

Our Focus: Comprehension of Literary Text and Informational Text

11/3/10 – 1/21/11 Quarter 2

What questions do we ask ourselves?

- How does a poet use figurative language to make a poem more interesting and memorable?
- How does the poet's choice of words help convey the meaning and feeling of a poem?
- How does knowing the characteristics of poetry help me understand the message of the poem?
- How do images created by the poet's word choice help me understand the message of the poem?
- How can learning about the life and times of an author help me better understand what I read?
- How can analyzing an author's style and literary techniques help me to improve my own writing?
- How does thinking about what the author doesn't state in the text help me understand more about what I read?
- What strategies do good readers use before, during, and after reading to understand informational text?

How will we learn these things?

- Identify the elements of poetry
- Review poetic terms
- Identify poetic techniques within poetry
- Determine the important messages within poetry
- Recognize how imagery and word choice contribute to the message of the poem.
- Identify the authors style of writing
- Identify the important life events of a poet
- Make inferences

What resources will we use?

• Poetry Anthology	• Graphic Organizers	• JGB Stories
• Langston Hughes Poetry	• Brain Pop	• STARS Books
• Leveled Poems	• Ed Helper	

Why are we learning this?

- To develop and apply comprehension skills of poetry and informational text.
- To determine and analyze important ideas and messages in poetry and informational text.
- To identify and explain figurative language that contributes to the meaning of poetry.
- To analyze elements of poetry to facilitate understanding and interpretation of poetry.
- To learn about the work of published authors and poets to improve skills, knowledge, and pleasure of reading.

Vocabulary Words:

• Simile	• Ode	• Harlem Renaissance
• Metaphor	• Imagery	• Discrimination
• Personification	• Mood	• Heritage
• Onomatopoeia	• Tone	• Jim Crow Laws
• Alliteration	• Poetic Techniques	• Theme
• Exaggeration	• Stanza	• Anthology
• Repetition	• Style	• Connection

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Developed by: CES Fifth Grade Team, 2010

What will Fifth Graders learn this quarter?

Our Focus: Writing to Inform

11/3/10—1/21/11 Quarter 2

What questions do we ask ourselves?

- What area do I know enough about to be considered an expert?
- What do I know about my topic?
- How do I sort my ideas into main ideas and supporting details?
- How do I use the writing process to help me produce an effective report?
- How do I use text structure to help make my ideas clear to the audience?
- How do I use main ideas and supporting details to inform the audience?
- How do I use the 6+1 traits to help make my ideas clear
- What are the critical steps that I need to use in peer and self-evaluation of a writing piece?

Why are we learning this?

- To be able to effectively educate an audience on a given topic
- To brainstorm, draft, revise, edit, and publish their reports
- To use the 6+1 traits to help make their ideas clear to the audience
- To use main ideas to make their topic understandable
- To add supporting details that make their main ideas clear to the audience

How will we learn these things?

- Using a writers notebook
- Using writing samples
- Using mentor text
- Modeling the 6 + 1 traits
- Peer and Teacher conferencing
- Modeling the Writing Process

Vocabulary Words:

- | | | |
|--------------------|----------------------|-------------|
| • Ideas | • Brainstorm | • Topic |
| • Organization | • Draft | • Main Idea |
| • Word Choice | • Revise | • Audience |
| • Conventions | • Edit | |
| • Voice | • Publish | |
| • Sentence Fluency | • Supporting Details | |

What resources will we use?

- | | |
|--------------------------------|----------------------------------|
| • Graphic Organizers | • Writing Samples |
| • Writers Notebook | • Mentor Text |
| • Writing Checklist | • Computers, MS Word, PowerPoint |
| • Dictionaries and Thesauruses | • Editing & Revising Checklist |

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Developed by: CES fifth grade team, 2010

What will Fifth Graders learn this quarter?

Our Focus: Writing to Entertain

11/3/10—1/21/11 Quarter 2

What questions do we ask ourselves?

- Where can I get ideas for my poems?
- How do I use the writing process to help me produce an effective piece of poetry?
- How do I use text structure to enhance the meaning of my poems?
- How do I effectively use imagery, onomatopoeia, personification, alliteration, metaphors, similes, rhymes, and vivid verbs to express my ideas?
- What are the critical steps that I need to use in peer and self-evaluation of a writing piece?
- How do I effectively use the 6+1 traits to enhance the meaning of my poem?

Why are we learning this?

- To use free verse poetry to express their ideas
- To brainstorm, draft, revise, edit, and publish their free verse poems
- To choose an effective format for their poetry
- To learn to add details to help the reader visualize their poems
- To use the 6+1 traits to enhance the meaning of their poem
- To use poetry skills of imagery, onomatopoeia, personification, alliteration, metaphors, vivid verbs, rhyme, and similes to express themselves

How will we learn these things?

- Using a writers notebook
- Using writing samples
- Using mentor text
- Modeling the 6 + 1 traits
- Peer and Teacher conferencing
- Modeling the Writing Process

Vocabulary Words:

- | | | |
|--------------------|--------------|-------------------|
| • Ideas | • Brainstorm | • Imagery |
| • Organization | • Draft | • Personification |
| • Word Choice | • Revise | • Alliteration |
| • Conventions | • Edit | • Metaphors |
| • Voice | • Publish | • Vivid Verbs |
| • Sentence Fluency | • Poetry | • Rhyme |
| • Free Verse | • Similes | • Onomatopoeia |

What resources will we use?

- | | |
|--------------------------------|----------------------------------|
| • Graphic Organizers | • Writing Samples |
| • Writers Notebook | • Poetry Anthologies |
| • Writing Checklist | • Computers, MS Word, PowerPoint |
| • Dictionaries and Thesauruses | • Editing & Revising Checklist |

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What will Fifth Graders learn this quarter?

Our Focus: Geometry (Unit 2)

11/3/10—1/21/11 Quarter 2

What questions do we ask ourselves?

- How are angles measured?
- How are properties used to classify geometric shapes?
- How are geometric figures constructed or drawn?
- How is the size of an angle related to rotation?
- What is the difference between an acute, obtuse, and right angle?
- What is the difference between parallel, perpendicular, and intersecting lines?
- What are the parts of a solid figure?
- What are the parts of an angle?
- What are the parts of a circle?

How will we learn these things?

- Comparing & contrasting shapes
- Using a protractor to measure angles
- Using a protractor to construct circles
- Connecting to real-world objects (train tracks, bridges, etc.)
- Games & technology
- Sorting shapes & angles (based upon their characteristics)
- Applying concepts through exploration

What resources will we use?

- Pattern Blocks
- Compass
- Discovery Education
- Navigating Through Geometry
- Protractors
- Straws
- Literature
- Geoboards
- 20 Thinking Questions

Why are we learning this?

- To understand the difference in properties of geometric shapes.
- To construct and draw angles using a protractor.
- To construct and draw circles using a compass.
- To measure the degree of an angle using a protractor.
- To label the parts of a circle (center, radius, diameter, circumference).
- To explain the relationship between radius, diameter & circumference.
- To identify and label the vertex and rays of an angle.
- To compare & classify two-dimensional and three-dimensional shapes by relevant properties (angles, vertices, edges & faces.)

Vocabulary Words:

- | | | |
|-----------------------|-----------------|--------------|
| • Angle degrees | • Obtuse angle | • Pentagon |
| • Acute angle | • Right angle | • Hexagon |
| • Compass | • Polygon | • Octagon |
| • Protractor | • Triangle | • Center |
| • Diameter | • Trapezoid | • 3-D Shapes |
| • Radius | • Parallelogram | • Prism |
| • Circumference | • Quadrilateral | • Pyramid |
| • Intersecting lines | • Square | • Vertex |
| • Parallel lines | • Rhombus | • Ray |
| • Perpendicular lines | • Rectangle | • Edge |

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Developed by: CES Fifth Grade Team, 2010

What will Fifth Graders learn this quarter?

Our Focus: Whole Numbers & Decimal Fractions (Unit 3A)

What questions do we ask ourselves?

- What strategies can be used to compute whole numbers?
- How do quantities change with multiplication?
- How do quantities change with division?
- What are “clue” words or phrases to indicate multiplication and division?
- Why does multiplication not always make quantities larger?
- Why does division not always make quantities smaller?
- How do operations with decimals compare to operations with whole numbers?
- How can estimation skills and algorithms reinforce one another?

Why are we learning this?

- To determine the product of whole numbers and decimals.
- To compare operations with whole numbers and decimals.
- To read, write, and represent decimals using symbols, words, and models.
- To compare and order decimals to the thousandths place using place value concepts.
- To use models and pictures to illustrate multiplying a whole number by a decimal.
- To multiply and divide whole numbers and decimals.

How will we learn these things?

- Use lattice multiplication to compute products of numbers.
- Use “traditional” methods for multiplying whole numbers.
- Draw models and pictures to determine products and quotients.
- Apply concepts to real-world situations through problem-solving.

Vocabulary Words:

- Product
- Quotient
- Dividend
- Divisor
- Remainder
- Decimal
- Fraction
- Tenths
- Hundredths
- Thousandths

What resources will we use?

- Nimble with Numbers
- Hot Math Topics
- Lattice Multiplication Grids
- Technology/Websites
- Flip Charts
- Counters
- Base-10 blocks
- Place value grids
- Graphic Organizers

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Developed by: CES Fifth Grade Team, 2010

What will Fifth Graders learn this quarter?

Our Focus: Math 6 Unit 2B- Decimal and Fraction Operations and Applications
11/03/10—11/29/10 Quarter 2

What questions do we ask ourselves?

- Why are specific units and tools used to measure different attributes?
- What determines a reasonable estimation for a given situation?
- What is the purpose of estimation?
- What determines an appropriate representation of a number?

How will we learn these things?

- ✓ By comparing, converting, and estimating units of measure of length, time, weight, mass, capacity, and volume within the same measurement system.
- ✓ By comparing relative sizes of both customary and metric systems.
- ✓ By using estimation and mental math to solve problems with fractions, decimals, and percents, explaining the reasoning involved.
- ✓ By determining equivalent ratios, decimals, and percents.
- ✓ By evaluating simple algebraic expressions and simple formulas, including area, perimeter, and distance.

What resources will we use?

Place Value Chart	Hot Topics	Calculators
Computers	Super Source	Number Sense
Glencoe Math Text Books	Formative Assessments	Exit Cards
Rulers	Brainpop	Conversation Chart
		Flash Cards

Why are we learning this?

- To be convert units of measurement using both metric and customary.
- Select the appropriate unit of measure to use when measuring objects.
- To be able to write decimals as fractions.
- To be able to write fractions as decimals.
- To be able to add and subtract measures of time.
- Find perimeter and areas of polygons

Vocabulary Words:

❖ comparing	❖ estimating	❖ sums/differences
❖ metric units	❖ customary units	❖ perimeter/area
❖ product	❖ fractions	❖ quotient
❖ decimals	❖ measures of time	❖ capacity

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Developed by: CES fifth grade team, 2010-2011

What will Fifth Graders learn this quarter?

Our Focus: Math 6 Unit 2C- Fraction Operations and Applications **11/29/10–12/23/10 Quarter 2**

What questions do we ask ourselves?

- How do operations with fractions compare to operations with whole numbers and decimals?
- What is the purpose of estimation?
- How can estimation skills and algorithms reinforce one another?

How will we learn these things?

- ✓ By adding, subtracting, multiplying, and dividing with decimals and fractions, including mixed numbers, expressing answers in simplest form.
- ✓ By using estimation and mental math to solve problems with fractions, decimals, and percents explaining the reasoning involved.

What resources will we use?

- | | | |
|---------------------------|-------------------------|----------------|
| ▪ Place Value Chart | ▪ Hot Topics | ▪ Calculators |
| ▪ Computers Brainpop | ▪ Super Source | ▪ Number Sense |
| ▪ Glencoe Math Text Books | ▪ Formative Assessments | ▪ Exit Cards |

Why are we learning this?

- To be able to apply mental math and estimations strategies to situations involving fractions.
- Use estimation and modeling to develop the algorithm for multiplying fractions and mixed numbers.
- Develop and apply the invert-and multiply algorithm for dividing fractions and mixed numbers.

Vocabulary Words:

- | | | |
|-----------------|--------------|-----------------|
| ❖ estimating | ❖ estimating | ❖ inverse |
| ❖ multiplying | ❖ modeling | ❖ algorithm |
| ❖ fractions | ❖ dividing | ❖ mixed numbers |
| ❖ mixed numbers | ❖ quotient | ❖ model |

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Developed by: CES fifth grade team, 2010-2011

What will Fifth Graders learn this quarter?

Our Focus: Math 6 Unit 2D- Fraction, Decimals, and percent Connections and Applications
12/23/10—1/21/11 Quarter 2

What questions do we ask ourselves?

- What determines an appropriate representation of a number?
- What determines a reasonable estimation for a given situation?
- What is the purpose of estimation?

How will we learn these things?

- ✓ By comparing, ordering, and describing rational numbers in equivalent forms.
- ✓ By using estimation and mental math to solve problems with fractions, decimals, and percents, explaining the reasoning involved.
- ✓ By determining equivalent ratios, decimals, and percents.
- ✓ By determining ratios, rates, and units in the context of a problem.

What resources will we use?

- | | | |
|---------------------------|-------------------------|----------------|
| ▪ Fraction Strips | ▪ Hot Topics | ▪ Calculators |
| ▪ Computers, Brainpop | ▪ Super Source | ▪ Number Sense |
| ▪ Glencoe Math Text Books | ▪ Formative Assessments | ▪ Exit Cards |

Why are we learning this?

- To use ratios, rates, and unit rates to solve problems.
- Explore real-world situations where ratios, rates, and unit rates are used.
- To explore connections between presents and fractions.
- To make connections between decimals and percents and to use those connection to find the percent of a number.
- To use rational numbers in equivalent forms interchangeably and to order them when they are represented as fractions, decimals, and percents.

Vocabulary Words:

- | | | |
|-------------|--------------|--------------------|
| ❖ ratio | ❖ estimating | ❖ rational numbers |
| ❖ rate | ❖ modeling | ❖ representation |
| ❖ percents | ❖ ordering | ❖ equivalent |
| ❖ fractions | ❖ comparing | ❖ model |

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Developed by: CES fifth grade team, 2010-2011

What will Fifth Graders learn this quarter?

Our Focus: Citizens in Action: The Colonies Revolt

11/3/10—1/21/11 Quarter 2

What questions do we ask ourselves?

- How have individuals and societies changed over time in Maryland and the United States?
- What were the critical political, social, and economic issues and events that led to the American Revolution?
- What people and events were associated with the drafting and signing of the Declaration of Independence?
- What are the main principles of the Declaration of Independence and what significance have they played in history?
- What were the turning points in the Revolutionary War?
- What was the importance of aid from France and Spain in the American victory?
- Who were the significant people of the Revolutionary time period?
- How did the command decisions affect the people living during the Revolution?

Why are we learning this?

- To explain how social, economic, and political conflict can change the roles of citizens and existing structures of political systems.
- To explain the importance of the Declaration of Independence
- To determine how the weaker group (colonist) were able to defeat the mightier group (British)
- To determine how decisions made by leaders of the time period affected a wide range of people

How will we learn these things?

- Examine historical documents
- Evaluate the critical political, social, and economic issues and events that led to the American Revolution
- Describe the people and events associated with drafting and signing the Declaration of Independence
- Analyze the impact of the Declaration of Independence
- Analyze the turning points in the Revolutionary War
- Explain the importance of the aid provided by the French and Spanish during the American Revolution
- Analyze how the American Colonies were able to defeat the British Empire
- Identify the important people associated with the Revolutionary time period
- Examine how decisions made affected people of the Revolutionary time period

Vocabulary Words:

- | | | |
|--------------------|--------------|---------------|
| • Revolution | • Government | • Tories |
| • Musket | • Aid | • Gun Powder |
| • Bayonet | • Allies | • Taxes |
| • King | • Symbol | • Declaration |
| • Democracy | • Patriot | • Grievances |
| • Commander | • Red Coat | • Taxation |
| • Guerilla Tactics | • Authority | • Naval |
| • Treason | • General | • Army |

What resources will we use?

- | | |
|------------------------|--------------------|
| • Graphic Organizers | • Atlases |
| • History Alive | • United Streaming |
| • Historical Documents | • Maps |

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Developed by: CES fifth grade team, 2010

Our Focus: Electricity and Magnetism Quarter 2

Measurement Topics: Generating Scientific Evidence; Participating productively in Science; Reflecting on Scientific knowledge; Understanding scientific explanations

What will we learn?

- How can something change its motion if nothing touches it?
- How does a circuit work?
- How does a magnet interact with other objects?

Why are we learning this?

- To learn that forces can act on an object without anything touching the object.
- To learn that electricity requires a closed loop of conducting materials to produce measurable effects.
- To learn that a magnet attracts and objects containing certain elements, such as iron, nickel or cobalt.

How will we learn these things?

- By conducting various experiments/investigations
- By asking questions, making decisions and problem solving
- By using technology to reinforce concepts
- By reading informational text
- By collecting and evaluating data

What resources will we use?

- Discovery Education
- Science Kit Materials
- Science text
- Graphic Organizers/Diagrams
- Web Resources (Interactive and Print)

Vocabulary Words:

- Magnet/Magnetic/Magnetism
- Elements
- Electricity (Static)
- Circuit (Parallel and Series)
- Conductors
- Insulators
- Poles
- Friction
- Fahnestock Clip
- Forces (Gravitational, Electrical, Magnetic)
- Electrons
- Neutrons
- Charge (Positive and Negative)
- Variables (Dependent, Control and Independent)
- Voltage
- Switch

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Developed by: CES fifth grade team, 2010

What will Fifth Graders learn this quarter?

Our Focus: Citizens in Action: The Colonies Revolt

11/3/10—1/21/11 Quarter 2

What questions do we ask ourselves?

- How have individuals and societies changed over time in Maryland and the United States?
- What were the critical political, social, and economic issues and events that led to the American Revolution?
- What people and events were associated with the drafting and signing of the Declaration of Independence?
- What are the main principles of the Declaration of Independence and what significance have they played in history?
- What were the turning points in the Revolutionary War?
- What was the importance of aid from France and Spain in the American victory?
- Who were the significant people of the Revolutionary time period?
- How did the command decisions affect the people living during the Revolution?

Why are we learning this?

- To explain how social, economic, and political conflict can change the roles of citizens and existing structures of political systems.
- To explain the importance of the Declaration of Independence
- To determine how the weaker group (colonist) were able to defeat the mightier group (British)
- To determine how decisions made by leaders of the time period affected a wide range of people

How will we learn these things?

- Examine historical documents
- Evaluate the critical political, social, and economic issues and events that led to the American Revolution
- Describe the people and events associated with drafting and signing the Declaration of Independence
- Analyze the impact of the Declaration of Independence
- Analyze the turning points in the Revolutionary War
- Explain the importance of the aid provided by the French and Spanish during the American Revolution
- Analyze how the American Colonies were able to defeat the British Empire
- Identify the important people associated with the Revolutionary time period
- Examine how decisions made affected people of the Revolutionary time period

Vocabulary Words:

- | | | |
|--------------------|--------------|---------------|
| • Revolution | • Government | • Tories |
| • Musket | • Aid | • Gun Powder |
| • Bayonet | • Allies | • Taxes |
| • King | • Symbol | • Declaration |
| • Democracy | • Patriot | • Grievances |
| • Commander | • Red Coat | • Taxation |
| • Guerilla Tactics | • Authority | • Naval |
| • Treason | • General | • Army |

What resources will we use?

- | | |
|------------------------|--------------------|
| • Graphic Organizers | • Atlases |
| • History Alive | • United Streaming |
| • Historical Documents | • Maps |

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Developed by: CES fifth grade team, 2010

What will Fifth Graders learn this quarter?

Our Focus: **Analyze music:** Identify musical instruments by sight and sound. **Singing:** Sing a partner song with appropriate vocal technique while maintaining the assigned part.

11/3/10—1/21/11 **Quarter 2**

What questions do we ask ourselves?

- What is a partner song?
- What is proper vocal technique?
- How are musical instruments classified?
- How do instruments produce sound?
- How do instruments look and sound?

Why are we learning this?

- To gain a better understanding how music is organized.
- Improve critical listening skills.
- Improve the ability to analyze music visually and aurally.

How will we learn these things?

- Sing music of various styles and cultures.
- Study the proper posture and tone production for singing.
- Listen to music of various styles and cultures and identify the instruments that are performing the songs.

Vocabulary Words:

- | | | |
|------------------|----------------|----------|
| *part | *accompaniment | *form |
| *beat | *analyze | *rhythm |
| *posture | *tone | *brass |
| *woodwind | *percussion | *melody |
| *key | *theme | *strings |
| *vocal technique | | |

What resources will we use?

- We will view short video clips of various instruments performing solo and as ensembles.
- Listen to recorded music for analysis of instrumentation.
- Observe live demonstrations of various instruments.
- Sing a variety of partner songs as groups and duos.

Reciprocal Teaching Strategies
Predict~Question~Clarify~Summarize

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Developed by: CES Music Teacher, 2010

What will Fifth Graders learn this quarter?

Our Focus: Using the Media Center for Social Studies State research and Literary Experience

11/3/10-1/21/11

What questions do we ask ourselves?

- What do I know about a topic that interests me?
- How do I sort my ideas into main ideas and supporting details?
- How do I Gather information about my topic – from books, reference materials and online resources?
- What strategies do good readers use before, during and after reading to understand informational text?
- What do I like to read and how do I find these in our media center?

How will we learn these things?

- Encyclopedia research –print/online
- Looking for main idea
- Identifying keywords

What resources will we use?

- *Print books
- *Print encyclopedias
- *Online encyclopedias
- *Online subscription - Culture Grams
- *Graphic Organizer
- *Books

Why are we learning this?

- To be effective when educating an audience on a given topic.
- To use main ideas to make a topic understandable.
- To clarify what is a main idea and what are supporting details

Vocabulary Words:

- reference
- topic
- non-fiction
- organization
- main Idea
- bibliography
- keyword

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Developed by: Kate Rogers Media Specialist, 2010