

Fifth-Grade Curriculum

“Give a man a fish, and he will eat for a day; teach a man to fish, and he will eat for a lifetime.”

People learn through experience. The Blue Room's goal is to increase the size of a student's knowledge base and to create possibilities for student invention and discovery through projects and inquiry.

Language Arts

Reading and writing are practiced across the Blue Room curriculum. The students develop expository (non-fiction) reading and writing through science, social studies, and current events. They will also read fiction/narrative novels through literature circles. In addition, students will explore some poetry.

We will practice the steps for becoming proficient writers. Before publishing, the students will use prewriting, drafting, revising for content, and editing for grammar and spelling. The students will learn to use varied resources to research topics and write expository papers.

Most days, the students will practice/develop reading or writing using any of the following activities:

Reading

Mini-lesson – A short lesson on reading, such as reading comprehension strategies, identifying plot elements, studying genres, or guided reading (the teacher selects a level-appropriate text and provides supportive teaching).

Independent Reading – Students read a text, usually of their choosing. Literacy skills improve when students choose the books they can and want to read. Over time, students will read and respond to texts independently. The teacher will guide text selection, confer with individual students, and facilitate a shared discussion to extend students' understanding and enjoyment.

Literature Circles (Students will keep a reader's response journal for literature circles.) – Student-led groups of readers discussing various aspects of a text or a set of related texts and sometimes works on projects to extend and share learning. Students will analyze and discuss texts to create shared meanings that are more refined and complex than they would discover on their own. The teacher will monitor/support the groups as needed.

Readers goals:

- Making connections between prior knowledge and the text
- Questioning
- Predicting
- Visualizing
- Drawing inference
- Determining important ideas or themes
- Synthesizing information and summarizing main ideas
- Discuss plot development

- o Identify the events in a sequence that leads to resolving the conflict
 - o Identify cause-and-effect relationships
- Researching a topic of interest
- Noticing creative language
- Use context to infer the correct meaning of unfamiliar words.
- Identify, compare, and contrast characters
- Distinguish between fact and fiction.
- Form opinions and draw conclusions from the text.

Strategies will be taught through modeling, guided practice, independent practice, and reading situations. Regular strategy practice and teacher and peer response are central to improving reading.

Writing

Mini-lesson – A short lesson on some aspects of writing, such as the writing process, parts of speech, sentence structure, paragraph structure, etc.

Independent Writing – Students work individually and their writing. Students may engage in creative writing or work on drafting, revising, editing, or publishing a writing project. They will write for various purposes, including narrative and expository writing. I will confer with students to support them during drafting and revision.

Investigations – Students will explore a piece of literature or content area topic in-depth, using writing, reading, and various resources, including technology. The investigation often culminates in an oral presentation, performance, or display.

Language, Word, and Vocabulary Study – This instruction varies based on student needs. Through the writing process, we will build principles of phonics and spelling, using parts of speech, root words, prefixes, suffixes, chunking patterns, and various parts of a sentence.

Writing, word study, and communication goals:

- Use practical oral communication skills in a variety of settings.
- Maintain eye contact with listeners.
- Use visual aids to support presentations.
- Identify parts of speech.
- Use spelling strategies and tools such as knowledge of root words, prefixes, suffixes, and spell checkers.
- Revise for punctuation errors to use punctuation correctly
- Write various literary forms, including fiction, nonfiction, and poetry.
- Write for various purposes to describe, inform, entertain, and explain.
- Use the writing process of pre-writing/outlining, drafting, revising, editing, and then publishing.
- Use descriptive language such as similes and metaphors
- Vary sentence structure.
- Use reliable resources to research a topic and cite sources.

- Use headings, tables, and graphics to organize and find information in informational texts.

Mathematics

Students are placed in math classes based on their needs. Please see the specific math curriculums for additional information.

Science

The science goal is to help students expand their scientific knowledge and practice the skills necessary to investigate scientific questions. During labs, students will observe, ask questions, formulate simple hypotheses or predictions, conduct experiments, gather and analyze data, make inferences, and draw conclusions. They will use the metric system for measurement as needed. During the force and motion labs, they will also participate in simple engineering design activities. Finally, students will participate in a Science Expo/Fair where they will design an experiment and then collect/analyze data.

Science topics for the Blue Room this year include, but are not limited to:

- Force, Motion, & Energy Transfer
- The Building Blocks of Matter
- Cells
- Human Body
- Electricity
- Magnetism
- Sound
- Light
- Scientific investigations will be used in labs
- Rocks, Minerals, Tectonic Plates, and Natural Disasters (if time permits)

Social Studies

History is more than a collection of facts for students to memorize. It is an understanding of how people, places, and events came about and how people relate and respond to each other. It explores different points of view and beliefs through past events.

Topics for the Blue Room this year include, but are not limited to:

- Geography
- 50 States and Capitals
- US Government, constitution, and the election process
- The War of 1812
- The Louisiana Purchase
- The Corps of Discovery (Lewis and Clark)
- Westward Expansion (Pioneers) and the Industrial Revolution (of the 1800s)
- Impact of Expansion on Native Americans (the Trail of Tears)
- Select African Cultures and their forced transition to the USA (slavery)

- Civil War
- Anthropology/International Studies (if time permits)
- Students will research a historical figure who impacted U.S. history between the 1750s and 1850s and present what they learned in “Living Wax Museum” for History Night.

Current events will be a component of social studies, science, and language arts. Students will respond to a news or magazine article on a tri-weekly basis. History is ongoing.

Computer Technology

Computer skills are an essential component of every student's education. This year the students will continue to develop their keyboarding skills using typing.com. They will learn to process, store, retrieve, and transmit electronic information. They will use electronic resources for research. They will present projects using Google Docs, Slides, and Sheets. Students will also use Canvas, a learning management system, which they will continue to use throughout middle school. (Canvas will not be used as much as in the previous year. I plan to use it for project guidelines and resources as needed.)

In Blue Room, we use a variety of technology resources including, but not limited to:

- Canvas
- Google Drive
- Jupiter Ed. (I use this as a personal gradebook)
- Discovery Education
- Google search engine (for research)
- YouTube (for vetted educational videos)
- Online News Sites
- Prodigy
- Reflex Math

We encourage our students to use technology safely and responsibly, as our Technology Use Policy outlines.

Community Action

The students will engage in some community action. Parents are encouraged to assist with this activity by providing ideas or activities through which students could give back to their community.

Assessment

The students will be assessed using a variety of formal and informal assessments. Documentation of the student’s learning will be kept on file and shared through reports or during parent-teacher conferences three times a year.

- Students will be formally assessed using DORA from *Let’s Go Learn* at least twice, once at the beginning and once at the end of the year. They may also be assessed through reading

comprehension questions. Students will be informally assessed through literature circles and comprehension activities.

- Students will use personal writing samples for revision and peer/self/teacher editing throughout the writing process. Writing may be formally assessed using rubrics and informally assessed throughout the writing process.
- The students will be formally assessed using publisher-created and teacher-created materials in mathematics. They will also be given daily practice through practice problems and corrections.
- Students will be assessed through projects, research papers, observations, discussions, activities, rubric evaluations, and tests or quizzes in science and social studies.