

Parent Newsletter

Fifth Grade

September 2019

Welcome Back to The P.S. 7 Academy!

Writing Workshop Unit One: The Arc of the Story: Personal Narratives

During the month of September, fifth graders will write personal narratives. In particular, students will develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students will:

- ◇ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- ◇ Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
- ◇ Use a variety of transitional words and phrases and sensory details to convey experiences and events precisely
- ◇ Provide a conclusion that follows from the narrated experiences or events
- ◇ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

Reading Workshop Unit One: Interpretation Book Clubs: Analyzing Themes

During this unit, students will use all they know from their reading career in order to read books deeply. They will think and write analytically and back up their ideas with text evidence. As they do this work, they will begin to work in small book clubs. Readers will work together in clubs to identify themes throughout their books. Students will link their ideas and build larger theories. By the end of the unit, students will compare and contrast the ways in which themes are developed across texts.

The following standards will be addressed:

- ◇ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- ◇ Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- ◇ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
- ◇ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- ◇ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

**Math Chapter One:
Place Value, Multiplication, and Expressions**

The following standards will be addressed:

- 5 NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left
- 5. NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10
- 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm
- 5.NBT.6 Divide whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division
- 5.OA1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
- 5.OA.2 Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them

**Social Studies Unit One:
Geography and Early Peoples of the Western Hemisphere**

By the end of this unit, students will be able to answer the following essential question, "How did geography influence the development of the Western Hemisphere?" Throughout the unit, students will learn:

- The Western hemisphere can be located and is represented using maps, globes, aerial and satellite photographs, and computer models
- Geological processes shaped the physical environment (Ice Age, weather, wind, and water)
- Continents, countries, and regions of the Western hemisphere can be organized by physical, political, economic, or cultural features

**Science, Unit One:
Patterns of Earth and Sky**

This year, students receive Science instruction from their 5th grade Science teacher, Ms. Thapar. To kick start this year in Science, Ms. Thapar will be teaching students about the scientific processes through collaborative STEM activities that encourage experimentation and teamwork .

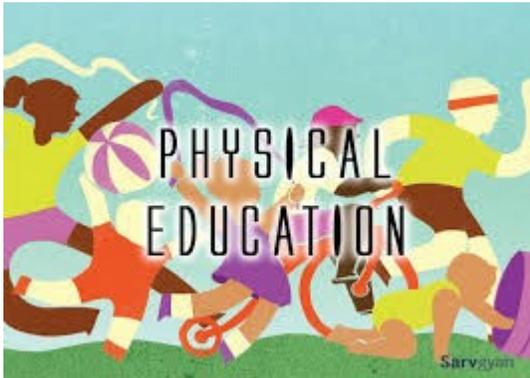
During this Patterns of Earth and Sky unit, students will learn about:

- The relationship between the Earth, sun, and stars
- The force of gravity on Earth
- How the Earth's movement affects what we see in the sky

Students will engage in hands on activities and digital simulations to help them understand these key concepts and solve real-world problems.

Physical Education, Art, and Performing Arts

Each class will also receive instruction in Physical Education- from Mr. Anagnostopoulos (Mr. A), Art- from Ms. Izzo, and The Performing Arts- from Mr. Woodworth.



Academy Clubs

We are proud to continue Academy Clubs! Clubs will meet every Friday (during first period). Students received a Club Selection Form and clubs will begin on Friday, September 27th.

Upcoming Events

September 17th: Meet the Teacher- 4:00-7:00

September 26th: Family Thursday- 8:00AM—9:30AM

September 27th: Spirit Day- Inside Out Day!

September 30- October 1: Rosh Hashanah- school is closed

October 9: Yom Kippur- school is closed

October 14: Columbus Day- school is closed



My Writing Goals for the unit are:

- ◇ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- ◇ Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
- ◇ Use a variety of transitional words and phrases and sensory details to convey experiences and events precisely
- ◇ Provide a conclusion that follows from the narrated experiences or events
- ◇ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- ◇ Other: _____

My Reading Goals for the unit are:

- ◇ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- ◇ Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- ◇ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
- ◇ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- ◇ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- ◇ Describe how a narrator's or speaker's point of view influences how events are described
- ◇ Compare and Contrast stories in the same genre
- ◇ Other: _____

My Math goals for the unit are:

- ◇ Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left
- ◇ Explain patterns in the number of zeros of the product when multiplying a number by powers of 10
- ◇ Fluently multiply multi-digit whole numbers using the standard algorithm
- ◇ Divide whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division
- ◇ Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
- ◇ Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them
- ◇ Other: _____

