

**Pssst...
Have You Heard?**



The 5th Grade teachers will be covering the following topics during the first marking period:

Math

- **Prime and composite numbers less than 100**
 - Students need to be able to identify prime and composite numbers
 - Students will find the prime factorization of a composite number
- **Rules of Divisibility**
 - Students will learn the rules of divisibility and need to be able to use those rules when solving problems
- **Number Theory**
 - Students will use number theory concepts of primes, factors, multiples and the rules of divisibility to show number relationships
- **Greatest Common Factor (GCF) and Least Common Multiple (LCM)**
 - Students will find the GCF and LCM of a series of numbers
- **Functions, Graphs, Tables, Patterns and Rules**
 - Students will use data to construct function tables, graphs, and tables
 - Students will write a rule for a given function table
 - Students will represent relationships using graphs and tables
 - Students will recognize, describe, and extend numerical and geometric patterns and functional relationships
 - Students will analyze patterns and generalize rules shown in patterns
 - Students will identify graph points using ordered pairs
 - Students will compare, order, and describe integers (numbers) on a number line
- **Algebra**
 - Students will write and evaluate simple algebraic expressions with one variable by using substitution

Reading

- **Comprehension Strategies**
 - Students will use before reading, during reading, and after reading strategies while reading text
 - *Before Reading Strategies:*
 - Determining a purpose for reading
 - Previewing text and formulating questions
 - Using background knowledge and previewing the text to make predictions about the text
 - *During Reading Strategies:*
 - Making connections to the text
 - Using sensory images to understand the text
 - Confirming or altering predictions
 - Using strategies to fix what does not make sense
 - Rereading to confirm or alter understanding
 - Determining the importance of information in the text
 - Answering and or refining questions
 - Making inferences (drawing conclusions, identify cause and effect relationships)
 - Using the characteristics of fiction and informational text to help understand the text
 - Identifying how the organization of a text helps to aid understanding
 - *After reading strategies*
 - Responding to reading through discussion and writing
 - Rereading to clarify meaning
 - Summarizing the text
 - Evaluating the information read
 - Explaining how tone is reflected in the author's style
 - Analyzing the various techniques used by the author to influence the reader
 - Selecting and independently reading appropriate level books
 -

Language Arts

- **Vocabulary**

- Students will use knowledge of word parts, root words, and word relationships (synonyms, analogies), and multiple meanings to determine meaning and pronunciation
- Students will expand their vocabulary by reading a wide variety of material
- **Spelling**
 - Students will create individualized spelling word lists from words misspelled in their writing
 - Students will explore prefixes, suffixes, and root words

Writing

- Students will use the writing process of: prewriting, first draft, revise, editing/proofreading, and publishing
- Students will determine the purpose and audience for their writing and maintain a focus
- Students will revise their writing by using criteria or a checklist
- Students will edit their writing using standard English language conventions correctly to clearly communicate their message
- Students will select appropriate structures and features of language for purpose, audience, and context
- Students will write independently to inform and for personal expression and for an extended period of time
- Students will use resources effectively to spell words
- Students will connect relevant descriptions in ways that make the topic clear and interesting to the reader
- Students will use strong beginnings to engage the reader

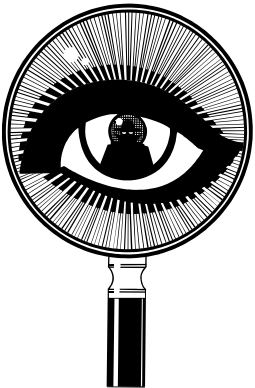
Science

- **Force, Motion, and Energy**
 - Students will describe the motion of objects using distance traveled, time, direction, and speed.
 - Students will explain that the changes in the motion of objects are determined by the mass of an object and the amount of the force applied to it
 - Students will cite evidence that energy in various forms exists in mechanical systems
 - Students will recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs

Social Studies

- **Citizens in Action: The Colonies Revolt (1763-1783 and Today)**

- Students will examine scenarios to determine how rights and responsibilities balance one another
- Students will examine how citizens work within the political system to create change
- Students will create a timeline to develop a chronological sense of history and analyze the time line to see how citizens have worked for change throughout history
- Students will examine three ways of creating change: working within the system, working outside the system, and creating a new political system
- Students will refresh their knowledge of the French and Indian War and predict how colonists will react to new British laws
- Through an analysis of historic events, students will develop a list of grievances colonists had against Britain
- Students will read historical fiction of events from a daily life/child perspective in colonial Annapolis and to determine how tensions grow among the colonists and the British



Keep an eye out for the next edition. The second semester edition will be coming in November.