Mrs. Girty-Andrews & Mr. McCann

Reading

The year begins by creating a classroom community of readers who take charge of their reading lives and learn skills for becoming self-directed learners. Students make smart choices about what they read by researching books wisely. They learn to read with sufficient accuracy and fluency to support crystal clear comprehension. Students build reading volume and stamina and pay close attention to the text. They learn how to respond with depth to their books in writing. They learn how to use a repertoire of strategies when something isn't clear and they learn the importance of having a positive attitude toward reading and books. Students engage in a range of collaborative literary discussions. They learn how to refer to the text as they retell a story using sequential, event-based retelling and idea-based retelling. At the end of this unit, students reflect on the ways in which they have grown as readers.

Writing

Fifth grade writers explore mentor texts as they generate ideas and experiment with notebook entries to develop personal narratives based on real experiences or events from their lives. Students learn strategies to focus in on a small moment, to make a movie in their mind, to orient the reader, and to write clearly. They determine the heart of the story and organize an event sequence that unfolds naturally using a story mountain. Students use dialogue, description, and pacing to develop experiences and events. They also use concrete words and phrases, sensory details, the internal story, and movement through time to convey experiences and events precisely.

Revision involves crating alternate leads and conclusions, rereading for clarify and effective use of words, phrases, and clauses, and elaborating by writing more.

Science

They discover contact forces and non-contact forces that can cause a change in motion. Students explore and describe what happens when two forces act on an object in the same or different directions, recognizing whether they are balanced or unbalanced. Students analyze information from data tables. They explain that motion is observed and measured relative to a point of reference. Students compare the motion of objects by measuring their distance, time, and direction relative to a point of reference. They measure distance and change in position using meter sticks or tapes, and measure time using a stopwatch or timer to determine the speed of an object. Students conduct simple investigations about motion, collecting data and constructing distance vs. time data graphs.

Social Studies

This unit provides students with an opportunity to review essential civics and government concepts learned in previous grades. It also establishes a common foundation that sets the stage for deeper discussions about government throughout the year as students explore the question: Why is the federal government organized to give and to limit power? Students review core democratic values and principles upon which our government is based and investigate how they are rooted in the organization of the federal government. In doing so, concepts such as limited government, popular sovereignty, rule of law, and individual rights are stressed. Students analyze and explain how the Preamble to the Constitution reflects the purposes of government and explore other parts of the Constitution for evidence of federalism, limited government, and individual rights. In learning about federalism, students compare the powers delegated to the federal government and those reserved to the states (or the people). Contemporary examples of government in action are used throughout the unit. This unit provides the opportunity to connect classroom rules with ideas about government, including why people form governments, what happens

without rules or laws, and the importance of the rule of law. Finally, this unit allows for a seamless connection to Constitution Day, which is required by federal law.