

Fifth Grade Newsletter

Marking Period 2

November 2015-January 2016

Dear RT Families,

We are looking forward to another great year in the fifth grade. Please take a few moments to consider how you can support the students this year by volunteering for important goals. Families have always been a huge part of the success of our daily and extraordinary events.

The Fifth Grade Team

Parent Volunteer Opportunities

- **Field trip chaperones** – We always welcome parents as chaperones on our trips. Please contact your child's homeroom teacher.
- **Fundraising for the Philadelphia trip** – We have had a very successful parent-led pie sale fundraiser in the fall. Diana Combs has set up a system and made it easy for her successors to take on this important task. Please contact Mr. Speaker or Ms. Friesen.
- **Philadelphia chaperones** – We spend the whole day (very early to quite late) and have LOTS OF FUN in Philadelphia in the spring. We'll have more information later this year. Please contact Ms. Friesen.
- **Promotion Ceremony Committee** – In June we celebrate the transition from elementary to middle school. The parent committee arranges the decorations and the slide show. Contact Mrs. Vas.

Important Dates in Marking Period 2

November

9	Bike Rodeo
11	Early Release, Parent Teacher Conferences
12	Early Release, Parent Teacher Conferences
25	Early Release
26	No School
27	No School

December

3	Reading Night @ 6:30 PM in All Purpose Room
16	Progress Reports
24-31	No School


January


1	No School
12	STEM Night @ 6:30 PM in All Purpose Room
18	No School
22	End of MP2

Contact us




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Ms. Friesen	Math	Nancy_A_Friesen@mcpsmd.org
Mr. Motta	Math, science, Spanish Immersion	Jorge_A_Motta@mcpsmd.org
Ms. Silva	Resource Teacher	Manuela_F_Silva@mcpsmd.org
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Mr. Speaker	Reading, writing, social studies	J.Stuart_Speaker@mcpsmd.org
Ms. Vas	Reading, writing, social studies	Debora_J_Vas@mcpsmd.org

MT	Learning Goals by Measurement Topic (MT)	
	<u>Students will be able to . . .</u>	
Literature	<ul style="list-style-type: none"> explain how a series of events, chapters, or scenes fit together to provide overall story structure. determine how illustrations and text contribute to the story structure. discuss how a speaker's point of view influences how events are described. explain how characters in a story respond to challenges to determine theme in a traditional story (e.g. myths, legends, folktales and fables). compare and contrast two or more characters, settings, events and/or genres (a type of text (mystery, myth, traditional text biography). analyze how visual and multimedia elements contribute to the tone of a text. use evidence to support analysis of literary text. 	
Informational Text	<ul style="list-style-type: none"> analyze multiple perspectives of the same event or topic, and note similarities and differences within points of view. 	
Language: Vocabulary	<ul style="list-style-type: none"> compare the relationships between synonyms and/or words that are closely related in meaning. interpret figurative language such as similes and metaphors. use common Greek and Latin roots and word parts as clues to meanings of words. recognize and explain the meaning of common idioms. 	





Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> analyze and discuss how chapter headings, titles, and events give clues to the origins of storytelling (myths) in various cultures. integrate events and details to develop a concise summary of the text. consider how illustrations contribute to story structure and point of view. 
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> explain and evaluate (judge) evidence to support thinking. evaluate use of relevant evidence when thinking about tone. analyze clues from events and key details in order to solve problems within mystery texts. monitor reading to identify characteristics of mystery. self-monitor how thinking changes after reading and discussion.

Learning Experiences by Measurement Topic (MT)

MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>											
Literature	<ul style="list-style-type: none">identify how authors create tone through word choice within dialogue, character relationships, conflicts and character motivation.identify the characteristics of mysteries and myths.sequence events and identify themes (central or underlying messages of the text) based on characters’ responses to challenges.analyze the combination of illustrations and text used by the author to provide insight to story structure, point of view, and suspense.	<ul style="list-style-type: none">read a variety of texts nightly including mysteries and myths.create and perform a mystery play that includes a sleuth (a character looking for clues and solving a problem).											
		<u>Mystery</u> : a type of fiction text that has clues the reader needs to put together to solve the problem		<u>Myth</u> : a traditional story which has been passed down informally over time, usually by word of mouth									
		<u>Possible Discussion Questions</u> : <ul style="list-style-type: none">What clues led to uncovering the mystery? What were the characteristics of the sleuth?		<u>Possible Discussion Questions</u> : <ul style="list-style-type: none">What culture was highlighted in the story? What lesson was taught or learned?									
Informational Text	<ul style="list-style-type: none">examine contributions of individuals associated with the framing of the United States Constitution. <u>Examples</u>: George Washington and Benjamin Franklinread and compare accounts of various events during the Constitutional Convention and analyze the points of view.	<ul style="list-style-type: none">enjoy a visit to local national monuments and museums such as the American History Museum, Library of Congress, or Mount Vernon.take a trip to the library and check out reading books about the United States Government and past leaders.											
Vocabulary	<ul style="list-style-type: none">use Greek and Latin word parts with similar roots to develop vocabulary. <table border="1"><thead><tr><th>Prefix</th><th>Root</th><th>Suffix</th><th>Meaning</th></tr></thead><tbody><tr><td>Trans- (<i>move across</i>)</td><td>Form (<i>structure</i>)</td><td>-ed (<i>past tense</i>)</td><td><i>Transformed means- To move or change structure</i></td></tr></tbody></table> <ul style="list-style-type: none">recognize an idiom in a text and infer its meaning. <u>Example</u>: “Hold your tongue” means “do not speak.”compare synonyms and closely related words to develop strong vocabulary (e.g. <u>hot</u>- boiling, toasty, blazing, burning)interpret the meanings of metaphors and similes.	Prefix	Root	Suffix	Meaning	Trans- (<i>move across</i>)	Form (<i>structure</i>)	-ed (<i>past tense</i>)	<i>Transformed means- To move or change structure</i>	<ul style="list-style-type: none">practice using idioms in your daily conversations.listen to your favorite songs. List the similes and metaphors used by the artists and discuss their meanings. <table border="1"><tbody><tr><td><u>Simile</u>: a comparison of two things using “like” or “as” <u>Example</u>: “Her skin was <u>like</u> a rose petal.”</td><td><u>Metaphor</u>: a type of figurative language authors use to directly compare two things <u>Example</u>: “Time is money.”</td></tr></tbody></table> <ul style="list-style-type: none">work with a partner at home and play a word game. <u>Directions</u>: Choose a word like “happy”. Take two minutes to write as many synonyms as possible. The person with the most synonyms wins!	<u>Simile</u> : a comparison of two things using “like” or “as” <u>Example</u> : “Her skin was <u>like</u> a rose petal.”	<u>Metaphor</u> : a type of figurative language authors use to directly compare two things <u>Example</u> : “Time is money.”	
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MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Informational Text	<ul style="list-style-type: none"> read technical texts to identify the relationships between two or more main ideas and explain how they are supported by key details. research information from multiple print or digital sources, and locate answers to questions efficiently. explain how an author uses reasons and evidence to support claims in a text and/or identify the reasons and evidence that support the author's points. compare and contrast the overall text structure of events, ideas, concepts, or information in two or more texts. <div data-bbox="620 394 1490 737"> </div>
Language: Vocabulary	<ul style="list-style-type: none"> pose and respond to specific questions by making comments that contribute to discussions. use cause and effect signal words as clues to the meanings of unknown words or phrases. consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the meaning and pronunciation of key words and phrases.



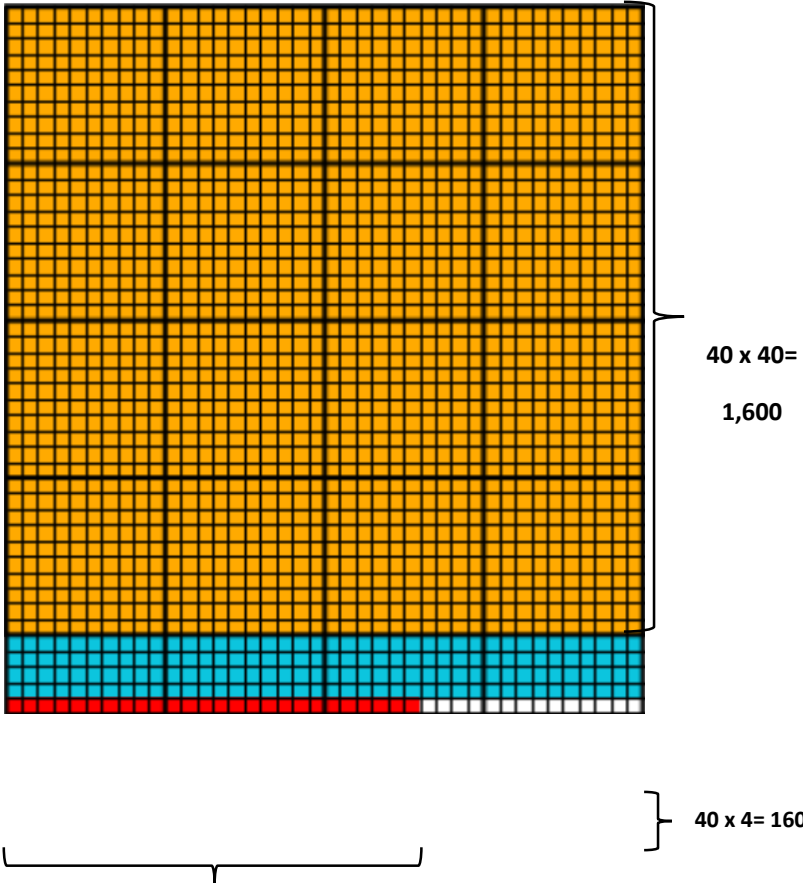
Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> determine main idea through key details in the text. draw on information from a video and article to develop knowledge about real life mysteries. combine information from two sources to draw conclusions. generate and record questions about a text, have collaborative discussions to answer questions, and generate new questions.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> monitor comprehension strategies when reading a technical text to perform a task and reevaluate thinking to make the task successful. self-monitor thinking while reading a text. <div data-bbox="1019 1633 1490 1892"> </div>

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Informational Text	<ul style="list-style-type: none">read technical texts to understand steps to perform a task.read articles, interpret pictures, discuss and analyze causes of real life mysteries.use specific quotes to explain the cause and effect relationship between events in an informational text.discuss and analyze the variety of text structures authors use.use self-monitoring strategies to understand text. <p><u>Possible Questions:</u></p> <ul style="list-style-type: none">Did this make sense while I read?Should I reread the text?How can I connect what I already know to the new information?	<ul style="list-style-type: none">read a variety of texts nightly, and discuss key ideas about the text with a family member. <p><u>Example:</u></p> <ul style="list-style-type: none">What is the most important point the author is trying to make in his or her writing?Why is the title a good title for the book? If you had to think of another title, what would it be and why?Does this book remind you of another book you know? Does it remind you of something you have experienced in real life? <ul style="list-style-type: none">Read a recipe or directions for building toy models. After reading, discuss how you could improve the directions or recipe to make the product better.
Language: Vocabulary	<ul style="list-style-type: none">view a book trailer and a “making of” video and discuss how the work of one person can influence the work of others.generate a question about unknown information using subject specific vocabulary.identify cause and effect signal words or phrases to determine meaning. <p><u>Example:</u> this led to, as a result, consequently</p>	<ul style="list-style-type: none">compare a favorite book to its movie version. <p><u>Possible Questions:</u></p> <ul style="list-style-type: none">How do movie elements (lighting, dialogue, camera angles) contribute to the plot? Is the plot represented the same way in the book version?How do the elements enhance the story? What description does the book include that gives the reader the same or different feelings? <ul style="list-style-type: none">use key vocabulary to write a letter to an author sharing an opinion of the text or movie.
Glossary	<p>text structure: the organization of a text</p> <p><u>Example:</u> cause and effect, chronology or time sequence, description, compare and contrast, problem and solution</p> <div></div>	

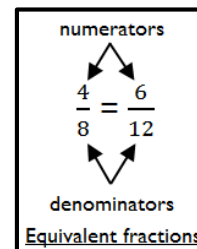
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Number and Operations in Base Ten	<ul style="list-style-type: none"> use equations (number sentences with an equal sign), rectangular arrays, or area models to divide a 4-digit number by a 2-digit number. use strategies based on place value, properties of operations, and the relationship between multiplication and division to estimate for solving division problems. reason about the relationships among dividends, divisors, and quotients. <p><i>Examples:</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> $25 \div 5 = 5$ <div style="display: flex; justify-content: space-around; width: 100px;"> <div>dividend ↖</div> <div>divisor ↗</div> </div> </div> <div style="text-align: center;"> $6 \overline{) 42} \quad 7$ <div style="display: flex; justify-content: space-around; width: 100px;"> <div>divisor ↖</div> <div>dividend ↗</div> </div> <div style="text-align: right; margin-top: -20px;"> quotient ← </div> </div> </div> <ul style="list-style-type: none"> solve problems involving four operations (+, -, ×, ÷).

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will...</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> integrate ideas, information, and theories to invent or devise a solution to a division problem. understand how place value concepts relate to properties of operations. put together ideas about the relationships among dividends, divisors, and quotients to help solve problems.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> self-monitor strategies to assess progress and apply new thinking. identify efficient strategies for multiplying and dividing multi-digit whole numbers. reflect on understanding of place value and basic facts knowledge by modeling division using area drawings. make connections between equations and area models to solve division problems. seek clarification to develop and refine strategies for determining quotients accurately and efficiently.

Learning Experiences by Measurement Topic (MT)




MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Number and Operations in Base Ten	<ul style="list-style-type: none"> use area models and equations to solve a multi-digit division problem (4-digit number by 2-digit number). <p><u>Example:</u> Use a ten-thousand grid to solve $1,786 \div 40 = 44 \frac{26}{40}$</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> practice solving multiplication and division problems using mental math to develop skills to solve more difficult problems. <p><u>Example:</u> $4 \times 8 = 32$ $40 \times 80 = 3,200$ $3,200 \div 40 = 80$</p> <p><u>Possible question to support metacognition:</u> How does knowing 4×8 help to solve $3,200 \div 40$?</p> <ul style="list-style-type: none"> estimate the quotient using knowledge of place value. <p><u>Websites to support learning (about division using estimation):</u> http://illuminations.nctm.org/ActivityDetail.aspx?ID=224</p> <ul style="list-style-type: none"> estimate and solve 4-digit by 2-digit division problems using an area model to show the relationship between multiplication and division. <p>Example: There are 3529 seats in a stadium. There are 40 sections. How seats are in each section?</p> <p><u>Websites to support learning (about area models):</u> http://learnzillion.com/lessons/552-divide-4digit-dividends-by-2digit-divisors-by-using-an-area-model</p>

MT	Learning Goals by Measurement Topic (MT)	
	<u>Students will be able to . . .</u>	
Number and Operations - Fractions	<ul style="list-style-type: none"> use equivalent fractions (fractions that have the same amount of value) as a strategy to add and subtract fractions with unlike denominators. solve word problems involving addition and subtraction of fractions with unlike denominators. apply understanding of factors and multiples to generate equivalent fractions and add fractions with unlike denominators. explain the relationship among numerators and denominators to add and subtract fractions with unlike denominators. solve word problems involving multiplication of fractions and whole numbers and multiplication of fractions and fractions. identify multiplication of a fraction and a whole number as it relates to resizing (scaling). use visual fraction models (pictures) to multiply a fraction by a fraction. 	
Number and Operations in Base Ten	<ul style="list-style-type: none"> use the standard algorithm to multiply multi-digit whole numbers. 	



Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> use knowledge of factors, multiples, equivalent fractions, and number lines to add fractions with unlike denominators. consider the relationship between denominators and equivalent fractions to subtract fractions with unlike denominators. identify how estimation, number line drawings, and common denominators help to subtract fractions with unlike denominators.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> identify how number line drawings and thinking about the relationship between denominators help determine whether fractions are being added accurately. apply knowledge of operations with whole numbers to help make generalizations about operations with fractions.

Learning Experiences by Measurement Topic (MT)

MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Number and Operations - Fractions	<ul style="list-style-type: none"> use pattern blocks and other visual fraction models to represent equivalent fractions as a strategy to add and subtract fractions with unlike denominators. use benchmark fractions (a common fraction that you can judge other fractions by) to estimate the answer to addition and subtraction of fractions with unlike denominators. <u>Example:</u> $\frac{7}{8} + \frac{5}{6}$ is less than 2 because each fraction is less than the benchmark of 1 whole. create number line representations to add and subtract fractions with unlike denominators. identify efficient strategies for determining common denominators and equivalent fractions to add and subtract fractions. $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12}$ $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ solve word problems involving multiplications of fractions and whole numbers. interpret multiplication of a fraction and a whole number as resizing (scaling) . <u>Example:</u> Given the expression $\frac{?}{?} \times 18$, write a fraction that will result in a product greater than, less than and equal to 18. 	<ul style="list-style-type: none"> create equivalent fractions to solve real-world problems involving adding and subtracting fractions with unlike denominators. (Look through recipes and add the fractional amounts.)  <u>Example:</u> a recipe calls for $\frac{3}{4}$ cup of sugar and $\frac{1}{2}$ cup of flour. How many cups is that altogether? <u>Possible questions:</u> <ul style="list-style-type: none"> What strategy is most efficient in helping to solve the problem? How can using a benchmark fraction help to estimate the solution? Synthesize by asking, "Is there anything you have learned about adding and subtracting whole numbers that may help you add and subtract fractions?" multiply a whole number by a fraction and find relevant applications. <u>Example:</u> If you read for $\frac{1}{2}$ hour every day, how many hours have you read by the end of the week? <u>Website to support learning about fraction models:</u> http://www.mathplayground.com/Fraction_bars.html
Number and Operations in Base Ten	<ul style="list-style-type: none"> use the standard algorithm to multiply multi-digit whole numbers. $\begin{array}{r} 22 \\ 34 \\ \times 256 \\ \hline 1792 \\ 10240 \\ \hline 12032 \end{array}$ 	<ul style="list-style-type: none"> look in newspapers or magazines for numbers to create multiplication problems using the standard algorithm to practice multi-digit whole numbers.

Glossary	<p>factor: a number that is multiplied by another number</p> <p>multiple: a product of a given whole number and any other whole number</p> <p>resizing (scaling): a multiplicative comparison which compares the size of the product to the size of one factor based on the other factor</p>
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