

Grade 5 Overview

Gr5	How we express ourselves	Who we are	How the world works	How we organize ourselves	Sharing the planet	Where we are in place and time
Topic	First Unit: Identity	Second Unit: World Change Makers	Third Unit: Chemistry	Fourth Unit: Technology	Fifth Unit: Ecosystems	Sixth Unit: Natural Disasters
Timeline	6 weeks (Sept 1 st – Oct10 th 2019)	8 weeks (Oct 13 th – Dec 20 th 2019)	5 weeks (Jan. 5 th – Feb. 6 th 2020)	5 weeks (Feb. 9 th – Mar. 18 th 2020)	7 weeks (Apr 5 th – May 21 st 2020)	4 weeks (June 1 st – June 25 th 2020)
Central Idea	People convey their uniqueness using different forms of expression	Believes and values can empower individuals to make a change	Exploring physical and chemical changes of matter allows people to create	Technology can enhance the world of work and leisure	The biodiversity of an ecosystem relies on the interdependency of organisms within systems.	The Earth's physical geography has an impact on human interactions and settlements.
Genre	Autobiography (Units 1 & 2)	Biography and Narrative (Units 5 & 9)	Informational (Unit 8)	Narrative and Informative (Units 4 & 10)	Narrative and Persuasive (Unit 3)	Informational (Unit 7), Standalone (Unit 6)
Language Arts	<p>Listening and Speaking Organization of ideas Language choices “Nonfiction vocabulary”</p> <p>Writing Workshop Form: Daily journal Form: Autobiography Writing frame: Structuring autobiography Write about a past event: choose words and phrases that convey feelings and atmosphere</p> <p>Reading Comprehension * Distinguish between fiction and nonfiction * Identify the author's purpose * Describe Plot: Describe how characters in a story respond to major events and challenges</p> <p>Figurative Language: - Distinguishing literal from non-literal language. - Alliteration in poems - Imagery and language chosen by the poet</p> <p>Conventions Grammar Punctuation * Speech marks in dialogues * Review: capitalizing, full stops, question and exclamation marks and commas</p> <p>Parts of Speech * Pronouns * Using “but” correctly * Adverbs * Noun / pronoun agreement * Subject / verb agreement * Compound and complex sentences</p> <p>Word Study (Spelling and Phonics) * Spellings of unstressed vowels (er, or, ar) * Silent vowels * Suffixes (ful, al) * Words ending with - y</p>	<p>Listening and Speaking Organization of ideas Expressing opinion</p> <p>Writing Workshop Form: Biographies Writing frame: * Draw a timeline, with dates when possible * Add details * Use the past tense * Focus on one event; describe it using longer sentences with interesting adjectives</p> <p>Form: Traditional Tale Introduction: begin with a traditional opener; introduce characters; use dialogue to make it interesting Plot: introduce the problem; explain how it gets complicated; use strong verbs; repeat the problem Ending: move towards the solution, use connectors; resolve the problem</p> <p>Reading Comprehension * Observe and comment on writer’s use of language; interpret imagery and technique * Identify Genre * Explicit info from non-fiction text * Summarize: using key details * Features of Tales and Legend: Characters, actions, themes and narrative structure</p> <p>Figurative Language: * Idioms * Writer’s imagery and technique</p> <p>Conventions Grammar Punctuation: * Commas in complex sentences * Apostrophes – possession and contractions</p> <p>Parts of Speech: Prepositions Sentences: Complex sentences</p> <p>Word Study (Spelling and Phonics) * Plurals: (s, es) * Prefixes: dis, un, im, in, sub, auto, trans, super, micro</p>	<p>Listening and Speaking Questions – develop ideas and extend understanding Organization of ideas</p> <p>Writing Workshop Form: Science Lab Report * Ask a question about how something works * Record a hypothesis * How will you test it? Record the procedure * Conduct multiple trials and record the results * Analyze your results and write a conclusion * Reflect on your hypothesis</p> <p>Reading Comprehension * Cause and effect * Comment on writer’s use of language and explain reasons for writer’s choice * Draw conclusions: Use clues from the text and what they know to tell about the text * Summarize using key details</p> <p>Figurative Language: * Metaphors * Writer’s imagery and technique</p> <p>Conventions Grammar Parts of Speech: Tense: present and past (regular and irregular)</p> <p>Word Study (Spelling and Phonics) * Words ending with – ed and – ing * Rules for doubling consonants</p>	<p>Listening and Speaking * Confident talking * Character ideas through drama * Identify unfamiliar words, explore definitions and use new words in context</p> <p>Writing Workshop Form: Comic Strips & Cartoons Write and illustrate four frame cartoon strip, it should show the following: * Setting * Problem * Two characters * Solution * dialogue in speech bubbles</p> <p>Form: Article Topic Sentences: Expresses the main idea, and is usually found at the beginning of a paragraph. Three Supporting Sentences: Explain, expand, illustrate or prove the main point. Concluding Sentences: Draw a conclusion from what has been said, or provide a summary. The conclusion is left to the very end of the text.</p> <p>Reading Comprehension * Comment on writer’s use of language and explain reasons for writer’s choice * Draw Conclusions: Use clues from the text * Explicit Info in Non-Fiction Text * Summarize: using key details</p> <p>Figurative Language: * Rhyme and alliteration</p> <p>Vocabulary * Astronaut vocabulary * Synonyms</p> <p>Conventions Grammar Parts of Speech: * Modifying adverbs * Prepositions * Personal pronouns * Possessive pronouns Sentences: Adverbial phrases</p> <p>Word Study (Spelling and Phonics) * Word roots and derivations</p>	<p>Listening and Speaking * Identify unfamiliar words, explore definitions and use new words in context * Argue persuasively</p> <p>Writing Workshop Form: Persuasive Formal Letter Unit 10 – Reading Poetry Write a formal letter to newspaper to explain a threat to the ecosystems and suggest ideas for saving the environment Paragraph 1: Explain the problem Paragraph 2: Suggest solutions Paragraph 3: Closing statement</p> <p>Form: Slogans Design a poster to save the ecosystem, write a slogan, a phrase that people will remember</p> <p>Form: Adventure Story Writing frame: settings, characters, problem, suspense and solution</p> <p>Reading Comprehension * Develop note-taking to extract key points and to group and link ideas * Explicit Info in Non-Fiction Text * Summarize: using key details * Describe Story Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Figurative Language: * Similes and metaphors</p> <p>Conventions Grammar Punctuation: Commas Parts of Speech: Connectives</p> <p>Word Study (Spelling and Phonics) * Adding – ing</p>	<p>Listening and Speaking * Identify unfamiliar words, explore definitions and use new words in context * Argue persuasively</p> <p>Writing Workshop Form: Newspaper Article 1- Headline that sums up the story 2- Introduce the topic with facts and figures 3- Involve the reader 4- Develop your argument or point of view 5- Support your argument with facts 6- Conclude in a strong memorable way; using adjectives and idioms 7- Add an illustration, photo, map or graph</p> <p>Reading Comprehension * Notice how writers express point of view and how the characters are presented * Compare writing that informs and writing that persuades</p> <p>Figurative Language: * Idiomatic phrases</p> <p>Conventions Grammar Punctuation: Direct and reported speech Sentences: Complex sentences</p> <p>Spelling and Vocabulary: * Creating opposites using prefixes (dis, il, ir, im, un) * Homophones</p> <p>Word Study * Suffixes</p>
Spelling Strategies	<p>* Sound the words out * Chunking words: in vowels, blends, digraphs (ex. crash “cr, a, sh”) * Analogies: words that have similar patterns (would, could, night, light) * Compound words</p>					

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Central Idea	People convey their uniqueness using different forms of expression	Believes and values can empower individuals to make a change	Exploring physical and chemical changes of matter allows people to create	Technology can enhance the world of work and leisure	The biodiversity of an ecosystem relies on the interdependency of organisms within systems.	The Earth's physical geography has an impact on human interactions and settlements.
Math	Numbers: <ul style="list-style-type: none"> Place value to 100,000 Place value to 1,000,000 Written and expanded form Comparing numbers Rounding to the nearest number 	Numbers: <ul style="list-style-type: none"> Addition mental strategies Addition written strategies Subtraction mental strategies Subtraction written strategies Multiplication mental strategies Multiplication written strategies Measurement: <ul style="list-style-type: none"> Time 	Numbers: <ul style="list-style-type: none"> Factors and multiples Divisibility Division written strategies Measurement: <ul style="list-style-type: none"> Volume and capacity Mass 	Numbers / Fractions: <ul style="list-style-type: none"> Comparing and ordering fractions Adding and subtracting fractions Decimal fractions 	Pattern and Function: <ul style="list-style-type: none"> Number patterns Number operations and properties Data Handling: <ul style="list-style-type: none"> Collecting and representing data Representing and interpreting data (bar, line and pie graphs) Chance Chance experiments 	Shapes and Space <ul style="list-style-type: none"> Polygons Triangles 3D shapes (polyhedron shapes), pyramids and prisms Angles Location and Transformation <ul style="list-style-type: none"> Transformation Symmetry Enlargements and reductions Grid references Giving directions Measurement: <ul style="list-style-type: none"> Length and perimeter Area
ART	Drawing Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control Painting Make paintings based on recalled feelings and experiences and discover ways of achieving spatial effects Personal History Profile Collages Self Portrait: https://cpb-us-e1.wpmucdn.com/sites.uasdubai.ae/dist/d/728/files/2016/10/Grade5CharacterSelf-PortraitUnitProject-2jube7t.pdf Clay * Make simple pottery and sculpture * Experiment with and develop line, shape, texture and pattern in low relief PYP, TAB and single media	Drawing * Draw from observation Painting * Paint from observation 1- Portrait of their favorite change maker 2- Monochromatic Cultural Landscapes	Science and Art Natural Plant Dye: https://kinderart.com/art-lessons/painting/plantdye/ Salt and Watercolor Trees: https://kinderart.com/art-lessons/painting/salt-and-watercolor-trees/	Digital Art * Goldsworthy Gone Wild * Love Where You Live: Pop Art	Construction * Explore and experiment with the properties and characteristics of materials in making structures * Make drawings from observation to analyze form and structure * Make imaginative structures 1- Create a 3D model of different ecosystems 2- Create a model that demonstrates a food chain	Digital Art Digitally Altered Landscapes Construction * Explore and experiment with the properties and characteristics of materials in making structures 1- Represent different kinds of national disasters using a variety of materials 2- Create a 3D topography map of a continent Drawing Discover how line could convey movement and rhythm Painting * Paint from observation * Discover pattern and rhythm in natural and manufactured objects Draw and textually color a landscape http://arteascuola-miriampaternoster.blogspot.com/2010/10/paesaggi-di-texture.html?m=1

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Science			<u>Materials and Matter – Chemistry</u> - Apply and evaluate a variety of techniques for separating different materials. - Distinguish substances that will dissolve in a liquid from those that will not, and demonstrate a way of recovering a material from solution. - Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids. - Distinguish reversible from irreversible changes of materials, and give examples - Recognize and describe evidence of a chemical reaction. - Use an indicator to identify a solution as being acidic or basic.		<u>Earth and Space - Living Things – Ecosystems</u> - Describe the features of an Ecosystem - Relate between different features of an ecosystem and the specific needs of living things - Investigate the contribution of water to each ecosystem - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change	<u>Earth and Space – Natural Disasters</u> - Identify the long-term and short-term changes on Earth (for example, plate tectonics, erosion, floods, deforestation) - Describe how natural phenomena shape the planet (Natural disasters) - Identify the evidence that the Earth has changed (ex. land formations in local environment) - Use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth's changes (for example, relocation of population; strengthening defenses; redesigning buildings) - Explore scientific and technological developments that help people understand and respond to the changing Earth
Social Studies	<u>Identity</u> - Explain the elements of culture (language, norms, values, beliefs, etc.). - Distinguish themselves as individuals from others - Distinguish between personal beliefs and belief systems - Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.	<u>World Change Makers</u> - Define the elements of a belief system (creed, code of behavior, rituals, community) - Explore injustice and discrimination that some people may suffer from - Explain how world change makers have contributed to peace and justice		<u>Technology</u> - Identify reasons and requirements for making tools and developing techniques. - Examine ways in which tools and techniques make certain tasks easier. - Describe ways that tools and techniques can have both positive and negative effects.		