

WYNGATE ELEMENTARY SCHOOL
9300 WADSWORTH DRIVE
BETHESDA, MARYLAND 20817

Dear Parents,

Here is our Second Quarter Packet. Please, sign and detach the bottom of this page and return it to your child's homeroom teacher.

Thank you for your continued support.

Sincerely,

The Fifth Grade Team

Mrs. Levin
Mrs. Lipps
Mr. Mackall

I have read this packet of information and discussed it with my child.

Parent Signature/Date

Student Signature/Date

WRITTEN EXPRESSION:

On-going Objectives:

to write for personal expression

to write poetry

to focus on the six writing traits—ideas & development, organization, voice, word choice, sentence fluency, and conventions

to organize information in passages and paragraphs

Materials: MCPS Curriculum for Writing

Writer's Express

Daybook of Critical Reading and Writing

Write Traits Kit

LANGUAGE/MECHANICS:

On-going objectives:

to use correct grammar, punctuation, spelling and word usage

Materials:

English-text

Writer's Express

Daybook of Critical Reading and Writing

WriteTraits Kit

Students will be notified when their writing assignments will be graded for usage, grammar, punctuation, spelling, and capitalization.



MATH:

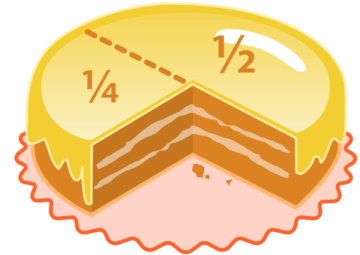
Content Outline for Unit 2

Unit 2 A --- Plane Geometry

1. Lines
2. Angles
3. Circles
4. Polygons

Unit 2 B— Relationships of Plane to Solid Figures

1. Parts of a Solid
2. Classification of Solids



Content Outline for Unit 3

Unit 3 A --- Whole Numbers and Decimal Fractions:

1. Relationships
2. Operations

Unit 3 B-- Decimal and Common Fractions and Percents:

1. Relationships
2. Operations

Materials:

Harcourt Brace textbook
Harcourt Brace resource materials
Manipulative materials
Teacher-made worksheets
Games and puzzles

Assignments:

A daily assignment will be given in class. Some class time will be devoted to that assignment. Any work not completed in class will be a homework assignment for that night. All assignments will be corrected the following day.

MATH 6:

Content Outline for Unit 2

1. Operations with Fractions, Decimals, Percents
2. Metric and Customary Measurements
3. Precision in Measurement
4. Time
5. Integers
6. Absolute Value
7. Estimation
8. Proportions and Ratios
9. Scale drawings

Materials:

Glencoe textbook
Glencoe resource materials
Manipulative materials
Teacher-made worksheets
Games and puzzles

Assignments:

A daily assignment will be given in class. Some class time will be devoted to that assignment. Any work not completed in class will be a homework assignment for that night. All assignments will be corrected the following day.

MATH 7:

Content Outline for Unit 2:

1. Powers
2. Exponents
3. Scientific Notation
4. Applying Formulas
5. Evaluating Expressions
6. Order of Operations
7. Properties
8. Solving Equations with whole numbers
9. Comparing, Ordering, and Describing Integers
10. Operations with Integers
11. Solving Equations
12. Solving and Graphing Inequalities

Content Outline for Unit 3

Constructions and Geometric Properties

1. Congruent Segments and Constructions
2. Congruent Triangles and Constructions
3. Parallel Lines and Constructions
4. Similar Figures

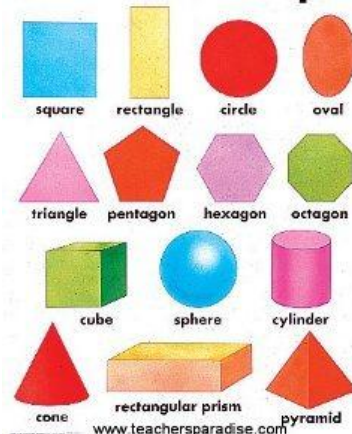
Materials:

Glencoe textbook
Glencoe resource materials
Manipulative materials
Teacher-made worksheets
Games and puzzles

Assignments:

A daily assignment will be given in class. Some class time will be devoted to that assignment. Any work not completed in class will be a homework assignment for that night. All assignments will be corrected the following day.

Geometric Shapes

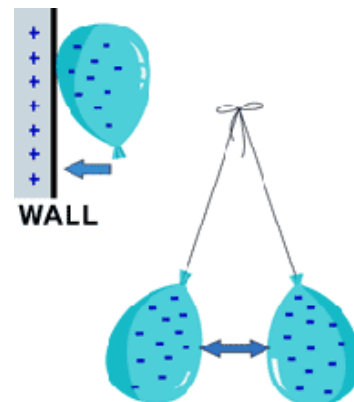


SCIENCE:

Quarter 2: Electricity and Magnetism

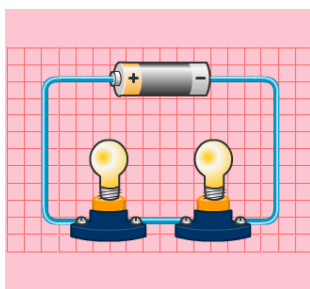
Objectives:

- Provide evidence that electricity requires a closed loop in order to produce measurable effects
- Describe how to light a light bulb or sound a buzzer, given a battery, wires, and light bulb or buzzer
- Describe and compare the path of electricity (circuit) within this system that caused the light to light or the buzzer to sound to those that do not affect the light or buzzer
- Describe and compare materials that readily conduct electricity and those that do not conduct electricity
- Cite evidence supporting that forces can act on objects without touching them
- Describe the effect that two magnets have on each other
 - Like poles repel
 - Opposite poles attract
- Describe the effect of a magnet on a variety of objects, including those that are metallic or non-metallic; those made with iron or made with other metals; and on other magnets



Materials:

Building Skills: Visual Literacy (Macmillan/McGraw-Hill, 2008)
Building Skills: Activity Lab Book (Macmillan/McGraw-Hill, 2008)
Electricity and Magnetism (Pearson/Scott-Foresman)
Science Key Concept Cards (Macmillan/McGraw-Hill, 2008)
DE streaming – www.unitedstreaming.com
Maryland Voluntary State Curriculum
www.mdk12.org/share/vsc/vsc_science_gr38.doc



Additional content support:

Electricity and Magnetism Unit

General content: <http://www.eia.doe.gov/kids/energyfacts/sources/electricity.html>

Lesson 1:

http://www.school-for-champions.com/science/static_materials.htm

[http://phet.colorado.edu/new/simulations/index.php?cat=Electricity Magnets and Circuits](http://phet.colorado.edu/new/simulations/index.php?cat=Electricity_Magnets_and_Circuits)

[http://phet.colorado.edu/new/simulations/sims.php?sim=Balloons and Static Electricity](http://phet.colorado.edu/new/simulations/sims.php?sim=Balloons_and_Static_Electricity)

Lesson 3:

[http://phet.colorado.edu/new/simulations/index.php?cat=Electricity Magnets and Circuits](http://phet.colorado.edu/new/simulations/index.php?cat=Electricity_Magnets_and_Circuits)

<http://www.howstuffworks.com/question110.htm>

<http://pbskids.org/zoom/activities/phenom/potatobattery.html>

Lesson 4:

<http://phet.colorado.edu/web-pages/simulations-base.html>.

Lesson 5: <http://www.bbc.co.uk/schools/ks2bitesize/science/activities/conductors.shtml>

Lesson 10: [http://phet.colorado.edu/simulations/sims.php?sim=Faradays Electromagnetic Lab](http://phet.colorado.edu/simulations/sims.php?sim=Faradays_Electromagnetic_Lab)

Save the date!
You will be invited in to Wyngate
to hear your child's speech about the
scientist he/she researched on
December 9, 2011 from 11:30-12:30.



SOCIAL STUDIES:

Unit I - Citizens in Action: The Colonies Revolt

In this first unit we will study how citizens have created change throughout U.S. History by working within, as well as, outside of government. We will then move back to the Revolutionary period (1763-1783) to discover how and why colonists declared independence from Great Britain to create a new political system and nation.

The following topics will be studied:

- * Individual responsibilities and rights, and the importance of civic participation.
- * The functions of the three branches and three levels of government.
- * Time line of turning points of great change in the United States history.
- * British government actions that caused colonists to protest and the variety of viewpoints taken concerning the British actions.
- * The meaning of symbols and slogans created by colonists in favor of developing an independent nation.
- * The significance and key points of the Declaration of Independence as well as the people and events associated with the writing of this important document.
- * Changes in daily life as colonists worked to create a new nation.
- * Obstacles and challenges colonists faced as they worked for independence.
- * Differences between the British and colonial armies and strategies and turning points of the war.

Materials:

History Alive!
The World Turned Upside Down
The Nystrom Atlas of Our Country's History
National Geographic Society Picture Pack of The American Revolution
America Will Be - text
Library resources - books, kits, etc.
Videos