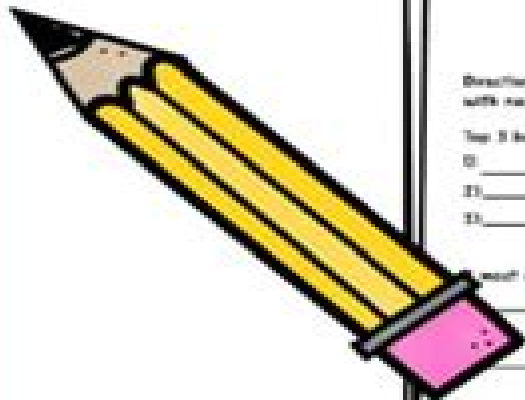


# ADVICE FOR FUTURE 5TH GRADERS



GREAT FOR  
END OF  
SCHOOL YEAR

SIMPLE, EASY  
PRINT &  
GO ACTIVITY

Name \_\_\_\_\_ Date \_\_\_\_\_

ADVICE FOR FUTURE 5<sup>TH</sup> GRADERS

Directions: As the end of the school year approaches, think about advice you can share with next year's 5<sup>th</sup> grade students for how they can be successful in 5<sup>th</sup> grade.

Top 3 best parts of 5<sup>th</sup> grade:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Most challenging parts of 5<sup>th</sup> grade:

\_\_\_\_\_

\_\_\_\_\_

How I felt at the beginning of 5<sup>th</sup> grade:

\_\_\_\_\_

\_\_\_\_\_

Important things to remember: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ways to be successful: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Three words to describe this school year:

\_\_\_\_\_

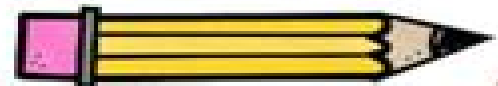
\_\_\_\_\_

A good luck message for future 5<sup>th</sup> graders:

\_\_\_\_\_

\_\_\_\_\_

Effective  
**IN ELA**



# Advice For Future Fifth Graders

**O García**



## **Advice For Future Fifth Graders:**

**Helping Children Realize Their Best Selves** Ms. Franklin, 2025-10-31 Dear Readers Can we admit the pandemic sucked big time Families and educators had to endure social and political madness with children in tow Pandemic learning loss can deepen because young minds cannot access high level content without self confidence or self control My two most enriching expectations are contradictory I teach children to speak You are a voice in this world who deserves to be heard I also teach silence Be quiet Control yourself Children must learn how to assert their ideas and feelings during work and play Simultaneously scholars must be capable of stillness in order to self reflect ponder new concepts listen attentively to others and do their best on high stakes tests I have as yet to have a child in my class who did not learn to differentiate the time to speak from the time for silence Sincerely Ms Franklin PS Not only for teachers and parents my book is also from one concerned citizen to others who believe American prosperity is contingent upon preparing all children to become productive adults

**Section 1 Roadblocks Race Relations in America** With an increase in hate crime we lack the luxury to pretend we live in a postracial society None of us can truly realize our best selves with either hate in our heart or fear in our soul

**Section 2 Pathways Pave the Road to Success** We adults must deconstruct barriers that arrest student achievement We must do better if we want all children to be better

**Section 3 Highways Once a Student Now a Scholar** All children can and must learn to distinguish mindsets and behaviors that are prerequisites for success from those that divert discovery of one's career path

Ms Franklin's Recurrent Advice to Struggling Scholars Mean and happiness cannot coexist live together The who you were yesterday is not the who you have to be today Change Learn Grow Do it for yourself Do it for our community Everyday Science Mysteries Richard Konicek-Moran, 2008 The story format is one of the most effective ways to engage students attention right from the start Each chapter includes a list of science concepts explored targeted strategies for using the stories with children in grades K 8 and key matching story concepts with corresponding standards in the National Science Education Standards

*Developing and Managing Your School Guidance Program* Norman C. Gysbers, Patricia Henderson (Ed. D.), 1988 The four phases of developing and implementing a comprehensive guidance program planning designing implementing and evaluating as described by Mitchell and Gysbers 1978 are used as the organizers for this book Chapter 1 traces the evolution of guidance in the schools from the turn of the century The changing influences emphases and structures from then until now are described and discussed in detail and the recent emergence of developmental comprehensive guidance programs is highlighted Chapter 2 focuses on the issues and concerns in planning and organizing guidance program improvement Chapter 3 presents a model guidance program based on the concept of life career development Chapter 4 discusses in detail the steps involved in finding out how well a current program is working and where improvement is needed Chapter 5 begins the designing phase of the program improvement process focusing on designing the program of choice Chapter 6 describes the steps necessary to make the transition to a comprehensive school guidance

program The steps in actually making the transition to a comprehensive school guidance program are described in chapter 7  
 Chapter 8 focuses on how to ensure that school counselors have the necessary competence to develop and manage a  
 comprehensive school guidance program Counselor supervision procedures are highlighted Comprehensive school guidance  
 program evaluation is discussed in chapter 9 which features program evaluation student outcome evaluation and professional  
 personnel evaluation NB Developing & Managing Your School Guidance and Counseling Program Norman C.  
 Gysbers, Patricia Henderson (Ed. D.), 2006 **Learning Activities for Disadvantaged Children** George S. Miller, 1971  
Resources in Education , 1983 Improving Guidance Programs Norman C. Gysbers, Earl J. Moore, 1981 *Bicentennial*  
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Guidance of Children in Elementary Schools New York (N.Y.). Board of Education, 1956 **Instructor** , 1976 *School*  
*Law Bulletin* , 1998

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