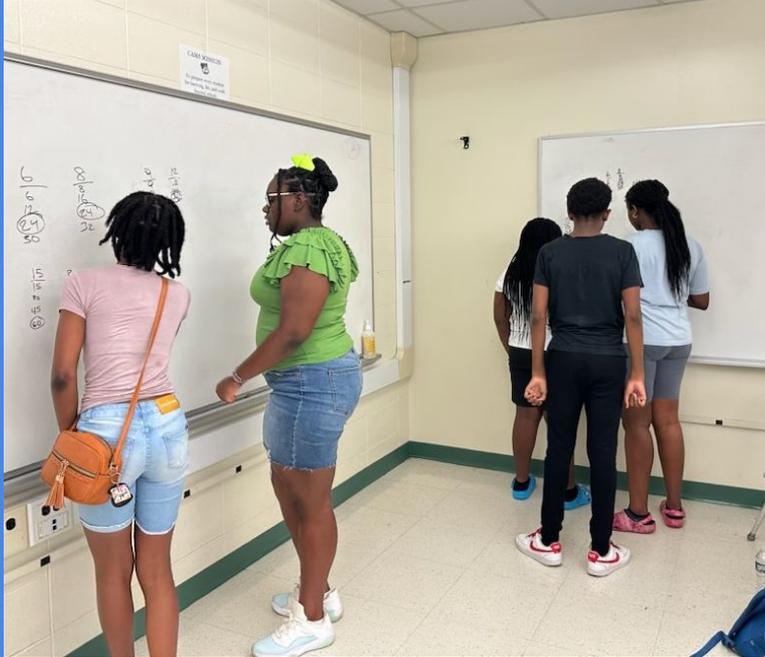
**-Awards**

# Attendance-Early Start Grades 5-8



# STUDENTS IN ACTION/LEARNING

**Grade 7-Students work on LCM and GCF math problems using the Building Thinking Classrooms (BTC) instructional approach.**





**Students in 5th and 6th grade worked on researching sports within the Olympics.**



# Ms. Mattison's 5th Grade Students



**Grade 5 & 6:  
Viewing 2  
Episodes of  
Sports Anime  
in Auditorium**



**Grade 7 & 8: Minute To Win It Competitions**  
**Planned and provided by Nicole Dolat-Youth Services Librarian**



# 8th Grade Math





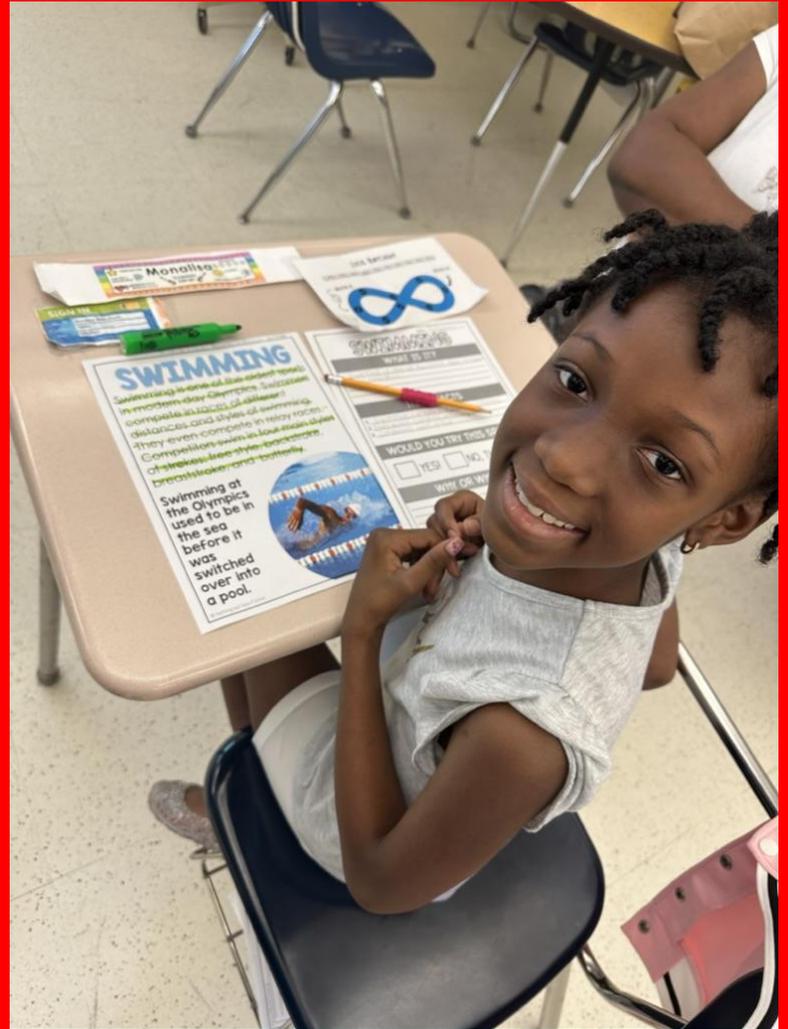
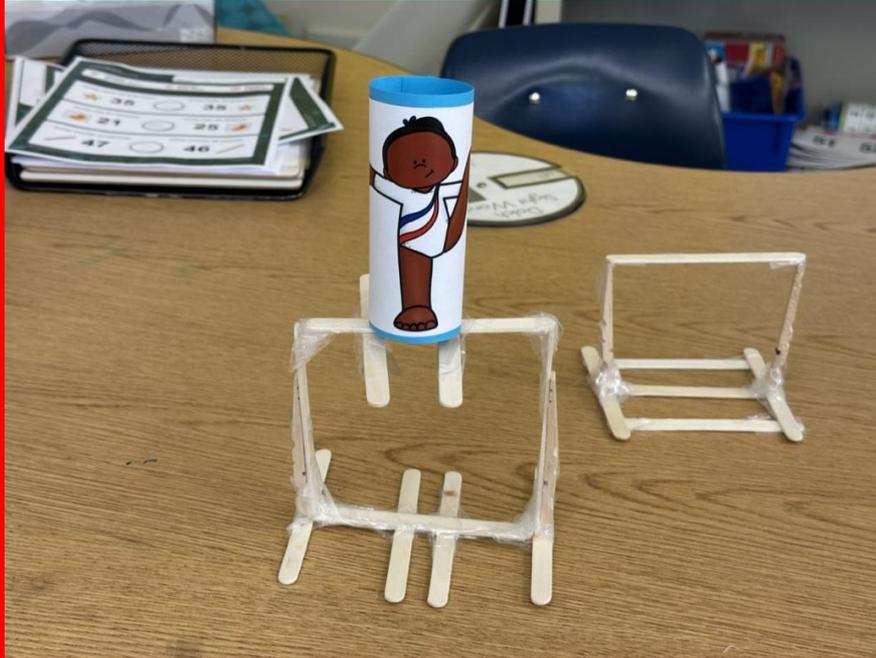
**SAI Cauldron**  
The SAI Cauldron is a tower made of wood and is the tallest tower in the world. It is made of wood and is the tallest tower in the world. It is made of wood and is the tallest tower in the world.

**TILED TOWER**  
The Tiled Tower is a tower made of wood and is the tallest tower in the world. It is made of wood and is the tallest tower in the world. It is made of wood and is the tallest tower in the world.

**WALK OF THE TOWER**  
The Walk of the Tower is a tower made of wood and is the tallest tower in the world. It is made of wood and is the tallest tower in the world. It is made of wood and is the tallest tower in the world.

# DREAM Academy-Life Skills Program



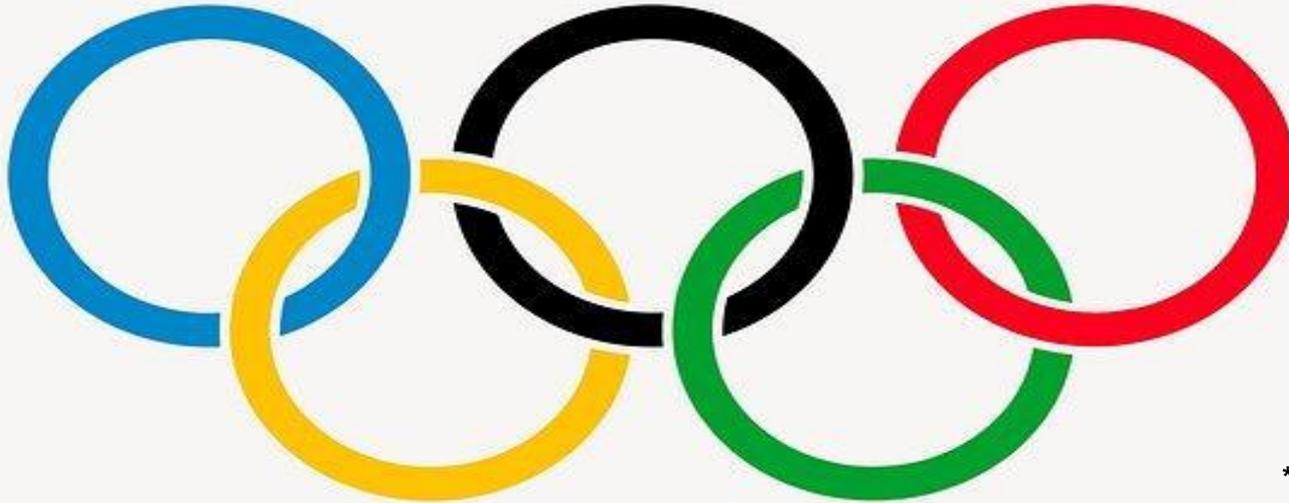




# EARLY START CELEBRATION

**\*40 RESPONSES  
TO ATTEND OUR  
CELEBRATION**

**\*ARRANGEMENTS  
WITH FOOD  
SERVICES TO  
PROVIDE  
HAMBURGERS,  
HOTDOGS, SIDES,  
AND BEVERAGES**



**\*AWARDS:**

- Consistent Effort (2 per class)**
- Academic Excellence (2 per class)**
- Perfect Attendance (Head Teacher)**

**\*STUDENT  
WORK  
DISPLAYED  
THROUGHOUT  
OUR GLASS  
CORRIDOR**

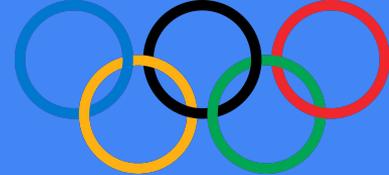
**\*INFLATABLES**

**\*DUNK TANK**

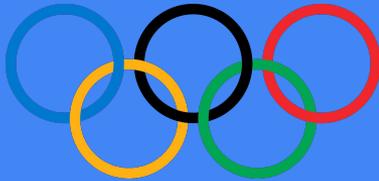
**\*RAFFLE PRIZES**



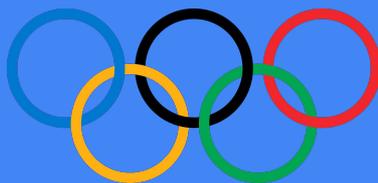
# ARACE FAMILIES

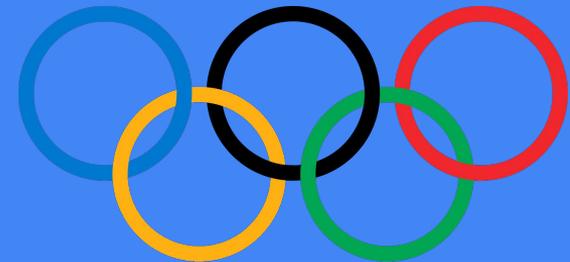
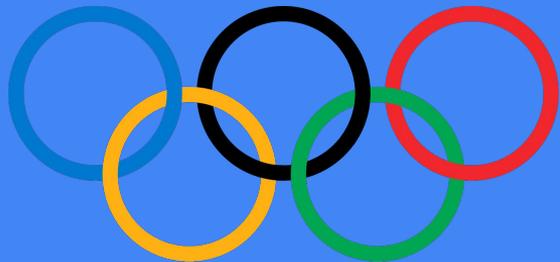


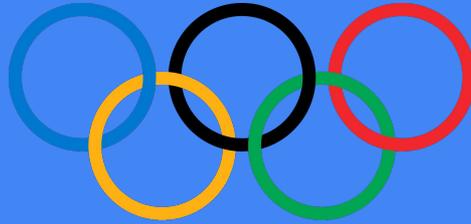
# ARACE FAMILIES



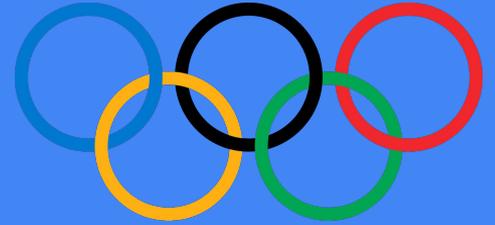
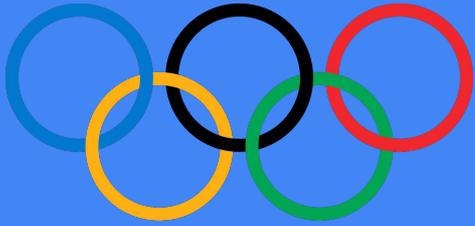
# VIEWING OF STUDENT WORK

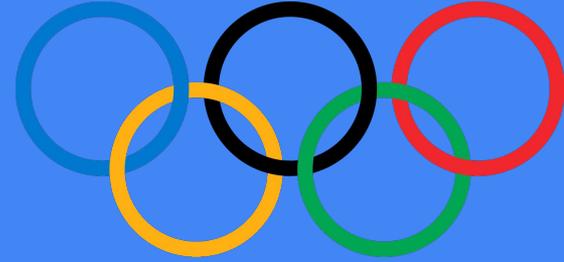
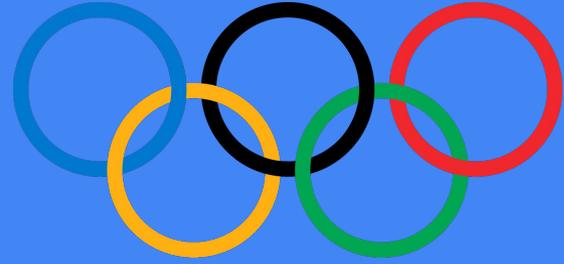


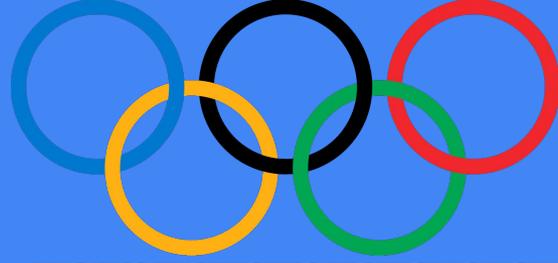


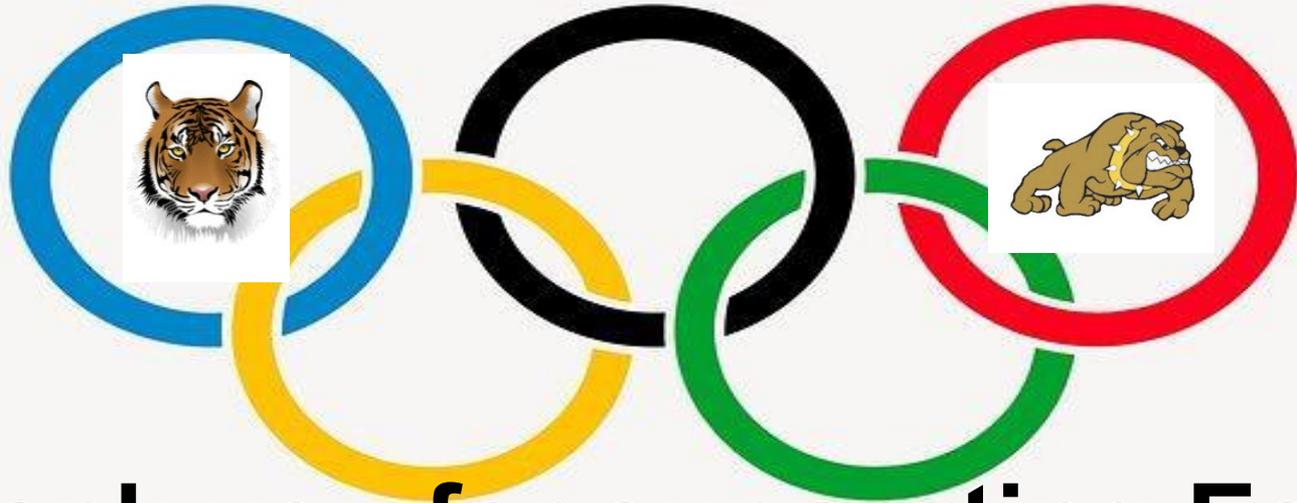


# OPENING CEREMONIES









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