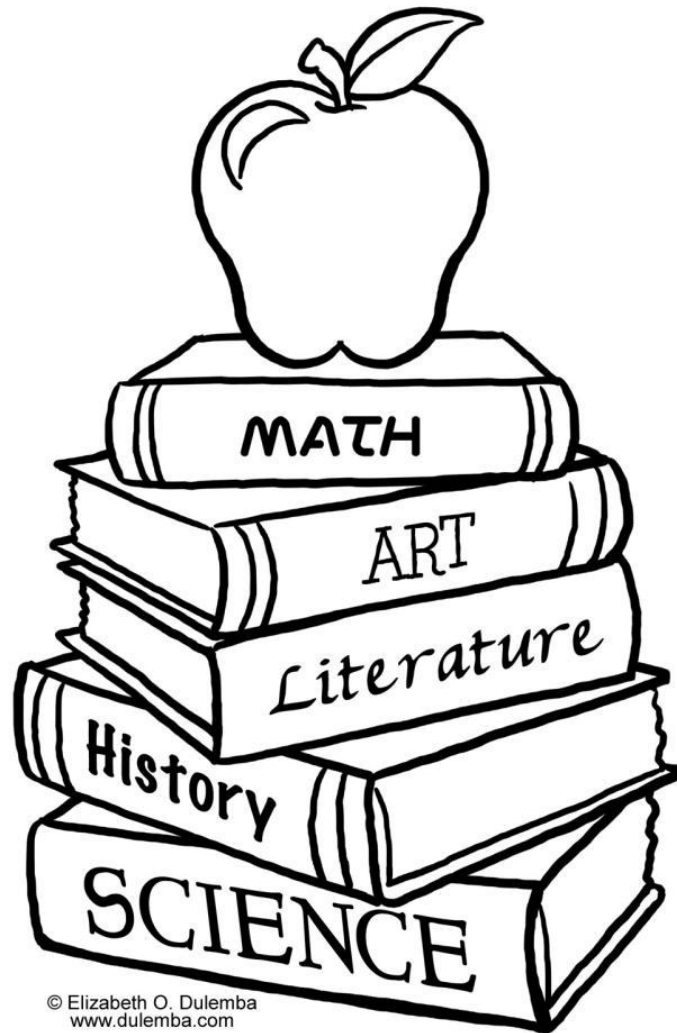


# Curriculum Scope and Sequence

## Grade 5



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# Language Arts

Reading, Writing, Spelling, Speaking and Listening

## Reading

Sustained Silent Reading  
Trade Books – Fiction and Non-Fiction  
Literature Circles  
Weekly Subscription to “Time For Kids”  
Small, Flexible Guided Reading Groups  
Quarterly Book Projects

## Writing

Process approach to writing – from idea generation to publication  
Research Writing  
Creative Fiction  
Poetry  
Writing about reading in Read and Response Journals

## Spelling

Rebecca Sitton Spelling Program  
Words assigned with pre-test on Monday and quiz on Friday  
Spelling Journal assignments each night for practice  
Content area vocabulary  
Frequently misspelled words

## Speaking

Whole-class discussions  
Role playing  
Project presentations

# Listening

Teacher read-alouds  
Whole-class discussions  
Shared presentation  
Skills and levels of listening  
Note taking

# Math Program

The University of Chicago Everyday Math Program  
Units Covered  
Number Theory  
Estimation and Computation  
Geometry  
Division  
Fractions, Decimals and Percents  
Using Data; Addition and Subtraction  
Exponents and Negative Numbers  
Fractions and Rates  
Coordinates, Area, Volume and Capacity  
Algebra Concepts and Skills  
Volume  
Probability, Ratios and Rates

## Science

### Vernal Pool Ecosystems

Students will be involved in a year-long study of the vernal pools in our woodlands. They will document seasonal changes, learn to classify plants and animals of the ecosystem, and identify the ways in which a variety of organisms are adapted for survival in their environments. They will study the difference between inherited and not-inherited traits in animals, learn about food chains, food webs and how energy is transferred within a food chain. Students will observe the life cycle of the wood frog and mole salamanders following the migration and breeding, egg laying and larval development. Students will be involved in a variety of data collection throughout the year, and will make predictions; they will learn how to organize data, identify patterns and trends in their data, and to create reasonable explanations for their findings.

### Simple Machines and Engineering

Students will study Newton's Laws of Motion, the six simple machines, and how a variety of inventions have helped to solve everyday problems. We will investigate how energy can be transferred from one object to another (potential vs kinetic), be involved in investigations which help to develop an understanding of the formula "work = force \* distance". In this unit students will design and build a marble raceway which utilizes the three laws of motion to make the marbles travel as slowly as possible from the top of the raceway to the bottom. They will also either design and build an invention using simple machines that solves an everyday problem, or research and report on an invention, giving the positive and negative effects it has had.

### Human Impact on the Environment

Students will learn about the variety of ways humans have an impact on the environment through our advances in technology as well as in community growth. They will study how advancements and growth have both positive and negative impacts, and how thoughtful planning, community education and involvement can minimize our impacts.

# Social Studies

## 1600 – 1763

Settlements, Colonies and Emerging American Identity  
Conflict between Europeans and Native Americans  
Colonial era labor and the advent of North American slavery  
Family life across classes, races and regions of colonial America  
Growing social and political divergence from England

## 1750 – 1815

The American Revolution  
Events and interests behind the American Revolution  
First battles in Massachusetts  
The Declaration of Independence and the Constitution  
Leading Founders, documents and debates  
The early Republic: Washington as a founding statesman

## Notes

### Homework

Students typically have homework Monday through Thursday nights. This will usually consist of spelling activities, math study links, reading and responding, and sometimes longer term projects. Students should spend about 45 minutes - 1 hour 15 minutes a night. Students will only have homework over the weekend if they have fallen behind on a project or weekly assignment. Please see your child's teacher if you have a question regarding their policy about missing homework assignments.

### Test & Projects

ALL directions for projects will be sent home with students on the day the assignment is given. Parents and guardians may be asked to sign off on the directions. A parent or guardian signature will communicate to the teacher that the directions have been read and understood by both the student and the parent / guardian. Any questions regarding projects should be asked within the first week after it is assigned, and NOT the week before it is due.

Any test in which a student scores below 75% may be sent home to be signed by the parent/guardian. Students may be allowed to improve test scores.

### Vacations

If you are planning a vacation that will affect your child's attendance at school, and you want schoolwork to be brought along, please note your child will only be able to take math and reading with them. All other work will need to be made up when they return if it is possible.

## Science

Students will be informed the day before if we will be planning to go outdoors for class the following day. They should dress for the weather and will have an idea of the type of activity we will be doing. This will be recorded in their assignment books and appropriate clothing should be worn. This includes socks for their waders, long sleeved shirt and pants. In order to keep the classroom non-disruptive, students will NOT be allowed to call home for forgotten clothing.

## Musical Instruments

If your child is playing a musical instrument they will need to bring their instrument to school for Wednesday's Band and Orchestra rehearsal, and their classroom's lesson day.

## Contact Information and Extra Help Times

### Room 101

Courtney Farley

cofarley@ipswichschools.org

356-5506 x 101

Extra Help: Tuesdays 8:00 – 8:40

### Room 103

Lisa Manzi

limanzi@ipswichschools.org

356-5506 x 103

Extra Help: Tuesdays 8:00 – 8:40

### Room 104

Amy Gregory

amgregory@ipswichschools.org

356-5506 X 104

Extra Help: Tuesdays 8:00 – 8:40