



# Fifth Grade Post

3/1/24

Volume 4, Edition 6

## Month at a Glance [23/24 5th grade calendar](#)

**Friday, 3/1**  
Early Release

**Mon, 3/4 & Tues, 3/5:**  
MISA testing

**Week of March 4:** Read Across America week

- Mon: Wear athletic gear
- Tues: Wear animal print
- Wed: Favorite Hat day
- Thurs: Dress as a superhero
- Fri: Wear Stallion colors

**Monday 3/11**  
Parent Night: FLHS Curriculum  
Time: 6:30pm  
[Zoom Link](#)  
Meeting ID: **717 752 8665**  
Password: **sfes**

**Wednesday, 3/13:** 6:30 pm  
Promotion Committee Mtg  
[ZOOM LINK](#)  
MEETING ID: 638 869 3936  
PASSCODE: SFES

**Monday, 3/25 - Monday, 4/1**  
No School, Spring Break

Other updates for this month will be provided by Mrs. Fortune and Ms. Gross, as information is released.

### Happy March Birthday to:

- 1 - Jackson M
- 2 - Liam M
- 9-Khusi
- 18 - Carter
- 20- Ethan
- 22 - Ahonesti
- 23 - Natalia

### Important Reminders

- [School Cash Online](#)
- Email baby picture and recent picture of your child for our promotion slideshow to [snowdenfarmpromotion@gmail.com](mailto:snowdenfarmpromotion@gmail.com)

### Donations to 5th grade end of year activities

- Use the below ways to make contributions:
- **Check written** out to "Snowden Farm ES PTA." Write 5th grade donation in the memo line.
  - **Zelle** ([treasurer@sfespta.org](mailto:treasurer@sfespta.org)), note in the details: 5th grade donation.
  - **PayPal** ([ptatreasurer.sfes@gmail.com](mailto:ptatreasurer.sfes@gmail.com)), note 5th grade donation.

## LITERACY

### Benchmark

In Unit 5, students will read and compare literary and nonfiction selections about the role that technology has played in people's lives. Students will practice summarizing, explain how parts of a poem fit together to provide the overall structure, and determine main ideas and explain how key details support the main idea. In word study, in a whole group setting, students will practice noun suffixes, latin roots, and homophones. In writing, students will go through the writing process to write an opinion essay.

**In reading** students will be engaging with our sixth unit of Benchmark: "Up Against the Wild" and students will read texts to help answer the essential question "What compels us to survive?" Making connections is the metacognitive strategy that students will consistently practice during Unit 6. Students will practice identifying key details and summarizing, will compare and contrast two characters in a text and compare and contrast themes of similar texts, and will explain how characters respond to challenges. The word study skills that will be practiced during this unit are variant vowels ( /ô/ (al, alk, all, au, aw), Noun Suffixes (-tion, -ty, -sion, -ness, -ment), and Compound Words (Hyphenated, Open).

**In writing** we will practice narrative writing through journal entries based on key events that happen in a text read in the whole-group setting. Students will be able to use prepositions and future perfect tense purposefully in their narrative writing pieces.

### Enriched Literacy

**In reading:** Students will finish their William and Mary Novel Assignment and complete their novel journal assignments. They will synthesize their learning and discuss cyclic patterns of change in their novels. We will also engage in William and Mary Patterns of Change activities that include completing graphic organizers such as plot maps and literature webs. Along with that, we also use Junior Great books' informational texts to determine the main idea, make text-to-text connections and engage in shared inquiry discussions.

**In writing:** We will continue to engage in our poetry unit in which students will write poems in response to the topics and themes that surround them: finding and losing friends, the power of sports to heal or devastate. They will understand that the skills learned to write poetry—specificity, comparative thinking, understatement, and hyperbole—will serve them well when writing in any genre.

## MATH

### Eureka 5

This month your child will engage with module 5 topics; such as concepts of volume and determining volume using the operations of multiplication and division. Students will also find the area of rectangular figures with fractional side lengths and will practice drawing, analyzing, and classifying 2-dimensional shapes. We will end Module 5 at the end of Marking Period 3.

[Grade 5, Module 5 Tip Sheet](#)

### Eureka 5<sup>5</sup>

This month, students will begin Module 4 of the 6th grade curriculum. In Module 4, students extend their arithmetic work to include using letters to represent numbers. Students understand that letters are simply "stand-ins" for numbers and that arithmetic is carried out exactly as it is with numbers. Students explore operations in terms of verbal expressions and determine that arithmetic properties hold true with expressions because nothing has changed—they are still doing arithmetic with numbers. Students determine that letters are used to represent specific but unknown numbers and are used to make statements or identities that are true for all numbers or a range of numbers. Students understand the



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importance of specifying units when defining letters. Students say "Let K represents Karolyn's weight in pounds" instead of "Let K represent Karolyn's weight" because weight cannot be a specific number until it is associated with a unit, such as pounds, ounces, or grams. They also determine that it is inaccurate to define K as Karolyn because Karolyn is not a number. Students conclude that in word problems, each letter (or variable) represents a number, and its meaning is clearly stated.

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## **Social Studies**

In Unit 3, students will use social studies literacy and thinking skills to learn how the growth of America facilitated the discovery of new technologies. They will answer the unit question: **How did the United States change as a result of the Civil War, industrialization, immigration and urbanization?**

## **Science**

Students will also learn about shadows through observations. They will look for patterns of shadow length, rotation, and direction based on the time of day. Lastly, students will create models to understand how Earth revolves around the sun and the effect it has on the stars that can be seen on Earth.

## **Family Life**

After spring break, during the week of April 2nd, students will begin learning about puberty, the male and female reproductive systems, consent, and finding positive peer groups. Join our parent meeting on March 11th @ 6:30pm for more information.

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## **Leader in Me**

This month we will engage in learning about the following:

### **Lesson 22**

This week we talked about the need to balance courage and consideration in relationships. Discuss these questions as a family:

- What does it mean to balance courage and consideration?
- When is it necessary to balance courage and consideration?
- How does balancing these 2 help build trust?

### **Lesson 23**

This week we learned to define bullying and use proactive measures to respond to bullying. We also learned how to develop the courage to respond to others. Listen to this podcast episode: [Realiteens: Combating Cyber-Bullying in an Increasingly Digital Age](#) and discuss what you learned together!

### **Lesson 24**

This week we learned to describe the connection between empathy and understanding others. We also practiced using empathic responses to others. Invite your learner to teach you about empathy and how to use empathic responses.

### **Lesson 25**

This week we learned to tell the difference between empathic and autobiographical responses. With autobiographical listening, we practice listening with our eyes, ears, and heart. Use this resource: [How Well Do You Know Me?](#) with your learner, asking the questions, and practice listening with your eyes, ears, and hearts!