

Fifth Grade Information Packet

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Daily Schedule

General Curriculum Summaries

Language Arts - Reading and English

Math

Social Studies

Science

Map of the School

Beginnings

Understanding

Learning

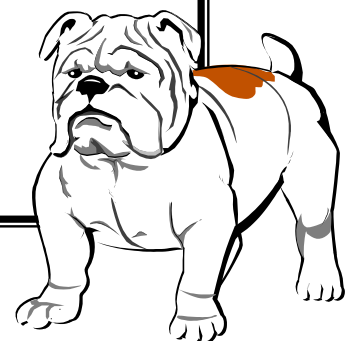
Lockers

Decision making

Organizational Skills

Guidance

Study skills



5th Grade Supplies for Core Subjects

- 3-ring trapper binder with 5 folders
- 8 ½" x 11" wide ruled notebook paper
- pens (blue or black)
- #2 pencils
- zippered pencil case for binder
- colored pencils and markers
- paper book covers (bags are acceptable; no tight book socks)
- a box of tissues (give to homeroom teacher)
- a copy of the book *Maniac Magee* (available at Barnes and Noble)



Optional:

- locker shelf
- calculator

Other supplies that may be needed during the year:

- Post Its
- highlighters
- poster paper

Assignment Books:

Each student will be given an assignment book, which includes school rules, reference material, and an area to record assignments by date. Fifth grade teachers give assignments orally and post them in the classroom. Students are instructed in how to use their assignment books and given time to record their assignments. Students can put a star on any subject that requires that they take home the book so that they can quickly pack their book bags at the end of the day. Teachers often check assignment books, especially in the beginning of the year - and especially the book of a student who has missed assignments. Many students use the assignment book as a place to put papers to take home from school. The teachers would appreciate it if parents would encourage their children to use the assignment book as part of an organized structure that will help them be prepared for class.

Website: www.tesd.net/TEMS

The school website includes links to summer reading, the Weekly Bulletin, menus, library resources, activities, teacher contacts, students' accounts and other information.

Homework Help



The key to helping your child with homework is to take a balanced approach. Provide structure and supervision but not so much help that your child does not take personal responsibility for the completion of the work. Most homework assignments are designed to be completed independently by students.

Some children work well alone (without the TV, computer, or telephone); others may work better with supervision such as at the kitchen table. One strategy that often works well is to set aside an hour after dinner exclusively for homework. In addition to daily assignments, students can work on long range assignments, spend additional time reading, organize folders and notebooks, and study and review vocabulary and concepts.

In the beginning of the school year, help your child to get a good start and develop good work habits. Check your child's assignment book daily. Help him or her decide how long the work will take and work out a plan to complete it. Help break down long range assignments into smaller pieces with intermediate deadlines. You might want to check on the child's progress a few times and look at the work when it is completed. If your child is having difficulty with an assignment, you could help by going over the directions or by doing an example. Encourage your child to work independently, even if he or she makes a few mistakes. Teachers will be glad to answer questions in class and provide extra help in or outside of class. After homework is completed, students should pack up their work so that it will be ready to take to school.

If your child is successfully completing his assignments and has settled into a successful routine, it's appropriate to start checking less frequently. Continue to express an interest in school and homework, and give help as needed. After about a month of school, all students receive Mid-Quarter Progress Reports that will include information on how they are doing with completing homework. Teachers also contact parents if they are concerned about homework completion. To help ensure homework completion, programs can be set up such as signing assignment books or having the child attend "Homework Club" after school.

Homework provides a valuable link between home and school. Working together will help ensure success!

Language Arts

The fifth grade language arts course provides continuity between the elementary and middle school reading and writing programs.

Reading

Students expand their repertoire of reading skills and strategies through lessons revolving around six specific clusters: monitoring comprehension, activating and connecting, asking questions, inferring meaning, determining importance, and summarizing and synthesizing. Students engage in a wide variety of reading experiences and work within many genres.

Fifth grade reading classes are grouped by ability. On and above-level classes are taught by the core language arts teachers, while the below-level classes are taught by reading specialists.

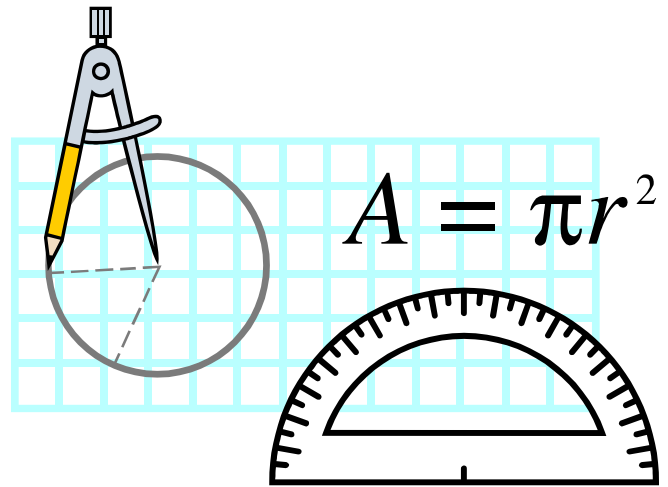
Incoming fifth graders will have a summer reading assignment in which they are asked to read and summarize two books - one from a list provided and one of their own choosing. Book summaries will be used for discussion and activities during the first week of school.

English

In fifth grade English, students continue their development in writing, focusing particularly on basic paragraph structure - topic sentence and supporting details - as a foundation for future work on the essay. Students explore their language through activities in grammar and usage, as well as spelling and vocabulary. They learn basic research skills and participate in both individual and group oral presentations.

Fifth Grade Mathematics

The Tredyffrin/Easttown Fifth Grade Mathematics Curriculum is aligned with Pennsylvania Standards in mathematics. The curriculum is designed to build on the students' prior knowledge and to extend it more deeply in mathematical areas including geometry, measurement, probability, graphing, problem solving and computation.

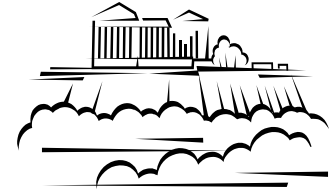


Fifth grade students are ability grouped in math for above, on or below grade level instruction. Many of the mathematics strands are similar but are taken further in above level instruction. Other topics that have been mastered are not covered in the above level course, while more advanced topics have been added. For example, above level students are assumed to have mastered computation skills with whole numbers and are asked to apply them to increasingly challenging problems and with decimals, fractions and negative integers. The above level curriculum includes a greater emphasis on pre-algebra skill. At all levels, homework is consistently provided to allow for practice and extension of skills being taught.

Students receive instruction with calculators but are also expected to be able to solve problems without a calculator. It is helpful for students to have access to a calculator at home to check homework and to use to complete homework when permitted.



5TH GRADE SOCIAL STUDIES ANCIENT CIVILIZATIONS



CONTENT UNITS	OBJECTIVES
1. Map and Globe Skills	<ul style="list-style-type: none"> • Interpret symbols, legends scales, directions • Compare content and purposes of different maps • Continents and oceans • Latitude and longitude
2. Archaeology	<ul style="list-style-type: none"> • Indentify source of evidence and methods of interpreting evidence about the earliest humans • Explain the connection between tool making, language, and the development of culture • Distinguish between primary and secondary sources • Identify various dating techniques
3. Civilizations of: <ul style="list-style-type: none"> ➤ Mesopotamia ➤ Egypt ➤ India ➤ China ➤ Israel ➤ Greece ➤ Rome 	<ul style="list-style-type: none"> • Describe features of geography and how it influenced early civilizations • Describe the historical development of each culture/civilization • Define its form of government • Compare and contrast the various social structures • Examine the multiple cultures, customs, and traditions of each civilization • Identify the various achievements and contributions of each society

Fifth Grade Science Curriculum and Timeline

LIFE SCIENCE

Plants (7-10 weeks)

Harcourt *Science* Unit A Ch 3

National Geographic - *Plant Power*; *STC Experiments with Plants*

- Scientific Method
- Structures (roots, stems, leaves, flowers, cells)
- Processes (photosynthesis, transpiration, respiration, reproduction)

Animals (7-8 weeks)

Harcourt *Science* Unit A Ch 1 (lessons 1, 2) Ch 2

National Geographic - *Amazing Animals* and *Life Cycles Theme Set*

- Cells
- Classification of Invertebrates and Vertebrates, emphasis on vertebrates

PHYSICAL SCIENCE #1

Matter, Sound, and Light (7-9 weeks)

Harcourt *Science* Unit E Ch 14 (lesson 1, 2; 3 optional); Ch 17

- Structure of matter
- Sound waves and properties
- Electromagnetic spectrum
- Light waves (reflection and refraction)
- Mirrors and lenses



EARTH SCIENCE

Processes that Change (7-10 weeks)

Harcourt *Science* Unit C Ch 7 to 9 (10 optional)

- Identifying/Classifying Rocks & Minerals
- Change over time
- Earth's structure
- Fossils
- Bending rock, formation of mountains
- Faults and earthquakes

PHYSICAL SCIENCE #2

Magnets and Motors (3-5 weeks)

STC Magnets & Motors

- Properties of magnets
- Strength of electromagnets
- Motors