

P.S. 203 FIFTH GRADE NEWSLETTER



WHAT WE'RE LEARNING THIS MONTH:

Important Dates

March 7: Parent Teacher Conferences, 1/2 day (11:20 am)
Report Cards available
March 11-15: Civics for All Week
March 13: Spirit Day- Anime Day
March 13: 5-327 Alley Pond Environmental Center Trip
March 15: Flag Friday- wear red, white, and blue
March 25: Science Expo
March 28: 5-313 Alley Pond Environmental Center Trip
March 29 & April 1: No School, Easter

Reminders

- ★ Students should be reading a "Just Right" book for at least 30-40 minutes for homework daily.
- ★ As we get close to the State Tests, we highly recommend using **iReady** more frequently to practice reading and math skills.
- ★ Upcoming State Test Dates:
 - April 15 & 16: 5th Grade ELA State Test (computer based)
 - May 7 & 8: Math State Test (5th grade computer based)
 - May 15: 5th Grade Science State Test (computer based)

Into Reading

Module 7: Above, Below, and Beyond

In this module, students will read a variety of texts that present them with information about exploration. A genre focus on autobiography provides students with opportunities to identify the author's craft and purpose, and to make and confirm predictions in order to better understand unfamiliar texts. Students will also encounter informational text, persuasive text, science fiction, and narrative nonfiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about exciting land, sea, and space discoveries.

Writing

Writing from Sources (Preparation for the ELA State Test)

Two-credit constructed-response questions ask students to make an inference (a claim, position, or conclusion) based on their analysis of a passage, state it in their own words, and then provide 2 pieces of text-based evidence to support their answer. Responses should typically require 3-4 complete sentences.

The four-credit constructed-response question requires students to read and analyze two texts that are related by theme, genre, time period, or other characteristic. Students will write a well-organized, multi-paragraph essay using text-based evidence to support their answer to the prompt that often has multiple parts. A "planning page" is provided.

enVision Mathematics 2.0

Topic 12: Represent and Interpret Data

- Read and analyze line plots.
- Organize and display data in a line plot.
- Solve problems using data in a line plot.

We will go back to Topics 13, 14, and 15 after the Math State Test. Topics 10 & 16 (Geometry) will be assessed together.

Topic 10: Understanding Volume Concepts

- Find the volume of rectangular prisms and combined solids using models and formulas.
- Use understanding of volume and previously learned strategies to solve word problems.

Topic 16: Classify 2-Dimensional Figures

- Classify triangles by their sides and their angles.
- Classify quadrilaterals by their properties.
- Construct arguments about geometric figures.

Passport to Social Studies/ Civics

Continue UNIT 1B: Geography of Canada & US

UNIT 1C: People and Geography of Latin America

- How did early people adapt to their environment?
- What makes Latin America's geography unique?

Amplify Science (with classroom teacher)

Ecosystem Restoration: Matter & Energy in a Rainforest

- What do plants and animals in an ecosystem need to grow and thrive?
- Where do food molecules and energy come from?
- How do scientists prove their claims are correct?

Your 5th Grade Teachers,

Ms. Agnello, Mrs. A. Farrell, Mrs. K. Farrell, Mr. Mulryan, Ms. Popovits and Ms. Stavropoulos

Above, Below, and Beyond

HELLO, FAMILY!

Over the next three weeks, our class will build their knowledge about exploration, with a focus on the autobiography genre. We will read texts and view videos about important discoveries people have made on land, in the oceans, and in space. Children will also write an expository essay that explains how curiosity encourages exploration.

BRING IT HOME! Learning fun for the whole family!

Discuss the Topic

Set aside time daily for your child to share with you what he or she is learning. Use these ideas to help build your child's knowledge about the topic:

- Talk about the ideas your child has added to the Knowledge Map each week.
- Ask about the texts your child is reading and what he or she has learned from them.
- Share with your child your own questions about the topic, and work together to find the answers.

Explore the Genre

The genre focus in this module is autobiography. Discuss with your child the characteristics of this genre.

Ask your child to read to you each day and make time to read together.

Look for texts that

- spark your child's curiosity
- tie to the module topic
- provide first-person accounts of interesting discoveries
- describe a clear sequence of events and have unique visuals

Build Vocabulary

Use these ideas to help your child build a rich vocabulary.

The Big Idea Reinforce the topic words *expedition*, *incredible*, *progress*, and *chronology* in everyday conversations with your child. Use prompts like these: Where would you like to go on an **expedition**? Describe something **incredible** in nature.

What Does It Mean? Have your child keep a growing list of the Critical Vocabulary words. Quiz each other on their meanings.

Word Hunt Look for words with the roots *tract*, *chrono*, *gress*, *ped*, *dent*, *terr* and prefixes *mega-*, *sub-*, *pro-*, *anti-* in books, magazines, online texts, and environmental print.

Name _____

Represent and Interpret Data

Dear Family,

Your student is learning to analyze and create line plots to display a set of data measurements in fractions of a unit. He or she will solve real-world problems using measurement data displayed in a line plot.

Complete the following activity with your student to reinforce his or her ability to record data and create a line plot representing the data.

Pencil Length Data and Line Plot

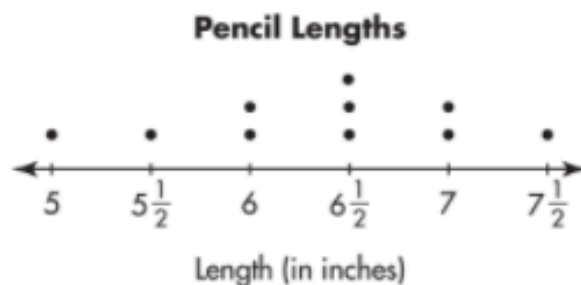
Materials: 10 pencils of various lengths, inch ruler

Step 1 Have your child gather 10 used pencils.

Step 2 Have your child measure and record the length of each pencil to the nearest $\frac{1}{2}$ inch.

Step 3 Work together and use the data collected to complete a frequency table and a line plot such as those below.

Value	Tally	Frequency
5	I	1
$5\frac{1}{2}$	I	1
6	II	2
$6\frac{1}{2}$	III	3
7	II	2
$7\frac{1}{2}$	I	1



Observe Your Child

Ask your child which pencil length occurs most often. Which pencil length occurs least often? Discuss how to answer these questions by looking at the line plot.

Name _____

Understand Volume Concepts

Dear Family,

In this topic, your student is learning about volume. He or she will learn how to find the volume of a rectangular prism, then use that understanding to formulate a plan to find the volume of a solid figure that is the combination of two or more rectangular prisms. Your student will also use models to develop the formula for volume and to recognize a cube with a side length of one unit as a unit cube having one cubic unit of volume. This will give him or her the skills necessary to solve problems involving volume, the area of the base of a prism multiplied by the height of the prism.

Here is an activity you can do with your student.

Think Inside the Box

Materials: everyday examples of rectangular prisms, such as a tissue box, cereal box, jewelry box, or shoe box

Step 1 Have your child use estimation to compare the examples of the rectangular prisms, for example, by size, shape, length, width, and height.

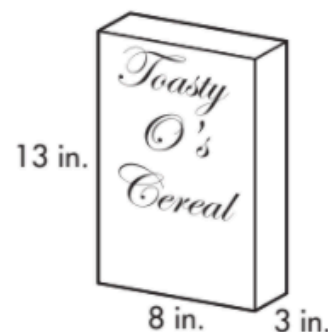
Step 2 Discuss volume as the number of unit cubes needed to fill a figure.

Step 3 Have your child use estimation to compare the volumes of the rectangular prisms. Ask questions such as: *Which box seems to have a greater volume than the tissue box? How might you order the boxes from least to greatest volume?*

Optional Work together to measure the dimensions of one of the rectangular prisms. Find its volume by using the formula for the volume of a rectangular prism.

Volume = (length \times width) \times height

For example, the volume of the cereal box pictured is 312 cubic inches because $V = (8 \times 3) \times 13 = 312$ cubic inches.



Observe Your Child

Before measuring, ask your child to decide what measurement tools would be best for measuring the containers or objects chosen and to explain his or her decision.

Name _____

Geometric Measurement: Classify Two-Dimensional Figures

Dear Family,

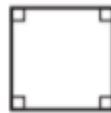
In this topic, your student is continuing to develop his or her understanding of geometry. Your student will be able to classify two-dimensional shapes in a hierarchy based on properties. He or she will understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

Help your student reinforce his or her ability to identify two-dimensional shapes by completing the following activity together.

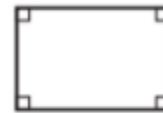
The Presence of Polygons



triangle



square



rectangle



rhombus



parallelogram



trapezoid

Step 1 Discuss the properties of the six polygons shown. Have your child identify pairs of parallel sides, number and types of angles, and then discuss what makes each figure unique.

Step 2 Have your child find an example of each polygon inside or outside of your home.

Step 3 Have him or her place a checkmark on the figure on this page to record that the polygon has been found. Below each figure, ask him or her to briefly describe where the example of the polygon was found. Continue this activity until all the polygons are checked.

Observe Your Child

As you look for and identify real-world objects that resemble each polygon, compare selected items. For example, hold up objects that resemble a square and a trapezoid. Discuss how these shapes are similar to and different from each other.