

WYNGATE ELEMENTARY SCHOOL
9300 WADSWORTH DRIVE
BETHESDA, MARYLAND 20817

Dear Parents,

Here is our First 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

Ms. Whitaker
Mrs. Levin
Ms. Frank
Mr. Mackall

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

Parent Signature/Date

Student Signature/Date

READING/LANGUAGE ARTS:

During the first quarter the literacy processes that will be used throughout the year are established. For example, the students have opportunities to set reading goals, to prepare for discussions, to write a summary, and to use reading response journals. In order to better understand what is read, the students are taught how to participate in literature circles. The students are taught the many roles needed in order to have effective discussions.

The genre that is introduced during this quarter is historical fiction. The students are focusing on the story elements in historical fiction, understanding plot, identifying theme and summarizing narrative text through the reading of the novels (Number the Stars, Sign of the Beaver, The Cabin Faced West, Boris, Fair Weather, Red Cap, and The Root Cellar). Direct instruction of vocabulary is also taught through novel instruction.

SPELLING and VOCABULARY:

Every other week, students will study spelling based on specific prefixes, suffixes, and root words. Students will brainstorm and generate lists of words based on a pattern. Then the students will self-select appropriate words to practice and study for the week. Spelling tests will be given every other Friday.

Vocabulary will be integrated into the Reading and Language arts block for this quarter. Students will do activities in the book (**Wordly Wise**) during class and for homework. Each lesson is divided into 4-5 parts and completed over the course of one week. Students see the words in context and look more closely at word parts and meanings to develop new vocabulary. There will be a vocabulary test every other Friday.

WRITTEN EXPRESSION:

On-going Objectives:

- to write for personal expression
- 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

WriteTraits 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 (On-grade level):

Content Outline for **Unit 1**

Unit 1A—Number Theory

1. Factors
2. Divisibility
3. Prime and Composite Numbers
4. Prime Factorization

Unit 1B—Mathematical Relationships

1. Patterns and Rules
2. Representing Functional Relationships
3. Coordinate Graphs

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 (Above-grade level):

Content Outline for Unit 1

1. Statistical Investigation
2. Sampling
3. Frequency Tables
4. Circle Graphs
5. Misleading Statistics
6. Mean, Median, and Mode

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 (Above-grade level):

Content Outline for Unit 1:

1. Box and Whisker Plots
2. Comparison of Box and Whisker Plots and Measures of Central Tendency
3. Scatter Plots
4. Valid Claims
5. Sampling Errors

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

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. Several long term projects will be completed throughout the year.

SCIENCE:

Quarter 1:

Force, Motion, and Energy

Objectives:

- Describe the motion of objects using distance travelled, time, direction and speed
- Describe and compare types of motion:
 - Uniform Motion
 - Variable Motion
 - Periodic Motion
- Use measurements to describe the distance travelled as the change in position

- Explain that the changes in the motion of objects are determined by the mass of an object and the amount (size) of the force applied to it.
- Give examples that show changes in speed or direction of motion are caused by an interaction of forces acting on an object:
 - Friction
 - Gravity
- Explain the changes in selected motion patterns using the relationship between force and mass.

Materials:

Science: A Closer Look textbook (Macmillan/McGraw-Hill, 2008)
 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

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

This quarter students will be working under Mrs. Bowman's guidance in the tech lab to research a scientist. Stay tuned for more information about this exciting new project!

