



5th Grade Handbook

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Meet Your Teachers

Students have been assigned to a 5th grade teaching unit for Language Arts, Social Studies, Science, and Math. Teaching teams are named after different zones of the ocean.

The Sunlight Zone

Sarah Brizendine

Language Arts, Social Studies, and Math
5-7 English Curriculum Coordinator

- Teams with Miss Thomson and Ms. Blandford
- Has two cats, Quigley and Zoey
- Loves shoes
- Has one brother and one sister
- Sings, plays guitar, flute, and piano
- Got married last Oct at the Jefferson Memorial

Gillian Thomson

Language Arts, Social Studies and Science

- Teams with Ms. Blandford and Mrs. Brizendine
- Is here on a teaching exchange from Fife, Scotland
- Once tried out for the cycling event for the 2012 Commonwealth Games
- Spent a summer volunteering in a school and an orphanage in Ghana, Africa

Lisa Blandford

Language Arts, Science and Math
5th Grade Team Leader

- Teams with Miss Thomson and Mrs. Brizendine
- Grew up in Buffalo, NY
- Recently got married (August 09) in Maui
- Has a cat named Willow
- Loves black beans

Larry Mendenhall

English for Speakers of Other Languages
support

- A “jack” of all trades
- Currently the strength and conditioning coach at GMHS for all sports

The Twilight Zone

Olivia Dengler

Language Arts, Social Studies, and Math

- Teams with Mrs. McCann and Mr. Malone
- Has one sister
- Greatly enjoys traveling
- Is an avid reader of fiction novels
- Grew up in northwestern Illinois near the Mississippi River

Michael Malone

Learning Strategies Specialist

- Teams with Mrs. McCann, Miss Dengler, and Mrs. Brown
- Has a thirteen year old son and twin 5th grade daughters
- Has coached basketball and

Layton McCann

Language Arts, Math, and Science

- Teams with Ms. Dengler, Mr. Malone, and Mrs. Brown
- Lives with her husband and cat, Sidda, in Falls Church City
- Graduated from George Mason HS
- Coaches Volleyball at GMHS and plays volleyball and softball in adult leagues

baseball at all grade levels

- Grew up in Annandale, VA
- Enjoys traveling

The Abyss

John Andrews

Language Arts, Math and Social Studies

- Teams with Ms. Partridge and Mr. Mays
- Loves movies & can quote many
- From NJ, but has lived in Rhode Island, Maine, Maryland, and now Virginia
- Plays the piano and guitar
- Is immune to brain freezes
- Has a pet rock with no name

John Mays

Learning Strategies Specialist

- Teams with Mr. Andrews, Ms. Brown, and Ms. Partridge
- Has two children and two dogs named Flex and Ninja
- Loves to exercise
- Loves jelly beans

Leah Partridge

Language Arts, Math and Science

- Teams with Mr. Andrews, Mr. Mays, and Mrs. Brown
- Loves to play soccer, hike, swim, and most other outdoor activities
- Grew up in northern Vermont and loves the snow
- Is an avid reader
- Has driven cross-country in a mini-van twice

Brooke Brown

5th Grade Schedule

I. **Overview:** 7:15 – Students start to arrive at school
7:30 – School starts
2:30 – Dismissal

II. **Homebase:** 7:30

In fifth grade, students start their content classes immediately after homebase. Any notes or paperwork should be given to the student's core teachers during homebase time. In each zone, homebases are renamed Atlantic, Pacific, or Arctic to follow the fifth grade's ocean theme. Students listen to school announcements here as well.

III. **Core Classes:** 7:30-11:30

Our schedule works on a two day rotation. Everyday your student will have Language Arts and Math. Every other day your student will have science or social studies.

IV. **Lunch/Recess:** 11:35-12:25

V. **FleX:** 12:30-1:00

FleX will meet every day for 30 minutes with a smaller teacher/student ratio. During this time, students will participate in a variety of activities developed and coordinated by grade level teachers, Encore teachers, and Specialists, in order to enhance the social, emotional, and academic skills of the unique students of each team. This strategy allows us the flexibility needed to address the ever changing needs of our students.

VI. **Encore:** 1:00-2:30

Fifth grade students will end each day with two periods of Encore classes. Encore includes PE, Health, American Sign Language, Music/Band/Choir, Spanish, Art, Technology, and Family and Career Sciences (FACS).

FIFTH GRADE SCHEDULE

Time	A DAY	B DAY
7:30 - 9:10 CORE 1	CLASS: _____ TEACHER: _____ ROOM: _____	CLASS: _____ TEACHER: _____ ROOM: _____
9:10 - 10:20 CORE 2	CLASS: _____ TEACHER: _____ ROOM: _____	CLASS: _____ TEACHER: _____ ROOM: _____
10:20 - 11:30 CORE 3	CLASS: _____ TEACHER: _____ ROOM: _____	CLASS: _____ TEACHER: _____ ROOM: _____
11:35 - 12:25	RECESS AND LUNCH	
12:30 - 12:55	CLASS: flex TEACHER: _____ ROOM: _____	CLASS: flex TEACHER: _____ ROOM: _____
1:00 - 1:45 BLOCK 7	ENCORE CLASS: _____ TEACHER: _____ ROOM: _____	ENCORE CLASS: _____ TEACHER: _____ ROOM: _____
1:45 - 2:30 BLOCK 8	ENCORE CLASS: _____ TEACHER: _____ ROOM: _____	ENCORE CLASS: _____ TEACHER: _____ ROOM: _____

Guidelines and Procedures

Fifth Grade Behavior Incentive Plan:

The fifth grade gives a “Star Fish of the Week” award, which recognizes and encourages responsible behavior, good citizenship, and academic success. The students will receive a certificate outlining their positive contributions to the fifth grade and recognition on both a bulletin board in the fifth grade pod and on the televised morning announcements.

Behavior Expectations:

- Attend all classes on time and come prepared to learn.
- Respect the rights, space, and property of others.
- Respect yourself and others by treating others the way you want to be treated and by acting kindly (cooperate).
- Leave distractions to learning at home.
- Control hands, feet, and body...think before you act!
- Be proud, do your own work.
- Dress for work, not play, to respect the safety and modesty of all.
- Maintain a safe school environment, think and act safely.
- Behave appropriately in our lunch room.
- Communicate promptly and accurately with parents.

In fifth grade, students are expected to take responsibility for their actions and choices. Each classroom has a “ReFocus” behavior system for classroom management if/when a student needs to reevaluate his/her choices. The “ReFocus” system includes four steps, which depending on the severity of the behavior, can start at any point:

1. A verbal warning
2. A ReFocus slip
3. A referral to the office

Additionally, students who are having difficulty following school/classroom rules may earn one or more of the following consequences:

- Student conference with teacher
- Student conference with team or guidance
- Parent conference with team and guidance (student may be asked to attend)
- Loss of break or other privileges
- After school detention
- Community service

Classroom Expectations:

Assignment Headings:

All students in the fifth grade will use the same format for 'heading' their assignments.

Name (First and Last)
Date

Subject
Title of Assignment

Headings should be placed at the top of the page.

Locker Procedures:

All fifth graders have been issued a locker and have access to their lockers at different times during the day. As each student received a locker, he or she was given the locker regulations and procedures, which detailed the proper use of the lockers.

Homework Procedures:

All students are expected to hand in homework when it is due. There will be a homework bin in each classroom to collect student work. Please refer to the homework monitoring label in your student's agenda. If a student does not complete/turn in the homework for the day, he/she will be required to fill out an OOPS form. This form lists the missing assignment(s) and must be signed by the student, the teacher, and a parent. The missing assignment must be returned the next day with the OOPS form attached. Progress reports and reports cards may also address homework issues.

Homework Folder:

A pocket folder is required for transporting homework to and from school. One side of the homework folder should be labeled "To Do," and the other "To Turn In." Students should only take home materials necessary to complete their homework that night. This should always at least include the homework folder and agenda.

Absences and Missed Assignments:

All classrooms have an assignment board listing the homework and a "While You Were Out" location to gather missed materials. If a student is absent, the day they return they are responsible for making sure they find out what assignments they missed and completing them in a timely manner.

Home/School Communication:

Weekly Folders

Every week, an official folder will be sent home with students. It will be a vehicle for completed assignments and other important communication between school and home.

Parent-Teacher Communication

Please feel free to contact your child's teachers at any time. Our preferred method of contact is through e-mail. When you contact your child's teacher, via phone or e-mail message, please allow at least 24 hours for a response (with the exception of emergencies – of course!) Our e-mail addresses follow this format:

LastnameFirstinitial@fccps.org

Conferences

Prior to conference time, students will complete a self-evaluation of their progress. Additionally, parents will be asked to fill out a pre-conference form. The goal of the conferences is to discuss student progress, and areas for improvement in the coming quarters. Students are invited to attend their conferences. Please be respectful of the times set aside for teacher conferences.

Fifth Grade Special Activities

The following is a tentative list of special activities that will occur throughout the school year. These activities support curriculum and/or teambuilding.

Create-A-Country

This activity combines many Social Studies skills learned throughout the fifth grade school year. The students create their own country and give it realistic attributes, based upon its location.

RaFa RaFa

An interactive 5th grade social studies lesson on cultural contact.

Bingo

A short, light-hearted celebration of “And the next number is...” with our famous letter-callers.

Colonial Williamsburg

All day field trip to the historic former capital of Virginia. Reinforces units taught about colonial life and the events leading up to the American Revolution.

Life of a Private

In school workshop presented by the Jamestown-Yorktown Foundation Outreach Program, highlighting the life of a foot soldier during the Revolutionary War.

Smithsonian Natural History Museum

This is an all day field trip where we explore connections to our science units including Classification, Oceanography, and Matter.

National Museum of the American Indian

This excursion coordinates with our social studies unit on Native Americans.

Fifth Grade Picnic

To celebrate the end of the year.

Standards of Learning Assessments

*specific dates will be announced at a later time

SOL Writing Test - March

SOL Testing - Reading, Math, Science, Social Studies – May

My Fifth Grade Study Tips

(Tips for students and parents alike)

1. Homework Time:

- Expect to have homework every night
- **Try to work on homework at the same time every night**
For example, every day after school have a snack, play for 30 minutes, and then work on your homework from 5-6

2. Reading Time:

- 30 minutes of reading each night (in addition to homework time)

3. Location:

- Always work in an area with few distractions. Do not work in front of the TV, with the radio on, or somewhere people are talking loudly. Find a peaceful location where you can do your best thinking!

4. Lighting:

- Be sure you are working where there is good light. It can really strain your eyes and give you a headache if you do not have enough light when reading or writing.

5. Time Yourself:

- If you feel like you have been focused and working for an unusually long time on an assignment, STOP!! Have your mom or dad write a note letting your teacher know that you did not get it all done. We need to know when you are taking a long time working on an assignment. If you are putting in the effort, we will not penalize you so do not stress!! Just remember to get your parents to email us or write us a note.

6. Test Time:

- Do not wait for the night before a test to start studying. Use your notes and textbooks to review nightly. If you cannot answer questions from class or still struggle with homework, then you need to ask your teacher for help AS SOON AS POSSIBLE! The further behind you fall, the harder it will be catch up in the end.

7. Ask Questions:

- One characteristic of successful scientists, lawyers, athletes, and artists is that they all ask questions. If you are ever confused, you need to ask a question. This is YOUR education and YOU should want to learn as much as you can. We can help you do this when you ask questions!

5th GRADE SUPPLY LIST 2009-2010

We are looking forward to an exciting school year at Mary Ellen Henderson Middle School! We strive to provide a rich and enjoyable learning experience for your child. The following is a list of supplies needed by each fifth grade student for the 2009/2010 school year.

- 2 packs loose leaf paper, hole punched, wide-ruled
- 3 dozen # 2 Pencils with erasers
- 1 Plastic pencil pouch (not a pencil box)
- 1 Personal Hand-Held Pencil Sharpener
- 1 Box of Colored Pencils (12 pk)
- 1 box of tissues
- 4 double-pocket folders (red, blue, yellow, green) OR an accordion file folder
- 1 homework folder (separate, not overlapping with any of the other folders/accordion)
- Five spiral notebooks (non-perforated if possible)- wide ruled
- One 1.5" hard cover 3-ring binder for Science (please no smaller- 1" is too small)
- One package of 15 subject dividers OR two packages of 8 subject dividers
- One 3-ring binder with 5 subject dividers for Foreign Language

Please bring a book from home to keep with you for leisure reading.

NOTE : If you need financial assistance for your child's supplies, please send a note to the principal, Ms. Ann McCarty



Mr. Andrews
Ms. Partridge
Mr. Mays

Miss Dengler
Mrs. McCann
Mr. Malone
Mrs. Brown

Ms. Blandford
Mrs. Brizendine
Miss Thomson

Language Arts

The goal of our elementary language arts program is the development of both the attitudes and skills necessary for our students to be effective readers and writers. Opportunities are provided for students work on specific reading or study skills, and to apply these skills to writing activities. A variety of reading materials are available for teachers to use with their students; the selection of materials is differentiated, and based on the needs of the students.

Reading

The language arts reading program is focused on improving student comprehension, fluency, word study, and writing. Literature units are used to develop and extend language arts skills while providing opportunities to learn using reading, writing, speaking, and listening.

Reading research skills, such as determining source materials, scanning, categorizing information, taking notes, and organizing information will be acquired through participation in a unit of study coordinated with our school's Media Specialist and library resources.

The focus for the students is acquiring information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast, and formulate conclusions. Students will develop these skills through participation in Read-Alouds, Shared Reading, Guided Reading, and Independent Reading. Through Literature Circles, the students will work at establishing effective oral communication and reading comprehension skills through the application of reading strategies such as making connections, inferring, questioning, predicting, visualizing, and the use of accountable talk.

Books that could be used to meet these objectives and individual learning needs include:

Junior Great Books

Native American Protagonists/Character Development

- The Talking Earth / I Heard the Owl Call My Name (Read-Aloud)

Used in Literature Circles:

- Island of the Blue Dolphins
- Call It Courage
- Julie of the Wolves
- Bearstone
- Sign of the Beaver
- Maroo of the Winter Caves
- Pocohontas and the Stranger

Newbridge Discovery Links Nonfiction Guided Reading Series

Biography

Biography Resources Available at MEHMS Library

- Great Little Madison
- Martin Luther King, Jr.
- Rosa Parks
- Ben Franklin
- Secret Soldier, Deborah Samson
- Anthony Burns
- Amos Fortune Freeman

Author Study (Teacher will choose one author for the class to study):

- Gary Paulsen
 - o Dogsong
 - o Hatchet
 - o Haymeadow
- Collier Brothers
 - o My Brother Sam is Dead
 - o War Comes to Willy Freeman
 - o With Every Drop of Blood
- Betsy Byars
 - o Pinballs
 - o The Eighteenth Emergency
 - o Goodbye Chicken Little
 - o The Cybil War
 - o Summer of the Swans
- Katherine Paterson
 - o The Great Gilly Hopkins
 - o Bridge to Terabithia
 - o Jacob, Have I Loved

Poetry

Poetry Anthologies

Classic Poetry, An Illustrated Collection

Reflections of the Gift of a Watermelon Pickle

You Come Too

Fantasy: (Teacher will choose books for the class to study)

- Twenty-One Balloons
- Alice in Wonderland
- People of Pineapple Place
- Mrs. Frisby and the Rats of NIMH
- The Lion, the Witch, and the Wardrobe
- The Boggart
- The Wind in the Willows
- The Secret of Platform 13
- The Phantom Tollbooth
- The Wish Giver
- The Hobbit

- Bungee Venture
- Jeremy Thatcher, Dragon Catcher
- The Dragonling

Writing

The students will plan, draft, revise, and edit writings to describe, inform, entertain, and explain. The Write Source Writer's Express resource books are used to assist instruction in writing. The writing process is emphasized throughout the program. Students prepare for writing by brainstorming, then writing drafts. Editing is done through conferencing with teachers and/or peers to revise and proofread. Some papers are written in final draft form and may even be published and shared with others. Homework will include Wednesday Night Writes, Current Events, and book reports.

Other Language Arts Skills

In addition to these literature units, we address many other Language Arts skills during our instructional time, such as vocabulary development, spelling, grammar, and presentation skills. Using Daily Grammar Practice, students will also work on skills such as editing; parts-of-speech; and sentence structure. The McDougal-Littell Daily Oral Language Program is used to practice proper usage of writing conventions. Effective oral presentation skills will be practiced through participation in literature circles, small group presentations, and whole class presentations.

Mathematics

Overview

In Fifth Grade Mathematics, students will develop proficiency in using whole numbers, fractions, and decimals to solve problems. They will collect, display, and analyze data in a variety of ways such as charts, graphs, and dichotomous keys. Students will also explore area and perimeter, classification of triangles, and plotting points in a coordinate plane. Students will transition from using concrete materials to more abstract math that builds a foundation for algebra.

The six content strands are:

- 1) Number and number sense
- 2) Computation and estimation
- 3) Measurement
- 4) Geometry
- 5) Probability and statistics
- 6) Patterns, functions, and algebra

Key features of Fifth Grade Math include:

- Problem solving about common-life situations
- Sharing ideas through discussion
- Daily routines
- Establishing links between past experiences and explorations of new concepts
- Cooperative learning through partner and small-group activities
- Ongoing review through the year

Students are expected to develop a set of “mathematical reflexes” – a quick recall of specific information and performance of certain tasks – that will serve them in school mathematics and everyday life. The fifth grade math program helps to develop and maintain these through instruction, problem solving and ongoing practice.

Fifth grade math students will use the fifth grade *Scott Foresman - Addison Wesley Math* (2002) textbook and *Investigations in Number, Data, and Space*.

Scope and Sequence:

Ongoing: *Patterns, Functions, and Algebra*
Parts of Measurement

Quarter One: *Graphing: Collecting, organizing, displaying data*
Median, Mean, Mode, and Range
Decimals and Place Value (including addition and subtraction)

Quarter Two: *Computation and Estimation:* Multiplication and division with whole numbers and decimals

Quarter Three: *Fractions:* Adding and subtracting with like and unlike denominators.
Mixed numbers and improper fractions

Quarter Four: *Probability*
Geometry: Angles, triangles, properties of quadrilaterals, and congruency
2-D & 3-D geometric shapes
measurement including area, perimeter, and circumference

Science

The science curriculum of fifth grade is designed to meet the Standards of Learning (SOLs). We will focus on applying process skills to learn scientific concepts. Our explorations this year will teach how to develop hypotheses, select appropriate instruments for measuring, make observations, and draw logical conclusions. Students will use experimental design consistently throughout the year in our units on living systems, oceanography, earth and space patterns, matter, light, and sound. All our units will emphasize safety procedures and proper measurement techniques.

Where appropriate, we integrate important math concepts such as graphing, measuring, collecting data, and solving problems in with our science curriculum.

Students will be evaluated primarily on lab work, journal entries, projects, and assessments throughout each quarter. Participation is key in the study of science and we expect our students to be active classroom learners. At the end of the year, students will take a Science SOL test on information learned in both 4th and 5th grades.

Scope and Sequence:

Ongoing: *Scientific Investigation* - Though we concentrate on lessons about process skills and experimental design during the first quarter, all units will reinforce these skills.

Oceanography – Oceanography is the underlying theme to the entire 5th grade science curriculum. Each unit described below has components of oceanography that we will explore. For example, the geology/geography of the ocean floor will be discussed in our Earth Patterns unit. By the end of the year, students will have learned about ocean ecology, water movement, and the features of the ocean floor.

Introduction to Process Skills: Conduct science investigations
Learn about appropriate lab tools and measuring techniques
Graph
Manipulate Variables

Matter: Three states of matter
Structure of an atom
Atoms, elements, molecules
Compounds, mixtures

Light: Visible spectrum

Light waves
Refraction/reflection
Microscopes

Living Systems: Cells
Cell Theory
Classification

Earth Patterns: Rock cycle and classification
Fossil evidence
Plate Tectonics
Weathering and Erosion
Structure of Earth's interior

Sound: Frequency
Wavelength
Vibration through different media
Uses and application

Social Studies

(United States History – Part 1)

The fifth grade social studies program focuses on a comprehensive study of American history from the Pre-Columbian period through Reconstruction. Throughout the year we incorporate a “Daily Geography” program which familiarizes students with world geography and map usage. We will also be using the history text *History Alive!*, a hands-on social studies curriculum. Textbooks, field trips, videos, simulation activities, and other types of media will be used to supplement this curriculum.

Quarter 1:

Geography

- Continents, oceans, and major bodies of water in the US
- Geographic Regions of the US

Native Americans

- Early Native American cultures

Exploration of North America

- Motivation
- Areas of North America exploration

Quarter 2:

Colonization of North American

- Early colonization
- Colony groups (NE, Middle, Southern)

Conflict and War with England

- French and Indian War
- Taxes and protest, events leading to war
- Revolutionary War

Quarter 3:

A New Nation is Established

- Establishing a government
- Writing the Constitution

Westward Expansion

- Louisiana Purchase
- Lewis and Clark
- Technological innovations

Abolition and Suffrage

- Famous abolitionists and suffragettes

Civil War

- Causes
- Major events
- Effects
- Important people

Quarter 4:

Reconstruction

- 13th, 14th, 15th Amendments
- Policies and law changes

Assessment Methods

(used in the academic subjects)

The Fifth Grade Team uses a number of educationally and age appropriate methods of evaluation. Some of these techniques include:

- Long term projects (such as research projects) will be assigned and evaluated throughout the project using rubrics that will be introduced and discussed prior to the projects.
- Rubrics will also be used for other assignments. Often the rubrics will be created with the student's input.
- Many writing assignments will be graded using a three-part rubric, including composition, written expression, and usage/mechanics.
- Observation is a useful technique to evaluate group work and check for understanding.
- In the area of math, where many 'tests' are administered to check for mastery of a skill, numerical grades are used and then averaged for placement, direction of lessons, and report card purposes.