

Your Child in Fifth Grade



A Parent Manual Prepared by
the Hicksville School District

BOARD OF EDUCATION

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A Message from the Superintendent

You and your child are an important part of our school community. It is our goal to maintain and strengthen strong partnerships between home and school and work together to support the academic, social and emotional development of the children we share.

This handbook is designed to provide you with an overview of the topics that your child will be taught and expected to master by the end of the school year. You will find descriptions for the areas of English Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education, and English as a Second Language. The descriptions are based upon curricula written by the teachers and administrators of Hicksville Public Schools and are aligned to the New York State Education Department Syllabi and the Common Core State Standards.

We realize how important it is to work closely with our parents in order to provide our students with the highest quality education experience. For each content area, you will find home activities designed to reinforce what is learned in school. These activities also include suggested learning experiences to help build background knowledge, thus making it easier for children to learn as they make connections between new concepts and what is already known. Should you have any questions regarding the information presented in this handbook, please do not hesitate to contact the classroom teacher, the school principal or central administration.

Our entire faculty and staff look forward to working with you as partners in making this a successful school year for all of our students.

Sincerely yours,

Dr. Carl Bonuso
Superintendent of Schools

Learning Standards

Students will demonstrate the knowledge and skills necessary to meet the following objectives:

Growth in reading comprehension and the ability to make connections between and among ideas from increasingly complex texts over time
Plan, revise, edit, and publish written pieces using evidence from literary and informational texts through argumentative, narrative, and informational/explanatory forms
Develop a range of useful oral communication and interpersonal skills to integrate information from various sources, listen carefully to ideas, and evaluate what is heard
Use media and visual displays strategically to present information; adapt speech to context and task.
Utilize the essential rules of standard written and spoken English to approach language as a matter of craft and informed choices among alternatives

Engaging in mathematical analysis, scientific inquiry and technological design
Managing information systems
Understanding mathematical concepts and principles
Understanding scientific concepts and principles
Understanding the concepts and principles of technology
Understanding common themes across mathematics, science and technology
Interdisciplinary problem-solving

Understanding the history of the United States and New York State
Understanding world history
Understanding the geography of the world
Understanding economic systems
Understanding governmental systems and the United States Constitution
Understanding governmental civic values and responsibilities

Creating, performing and participating in the Arts
Knowing and using arts materials and resources
Responding to and analyzing works of art
Understanding cultural dimensions and contributions of the Arts

Maintain personal health and fitness
Maintain a safe and healthy environment
Manage personal and community resources

Communicating in a language other than English
Attaining cross-cultural understanding

Planning a career
Apply academic learning in real world situations
Pursuing career options

English Language Arts - Grade 5

OVERVIEW

The New York State Education Department has established learning standards that are summarized in a series of documents that make up the *Common Core Learning Standards for English Language Arts and Literacy*. The full text of the Common Core learning standards and accompanying appendices for English Language Arts and Literacy can be found at: http://www.p12.nysed.gov/ciai/common_core_standards/. *Common Core Learning Standards for English Language Arts and Literacy* is also available through the English department page on the district's website.

These standards are a framework to assist school districts in developing, from the earliest levels, a philosophy and set of goals for curriculum and instruction so that students will be to demonstrate the following capabilities upon graduation and be ready for college and careers:

- independence in reading with complex texts across a range of types and disciplines to build strong content knowledge;
- value evidence in reasoning and be able to critique as well as comprehend when both when speaking and writing;
- respond to the varying demands of audience, task, purpose, and discipline and understand varied perspectives and cultures when both speaking and writing;
- conduct research, interpret information, and present conclusions and perspectives clearly and effectively, both individually and as part of a collaborative team.

The purpose of reading and related English Language Arts and Literacy instruction is to develop independent and confident lifelong readers and writers. A high priority, which begins at the earliest level, is the focus on speaking and listening as well as meaning and thinking. Carefully planned teacher modeling, demonstration, and discussion assist students in understanding selections and with the development of their critical thinking, auditory and visual discrimination, language concepts, and comprehension strategies. Ultimately, it is our goal to inspire students to read for information, knowledge and enjoyment in order to satisfy their curiosity about the world in which they live and to be able to effectively compete in and contribute to a global society.

GRADE-SPECIFIC OBJECTIVES

Children in fifth grade take part in activities such as the following, which align with the new standards and assessments set by the state and will be reflected in their Elementary Report Card.

Reading Standards for Literature

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. 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).
3. Describe how a narrator's or speaker's point of view influences how events are described.
4. Recognize and describe how an author's background and culture affect his or her perspective.

Reading Standards for Informational Text

1. Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text.
2. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
3. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing Standards

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
2. Link opinion and reasons using words and phrases (*e.g.*, for instance, in order to, in addition).
3. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (*e.g.*, headings), illustrations, and multimedia when useful to aiding comprehension.
4. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
6. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

USEFUL VOCABULARY

The following is a list of words that appeared in reading comprehension and listening passages on past Grade 5 statewide exams:

abundant	disguise	patron	splotchy
adventurer	entire	popular	squirming
agency	expensive	population	straight
alert (adj.)	expert	practice	strangest
balance	frenzied	predator	supposed
basking	garage	predatory	temporarily
confused	habitat	promise	threatened
construct	harvest	punctuality	towering
delighted	inquisitively	scattered	treasure
devices	maneuver	snagged	trigger (verb)
dignity	official	snugly	troublesome

Put these words on cards and review several of them each day with your child. She or he should be able to recognize them on sight without having to sound them out. Again, put pictures with the words, where possible. Also, help your child to construct sentences and short paragraphs using these words.

HOME ACTIVITIES TO SUPPORT LEARNING

In the fifth grade, many of the activities that can be completed in the home are continuations of activities mentioned for earlier grade levels.

1. Travel to local areas of significance, such as Sagamore Hill (Theodore Roosevelt's home), Hyde Park, the Vanderbilt estate, *etc.* Have your child make a narrative entry in his or her journal describing the visit that uses descriptive details and a clear sequence of events.
2. Continue regular library visits library and add to your child's author collection.
3. Have your child pick a favorite book and then have him or her read about the author's life and background. Have your child explain how the author's experience has influence his or her writing.
4. View educational television programs together. Have your child read an informational (non-fiction) text on the same topic and identify and explain the differences between the two using specific references to both.
5. Discuss an important event in each day's news with your child. Discuss everyday events in ways which will allow your child to put order to them.
6. Talk to your child about the books that he or she is reading. Have him or her tell you about the characters and explain how they know what they know about each.

SELECTING BOOKS FOR YOUR CHILD

One of the tools available to you to help you select books appropriate for your child's reading level is Lexiles. Lexiles are indicators of readability, of how easy or difficult it is to read a particular text, and are based on two factors: word frequency and sentence length. Lexiles increase with the level of reading skills required to comprehend a given text; the higher the Lexile measure, the more difficult the text.

Lexile measures are calculated from a reading test or program. The Lexile measures shown in the chart at the end of this section correspond to the RIT scores that your child received on the Reading section of the MAP for Primary Grades test that your child took during the past school year.

You will note that the Lexile Measures are shown in ranges. The bottom of each range represents approximately 100 points below your child's actual Lexile measure; the upper part of the range is set at approximately 50 points above that measure. Books at the lower end of the range should be readily accessible to your child, while those at the top of the range will be more challenging and will allow your child to stretch his or her skills.

You can find additional Lexile ratings for other books for your child using the book locator that can be found at <http://lexile.com>. The book locator will allow you to specify authors, areas of interest, and Lexile ranges to develop a list of books that are both interesting and accessible to your child. **Please, note: lexile.com does not screen for content or age-appropriateness of material; it only provides measures of readability. You should, as always, assist your child in making appropriate choices for their reading material.**

Also, parents should understand that while Lexiles are a helpful tool for helping children succeed at reading and improve their skills, they are just that – a tool. They are not a substitute for interest or enthusiasm, and children of all ages should be encouraged at times to just pick up a book that looks interesting, open the cover...and read.

INTERNET RESOURCES

Discovery Channel:
<http://dsc.discovery.com/>

Newsday (online):
www.newsday.com

Hicksville Public Library:
<http://www.nassaulibrary.org/hicksv/>

Sagamore Hill:
<http://www.nps.gov/sahi/>

History Channel:
<http://www.history.com/>

Vanderbilt Museum:
<http://www.vanderbiltmuseum.org>

Hyde Park:
<http://www.nps.gov/hofr>

RIT to Lexile Conversions							
Grade 4				Grade 5			
RIT	Lexile Range	RIT	Lexile Range	RIT	Lexile Range	RIT	Lexile Range
164	BR	205	589-739	180	149-299	214	759-909
174	40-190	206	605-755	183	200-350	215	773-923
175	54-204	207	626-776	184	221-371	216	796-946
179	126-276	208	638-788	188	281-431	217	805-955
183	196-346	209	655-805	189	306-456	218	825-975
184	207-357	210	681-831	198	468-618	219	848-998
186	247-397	211	707-857	199	476-626	220	865-1015
189	296-446	212	716-866	200	498-648	221	871-1021
190	328-478	213	736-886	201	517-667	223	920-1070
191	336-486	214	758-908	202	536-686	224	925-1075
192	348-498	215	779-929	203	550-700	225	957-1107
193	375-525	216	788-938	204	568-718	225	959-1109
194	396-546	217	804-954	205	591-741	226	973-1123
195	414-564	219	848-998	206	616-766	227	978-1128
196	428-578	220	854-1004	207	633-783	228	1012-1162
197	443-593	222	891-1041	208	638-788	229	1020-1170
199	475-625	223	922-1072	209	666-816	230	1041-1191
200	499-649	224	934-1084	210	678-828	231	1051-1201
201	523-673	226	964-1114	211	701-851	234	1105-1255
203	553-703			212	723-873	234	1118-1268
204	575-725			213	738-888		

Mathematics – Grade 5

OVERVIEW

The New York State Education Department has adopted a new set of learning standards that are summarized in a series of documents that make up the Common Core Learning Standards for Mathematics. The full text of the Common Core learning standards and accompanying appendices for Mathematics can be found at:

http://www.p12.nysed.gov/ciai/common_corestandards/. The concepts along with the standards associated with them are posted on the school district website on the following link: <http://www.hicksvillepublicschools.org/Page/5164>. These standards define what students should understand and be able to do in their study of mathematics. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. They include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

The mathematics program in the Hicksville School is designed to provide students with the knowledge and understanding of mathematics necessary to function in a world that depends on the application of mathematics. Students will understand the concepts of and become proficient with the skills of mathematics. They will be able to communicate and reason mathematically and finally, become problem solvers by using appropriate tools and strategies through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

Based on the Common Core State Standards, the following concepts will be taught in the fifth grade:

- Area
- Coordinate Geometry - Plotting Points
- Data - Graphing
- Data - Measures of Center & Variability
- Decimals - Comparing & Ordering
- Decimals - Meaning of
- Decimals - Operations with
- Decimals - Rounding
- Equations & Expressions - Writing & Solving
- Exponents & Square/Cube Roots
- Fractions - Operations with
- Measurement - Conversions
- Measurement - Measuring Length
- Order of Operations

- Place Value
- Properties of Operations
- Rates & Ratios - Writing, Solving, & Graphing
- Shapes (2-D) - Name & Classify by their Properties
- Standard Algorithms
- Volume / Capacity
- Whole Numbers - Multiplication & Division
- Whole Numbers - Multiplying & Dividing with 10s

The standards associated with the concepts listed above can be found in detail on the school district website link: <http://www.hicksvillepublicschools.org/Page/5169>

GRADE SPECIFIC OBJECTIVES

1. Read and write whole numbers to millions
2. Understand the place value structure:
 - 10 ones = 1 ten
 - 10 tens = 1 hundred
 - 10 hundreds = 1 thousand
 - 10 thousands = 1 ten thousand
 - 10 ten thousands = 1 million
3. Create equivalent fractions, given a fraction
4. Compare and order commonly used fractions including those with unlike denominators
5. Understand the concept of ratio
6. Express ratios in different forms
7. Read, write and order decimals to nearest thousandths
8. Compare fractions using $<$, $>$, and $=$
9. Compare decimals using $<$, $>$, and $=$
10. Understand that percent means part of 100
11. Write percents as fractions and decimals
12. Understand the concept of prime and composite numbers
13. Calculate multiples of a whole number and the least common multiple of two numbers
14. Find the common factors and greatest common factor of two numbers
15. Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier should be done using technology
16. Use a variety of strategies to divide three-digit by one and two-digit numbers
17. Note: Division by anything greater than a two-digit divisor should be done using technology
18. Simplify fractions to lowest terms
19. Convert improper fractions to mixed numbers and mixed numbers to improper fractions
20. Add and subtract mixed numbers with like denominators use a variety of strategies to add, subtract, multiply and divide decimals to thousandths
21. Round numbers to the nearest hundredth up to 10,000
22. Estimate sums and differences of fractions
23. Estimate sums, differences, products and quotients of decimals
24. Use estimation to justify the reasonableness of answers

25. Translate simple verbal expressions into algebraic expressions
26. Solve simple one-step equations
27. Use the perimeter formula for given inputs
28. Create and explain patterns and algebraic relationships
29. Calculate the perimeter of regular and irregular polygons
30. Identify similar triangles and their properties
31. Classify quadrilaterals by the properties of their sides and angles
32. Classify triangles by the properties of their sides and angles
33. Identify pairs of congruent triangles
34. Identify and draw lines of symmetry in common geometric figures
35. Identify and plot points in the on a coordinate plane
36. Use a ruler to measure to the nearest inch, $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$ inch
37. Measure to the nearest centimeter
38. Convert measurements within a given system
39. Calculate elapsed time in hours and minutes
40. Use a protractor to draw and measure angles
41. Collect and record data from a variety of sources
42. Calculate the mean for a given set of data
43. Formulate conclusions and make predictions from a graph
44. List the possible outcomes from a single-event experiment
45. Record experiment results using fractions and ratios
46. Create a sample space and determine the probability of a single-event, given a simple experiment

MATHEMATICS GLOSSARY - GRADE FIVE

PROBLEM SOLVING

analyze - To examine something to find out what it is or what makes it work

counterexample - An example that refutes or disproves a hypothesis proposition or theorem

invalid approach - An approach or example that is basically flawed and does not lead to the correct solution of the problem

Example: Simplify the expression: $12 + 8 \div 2 \times 3^2$

An invalid approach would be to simplify the expression from left to right, disregarding the order of operations.

A valid approach would be to simplify the expression using the order of operations.

$$\begin{aligned} \text{Invalid: } & 12 + 8 \div 2 \times 3^2 \\ & 20 \div 2 \times 3^2 \\ & 10 \times 3^2 \\ & 30^2 \end{aligned}$$

Incorrect answer: 900

$$\begin{aligned} \text{Valid: } & 12 + 8 \div 2 \times 3^2 \\ & 12 + 8 \div 2 \times 9 \\ & 12 + 4 \times 9 \\ & 12 + 36 \end{aligned}$$

Correct answer: 48

irrelevant information - Extraneous information that has no bearing on the problem and cannot be used in its solution

Example: A DVD player costs \$339.50. Bria has \$550 in her savings account
If she pays \$35 down and one monthly payment of \$22.50, how much more must she pay?

Relevant information:	Cost: \$339.50
	Down payment: \$35
	Additional payment: \$22.50
Irrelevant information:	Savings account balance: \$550.

language of logic - The words and expressions used and understood by a large group of people to understand a topic or subject

problem solving strategies - various methods used to solve word problems; strategies may include, but are not limited to: acting it out, drawing a picture or graph, using logical reasoning, looking for a pattern, using a process of elimination, creating an organized chart or list, solving a simpler but related problem, using trial and error (guess and check), working backwards, writing an equation

- **act it out** - To perform in or as if in a play; represent dramatically; to realize in action
- **draw a graph** - Create a graphic representation used to show a numerical relationship using pens, pencils, markers, etc.
- **draw a picture** - Create an image of something formed on a surface using pens, pencils, markers, etc.
- **logical reasoning** - The process of using a rational, systematic series of steps based on sound mathematical procedures to arrive at a conclusion; the drawing of conclusions from given facts and mathematical principles; often used as a problem solving strategy
- **look for a pattern** - To attempt to observe a design (geometric) or sequence (numeric or algebraic) that is predictable because some aspect of it repeats
- **make an organized chart** - Create a diagram that illustrates information in the form of a table, graph, or picture in an organized form
- **make an organized list** - Create a record or catalog in an organized form
- **process of elimination** - The procedure of getting rid of unwanted or needed material
- **solve a simpler problem** - Solve an easier or less complicated problem

- **trial and error (guess and check)** - A problem solving strategy whereby a reasonable estimate for an answer is made and checked in the problem. If the solution is not reached, the estimate is adjusted and checked again in the problem. This process continues until the correct answer is found
- **work backwards** - To solve a problem starting from the solution and working back to the beginning
- **write an equation** - Create a mathematical sentence stating that two expressions are equal using pens, pencil crayon, marker, etc.

reasonableness - Of a solution-the justification that a particular solution to a problem is within logical estimates

relevant information - Information applicable to the problem; information necessary for the solution of a problem; data that is pertinent, applicable, and essential in the solution of a problem

solution - The value or values that make an equation, inequality, or open sentence true

valid approach - To proceed to solve a problem based on proper procedures, a valid approach will lead to the correct solution of a problem

verify results - To ascertain or confirm that the results of a mathematical property, concept, or statement is true

REASONING AND PROOF

argument - The communication, in verbal or written form, of the reasoning process that leads to a valid conclusion; a valid argument is the result of the conjecture/reasoning process

conjecture (noun) - A mathematical statement, thought to be true, which has neither been proven nor refuted by counterexample

conjecture (verb) - To make a prediction or a statement, based upon guesswork and thought to be true

counterexample - An example that refutes or disproves a hypothesis proposition or theorem

example - A sample of something taken to show how a rule works

justify - To provide an argument for a mathematical conjecture; it may be an intuitive argument or a set of examples that support the conjecture; the argument may include, but is not limited to, a written paragraph, measurement using appropriate tools, the use of dynamic software, or a written proof

special cases - A particular instance, situation, or example with unusual or extraordinary situations

strategy - A method or system of steps used to solve problems

verify claims of others - To ascertain or confirm that a mathematical property, concept, or statement is true made by other people

COMMUNICATION

accurate - How close a numerical measure is to its actual value

answer - A spoken or written reply to a question; a (correct) solution to a mathematical problem

clarify - To make clear or easier to understand; to clear of confusion or uncertainty

explain - (See justify)

label work - To use words or symbols to allow an answer to a mathematical problem to be more accurately explained and identified

organize - To put together into an orderly, coherent form; to arrange in a pattern or structure

verbal form of reasoning - A mathematical expression or relationship using words rather than symbols

written form of reasoning - A mathematical expression or relationship using words or symbols in a written form

CONNECTIONS

apply - To use a theorem or concept to solve an algebraic, numeric, or geometric problem

compare - To state the similarities or differences between two or more numbers, objects, or figures by considering size, shape, odd, even, or other attributes

connect - To associate or consider one mathematical situation to another

contrast - To set in opposition in order to show or emphasize differences

multiple representations - Various ways to present, interpret, communicate, and connect mathematical information and relationships

recognize - To know or identify something from prior knowledge

understand - To perceive and comprehend a mathematical problem, situation, or representation

REPRESENTATION

construct - To draw a geometric figure that meets specific requirements

differences - The amount by which one quantity is greater or less than another; the amount that remains after one quantity is subtracted from another; specific points or elements that distinguish one thing from another

similarities - The quality or condition of being similar; specific points or elements in which two things are alike

types of representations

chart - A diagram that illustrates information in the form of a table, graph, or picture

equation - A mathematical sentence stating that two expressions are equal

graph - A graphic representation used to show a numerical relationship

physical model - A representation of something using objects

symbol - A notation used to represent an operation or abstract idea (e.g., +, -, >, ∞ , or π).

table - A systematic or orderly list of values, usually in rows and columns

verbal language - Using oral language to explain or discuss a mathematical situation with others

written language - Using written language to explain or discuss a mathematical situation with others

NUMBER SENSE AND OPERATIONS

array - A set of objects or numbers arranged in an order, usually into rows and/or columns

associative property - A property of real numbers that states that the sum or product of a set of numbers is the same, regardless of how the numbers are grouped

Examples: Addition: $2 + (3.5 + 1.3) = (2 + 3.5) + 1.3$
Multiplication: $6 \times (18 \times 7) = (6 \times 18) \times 7$

common denominator - A whole number greater than zero that is a common multiple of each denominator in two or more fractions (e.g., common denominators for $\frac{1}{6}$ and $\frac{3}{8}$ are 24, 36, 48, ...)

compose a number - Part of a process of grouping decomposed numbers into quantities that are easier to compute

decimal number - A fractional number written using base ten notation; a mixed decimal number has a whole number part as well (e.g., 0.32 is a decimal number and 3.5 is a mixed decimal number)

decompose a number - To break a number into smaller units to simplify computation (e.g., $15 = 10 + 5$)

dividend - A number to be divided by another number (divisor)

divisor - The number by which the dividend is divided

equivalent fractions - (halves, thirds, fourths, fifths, sixths, tenths) Two or more fractions that have the same quotient or that name the same region, part of a set, or part of a segment (e.g., $\frac{1}{3} = \frac{3}{9}$)

estimate - An answer that is an approximation

even number - A whole number that is a multiple of 2

fact family - A set of facts, each of which relates the same three numbers through addition or subtraction (e.g., $3 + 4 = 7$, $4 + 3 = 7$, $7 - 4 = 3$, $7 - 3 = 4$)

factor (noun) - A number or expression that is multiplied by another to yield a product (e.g., a factor of 32 is 8 because $8 \times 4 = 32$ and a factor of $5x^3$ is $5x$ because $5x(x^2) = 5x^3$)

factor (verb) - To express as a product of two or more factors

four-digit number - A number that contains four digits

fraction - A number that represents part of a whole, part of a set, or a quotient in the form $\frac{a}{b}$ which can be read as a divided by b

improper fraction - A fraction whose numerator is greater than its denominator

inverse property - A property of real numbers that states that the result of two real numbers that when combined will result in the identity element; when a number is added to its additive inverse, the sum is always zero; (e.g., $8 + -8 = 0$); when a number is multiplied by its multiplicative inverse, the product is always 1 (See additive inverse and multiplicative inverse)

multiple - The product of a given whole number and any other whole number

multiplication - A mathematical operation of combining groups of equal amounts; repeated addition; the inverse of division

not equal to - Term used to describe mathematical values or figures that are not the same or equivalent to each other

odd number - An integer that when divided by 2 has a remainder of ± 1 ; an integer that has 1, 3, 5, 7, or 9 in the ones place

part - A piece or section of a whole

place value - (hundredths, tenths, ones, tens, hundreds, thousands) The value of a digit in a number based on its position (e.g., in the number 28, the 2 is in the tens place and the 8 is in the ones place)

product - The number that is obtained when two or more factors are multiplied

proper fraction - A fraction whose numerator is less than its denominator

related facts - (See fact family)

remainder The amount left over when one number or polynomial is divided by another number or polynomial; if the remainder is 0, it is usually said that there is no remainder

Example:

$$\begin{array}{r} 2 \text{ r } 4 \\ 7 \overline{)18} \\ \underline{14} \\ 4 \end{array}$$

4 is the remainder.

round a number - To approximate the value of a whole number or decimal to a specific place value

Example: Rounded to the nearest ten: Rounded to the nearest tenth:

125 rounds to 130

1.25 rounds to 1.3 (*not* 1.30)

122 rounds to 120

1.22 rounds to 1.2 (*not* 1.20)

whole - Containing all components; complete; a complete number without a fractional part

zero property of addition - The property that states that the sum of a number and zero is that same number (i.e., $a + 0 = a$ for all a)

zero property of multiplication - The property that states that the product of any number and zero is always zero (i.e., $a \times 0 = 0$ for all a)

ALGEBRA

algebraic expression - A mathematical phrase that is written using one or more variables and constants, but which does not contain a relation symbol ($<$, $>$, \leq , \geq , $=$, \neq) (e.g., $3y + 6$)

geometric pattern - An arrangement of geometric figures that repeats

numeric pattern - An arrangement of numbers that repeat or that follow a specified rule

open sentence - A statement that contains at least one unknown. It becomes true or false when a quantity is substituted for the unknown (e.g., $3 + n = 5$ becomes true when $n = 2$)

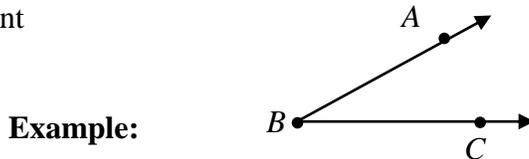
operations - Procedures used to combine numbers, expressions, or polynomials into a single result (e.g., addition, subtraction, multiplication, division, exponents)

variable - A symbol used to represent a number or group of numbers in an expression or an equation

GEOMETRY

acute angle - An angle whose measure is greater than 0° and less than 90°

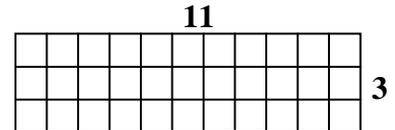
angle - A geometric figure formed by two non-collinear rays that have a common endpoint



$\angle ABC$ has its vertex at point B .

area - The measure of the interior surface of a closed region or figure; area is measured in square units

Example: The area of the rectangle is 33 square units



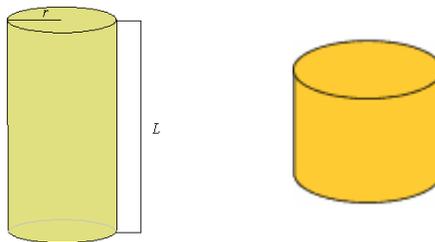
closed figure - A figure that starts and ends at the same point

cone - A solid bounded by a region called its base (usually a circle) in a plane and the surface formed by straight line segments which join points on the boundary of the base to a fixed point, called its vertex, not in the plane containing the base

cube - A solid rectangular figure (prism) with 6 square faces

cylinder - A solid bounded by two parallel congruent closed curves (usually circles), called its bases, in a plane and the surface formed by straight line segments that join points on the each of the closed curves

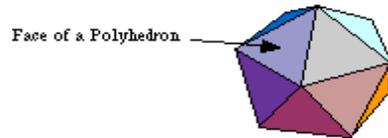
Examples:



edge - A line segment where two faces of a three-dimensional figure intersect

endpoint - A point at either end of a line segment or the beginning point of a ray

face - Polygons which bound the surface of a geometric solid



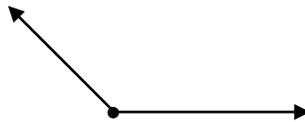
geometric figure - Any combination of points, lines, planes, or curves in two or three dimensions

intersecting lines - Lines that share a common point

line segment - The set of points on a line consisting of two fixed points (e.g., P and Q) and all of the points between P and Q ; P and Q are referred to as the endpoints of the segment

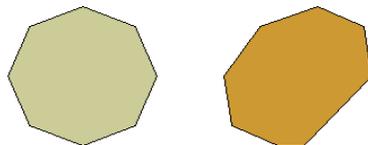
obtuse angle - An angle whose measure is greater than 90° and less than 180° .

Example:



octagon - A polygon with 8 sides and 8 angles

Examples:

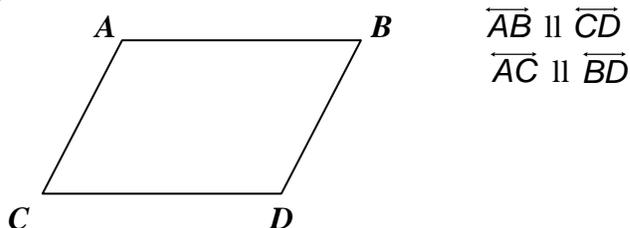


open figure - A figure that is not closed; i.e., it does not start and end at the same point

parallel lines - Lines in the same plane that never intersect no matter how far they are extended; they are equidistant from each other

parallelogram - A quadrilateral with two pairs of parallel sides

Example:



pentagon - A polygon with 5 sides and 5 angles

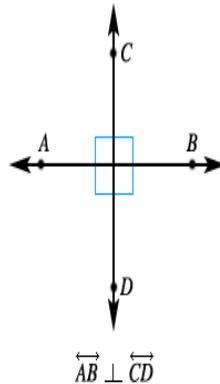
Examples:



perimeter - The distance around a closed figure

perpendicular - Two lines, segments, or rays that intersect to form right angles

Example:

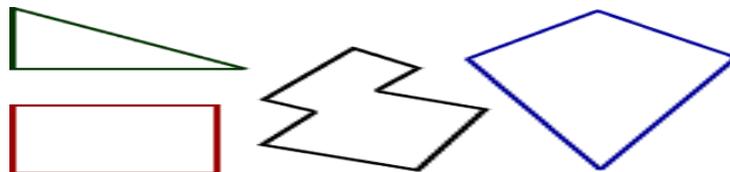


plane figure - A figure that lies on a flat surface; it has length, width, perimeter, and area

point - An exact location in space; a point has no dimension

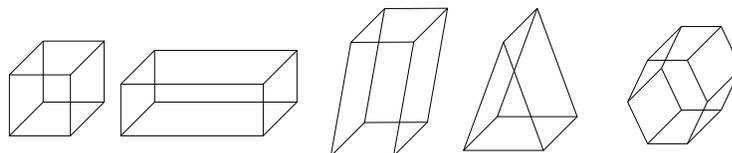
polygon - A closed plane figure formed by three or more line segments.

Examples:



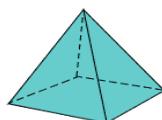
prism - A three-dimensional figure (solid) that has two congruent and parallel faces that are polygons; these are the bases; the remaining faces are parallelograms.

Examples:



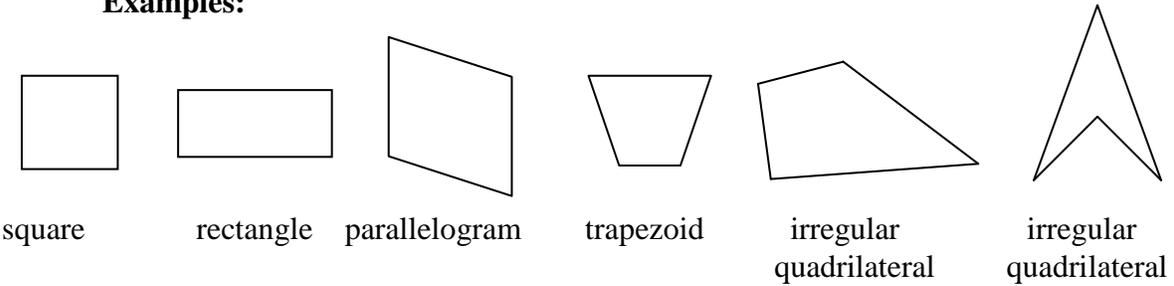
pyramid - A polyhedron whose base is a polygon and whose lateral faces are triangles that share a common vertex

Example:



quadrilateral - A polygon with 4 sides and 4 angles

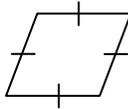
Examples:



ray - Part of a line that has one endpoint and extends infinitely in one direction

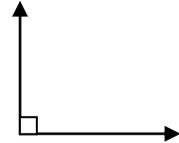
rhombus - A parallelogram with two adjacent sides congruent (all four sides are congruent)

Example:



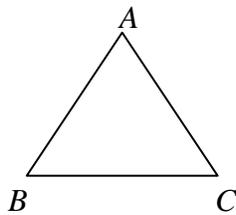
right angle - An angle formed by two perpendicular lines, the measure of which is 90°

Example:



side - A line segment joining two adjacent vertices of a polygon

Example: \overline{AB} is a side of $\triangle ABC$.



solid figure - A three-dimensional geometric figure that has length, width, and height

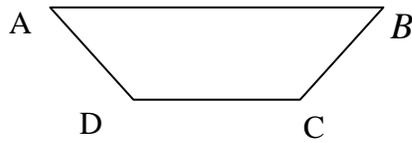
sphere - A three-dimensional figure with a set of points in space that are equidistant from a fixed point called the center

straight angle - An angle that has a measure of 180° ; an angle formed by two rays in opposite directions from their common endpoint

three - dimensional figure - An object that has length, width, and height; also called a solid figure (e.g., prism, pyramid, cylinder, cone)

trapezoid - A quadrilateral with exactly one pair of parallel sides

Example: In the trapezoid below, $\overline{AB} \parallel \overline{CD}$



two-dimensional figure - A figure that has length and width but no height (e.g., circle, square, triangle)

vertex - (1)The common endpoint of two sides of a polygon; (2) the common endpoint of two rays that form an angle; (3) the common point where two or more edges of a three-dimensional solid meet

vertices - The plural form of vertex

MEASUREMENT

capacity - The maximum amount a container can hold

centimeter (cm) - A metric unit of length which is equal to one-hundredth of a meter

cup - A customary unit used to measure capacity; 1 cup = 8 ounces

customary units - The units of measure used in the customary measurement system

elapsed time - The difference between two times; the amount of time that has passed

equivalent - Equal in value

Examples: $3 + 3$ is equivalent to 2×3 (equivalent numerical expressions)

2.9 is equivalent to 2.90 (equivalent decimals)

1 yard is equivalent to 3 feet (equivalent lengths)

$\frac{2}{3}$ is equivalent to $\frac{8}{12}$ (equivalent fractions)

gallon - A customary unit used to measure capacity; 1 gallon = 4 quarts

gram (g) - A metric unit used to measure mass; 1000 grams = 1 kilogram

kilogram (kg) - A metric unit to measure mass; 1 kilogram = 1000 grams

length - The distance from one end of an object to the other end

liter (L) - A metric unit used to measure capacity; 1 liter = 1000 milliliters

mass - The amount of matter or substance in an object; commonly taken as a measure of the amount of material it contains and causes it to have weight in a gravitational field. [This should not be confused with weight, which is a measure of the force of gravity on an object. An apple weighs more on Jupiter than it does on Earth because Jupiter's gravity is stronger. However, the apple always has the same mass, no matter where it is]

meter - A metric unit used to measure length; 1 meter = 100 centimeters = 1000 millimeters

metric units - Units used in the metric system:

length (meter): kilometer, hectometer, decameter, meter, decimeter, centimeter, millimeter

capacity (liter): kiloliter, hectoliter, decaliter, liter, deciliter, centiliter, milliliter

mass (gram): kilogram, hectogram, decagram, gram, decigram, centigram, milligram

milliliter (mL) - A metric unit used to measure capacity; 1 milliliter = 0.001 liter

ounce (oz) - A customary unit used to measure mass; 1 ounce = $\frac{1}{16}$ pound;

16 ounces = 1 pound

pint (pt) - A customary unit used to measure capacity; 2 cups = 1 pint; 2 pints = 1 quart

pound (lb) - A customary unit used to measure mass; 1 pound = 16 ounces

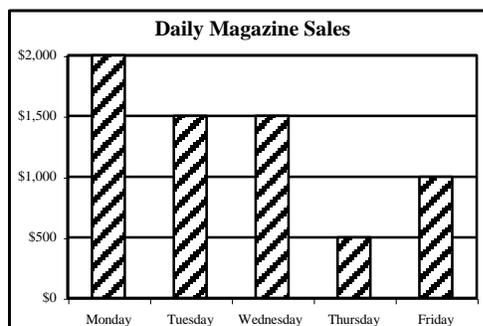
quart (qt) - A customary unit to measure capacity; 1 quart = 2 pints

ton - A unit of weight equal to 2,000 pounds

STATISTICS AND PROBABILITY

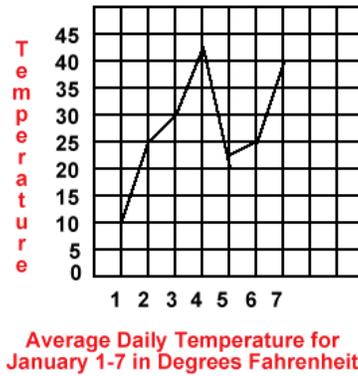
bar graph - A graph that uses horizontal or vertical bars to display data

Example:



line graph - A graph that uses line segments to show changes in data; the data usually represents a quantity changing over time

Example:



scale on a graph - The indication on a graph of the units of measure used for the data being displayed

HOME ACTIVITIES TO SUPPORT LEARNING

1. Look over train and plane schedules and make graphs of the difference amounts of time required to travel to various destinations by different forms of transportation.
2. While on long car trips, calculate the length of the trip, the average speed, and the miles per gallon of gasoline.
3. Plan a vacation trip. Use road maps to determine distances and estimate necessary travel time. Also, incorporate foreign currency to help with the understanding of the exchange rate and conversion.

INTERNET RESOURCES

- www-k6.thinkcentral.com
- www.aaamath.com
- www.aplusmath.com
- www.factmonster.com
- www.brainpop.com
- www.coolmath4kids.com
- www.funbrain.com
- www.funschool.com
- www.multiplication.com
- www.primarygames.com
- www.helpingwithmath.com
- www.engageny.org

Science – Grade 5

OVERVIEW

In accordance with the Common Core and New York State Science Learning Standards, the science program at each grade level promotes the processes of scientific inquiry to prepare students to participate fully in an ever-changing world. Students are given the opportunity to exercise their curiosity and questioning spirit. Inquiry is a critical component of the science program at all levels and in every domain of science. Scientific inquiry involves a variety of skills and information gathering and analysis. Using processing skills for science inquiry allow our students to demonstrate safety in science, use the scientific method to develop and test hypotheses, define control and variable in scientific investigations, use appropriate lab equipment for scientific investigation and communicate concepts learned through written, verbal, and constructed models.

The science program nurtures problem exploration through a hands-on approach, and emphasizes the use and manipulation of materials and equipment in investigations. Students will develop a greater appreciation of the scientific process, a more sophisticated understanding of the value of technology, and a deeper commitment to the protection of the natural world. Fifth grade classes investigate units on life sciences, physical science, earth science, and the human body. These four units spiral through the curriculum each year helping students build upon prior knowledge while expanding their understanding and application of scientific concepts, principles, and theories related to the physical setting and the living environment. The objectives taught as part of the Fifth Grade curriculum are listed below.

GRADE SPECIFIC OBJECTIVES

1. Describing the characteristics of and variations between living and nonliving things
2. Describing the life processes common to all living things
3. Understanding that living things are classified into kingdoms based upon shared characteristics
4. Identifying the stages in the life cycle of a flowering plant
5. Understanding that traits are inherited and investigating dominant and recessive traits
6. Reviewing how scientists learned about inheritance
7. Understanding how organisms adapt for living in water and on land
8. Reviewing the concept of the flow of energy through an ecosystem
9. Developing an understanding of photosynthesis
10. Investigating matter
11. Exploring motion, forces and gravity
12. Defining potential and kinetic energy
13. Identifying forms of energy and how energy can be changed
14. Examining the Law of Conservation of Energy

15. Investigating the changing Earth
16. Reviewing the theory of plate tectonics
17. Studying fossils and what they tell us about the Earth
18. Investigating body systems
19. Discussing disease and how to adopt a healthy lifestyle

IMPORTANT VOCABULARY

acceleration	decomposer	immunity	photosynthesis
acid rain	denominator	inertia	physical change
air pollution	dependence	infrared radiation	physical property
air resistance	deposition	inhale	plate
air sac	diaphragm	inherited	plate tectonics
allergy antibiotic	digit	invertebrate	pollination
antibody	dominant	kidney	pollutant
asteroid	draw a conclusion	kilometers per hour	population
asthma	drug abuse	kilowatt	potential energy
atherosclerosis	ecology ecosystem	kilowatt-hour	precipitation
atmosphere	effect	kinetic energy	producer
atom	egg cell	kingdom	proton
bacteria	electric current	lightning	radiant energy
bar graph	electrical energy	light year	recessive gene
behavioral adaptation	electron	liter	reflection
bronchial tube	element	lithosphere	refraction
cancer	elliptical	mammal	renewable resource
capillary	emphysema	mantle	respiratory system
carbon monoxide	energy pyramid	mass	rock cycle
cardiovascular-disease	erosion	mechanical energy	runoff
cast	evaporate	metamorphic rock	scavenger
cause	excretory system	meteor	sedimentary rock
cell membrane	exhale	meteorite	selective breeding
cell wall	fertilization	meteoroid	sequencing
Celsius	fertilized egg	milliliter	solution
chemical	food chain	mimicry	sound energy
chemical energy	food web	mineral	species
chemical property	fossil	mixture	spectroscope
chemical reaction	fossil fuel	model	speed
chloroplast	frequency	mold	sperm cell
chromosomes	friction	molecule	streamline
classify	galaxy	mucus	structural adaptation
climate	gene	mutation	switch
comet	generator	neutron	thermal energy
communicable disease	genus	niche	trachea
community	geologic time	noncommunicable –	urinary bladder
compare	GFCI outlet	disease	urine
compound	global warming	nonrenewable –	vascular plant velocity
conclusion	graphic source	resource	vertebrate
condensation	gravity	nuclear energy	vibration
condense	greenhouse effect	nucleus	virus
constellation	greenhouse gases	numerator	volt
consumer	groundwater	ozone	water vapor
contrast	habitat	paleontologist	watt
core	humidity	pathogen	wavelength
crust	hybrid	period	weathering
cytoplasm	hydrosphere	periodic table	weight
	igneous rock	petrified fossil	

HOME ACTIVITIES TO SUPPORT LEARNING

The following activities will allow you to promote your child's success in various science courses throughout their academic career:

- Review their completed homework assignments
- Aid your child in any science project assigned by the classroom teacher
- Visit various museums and zoos in the metropolitan area
- Encourage the viewing of science programs on the television
- Encourage your child to visit the recommended web sites
- Make regular contact with their classroom teacher

INTERNET RESOURCES

www.discovery.com

www.sfscience.com

www.kz.com - textbook

<http://www.nysl.nysed.gov/reference/educoref.htm#sci> – link to multiple websites

www.nysed.gov

www.schoolisland.com

www.science.nasa.gov

www.sciencereviewgames.com

Social Studies - Grade 5

OVERVIEW

Grade 5 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times.

Key Ideas:

EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.

EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.

GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.

GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.

ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.

IMPORTANT VOCABULARY

Americas appoint artifacts authority basic needs beliefs Bill of Rights cause/effect centuries capital resources celebrations chronology citizen citizenship civic life civilization colonial governments communication compare/contract cultures – characteristics, distribution, complexity of democratic value economic economic decision making economic development	economic interdependence effects social/political/economic environment (physical) environmental factors equality of opportunity eras exchanges – of technologies, plants, animals, diseases exchanges of goods/services exploration exploration/encounter geographic geographic factors global communities government-local/state/ national historical narratives human migration human resources human settlements immigration	individual right of life, liberty, pursuit of happiness industrialization industrial growth/expansion interactions interdependent inventions judicial branch jury service justice latitude modify parallels political similarities/ differences production promote the common protect protect rights of citizens public benefit public education public or common good purpose of government roles and responsibilities
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HOME ACTIVITIES TO SUPPORT LEARNING

Reading historical fiction and non-fiction will support social studies learning. Suggested authors include: Avi, James & Christopher Collier, Paul Fleischman, Jean Fritz & Gary Paulsen.

INTERNET RESOURCES

https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework Social Studies Curriculum Information	http://www.timeforkids.com/TFK/kids Time for Kids contains interesting articles and lessons.
www.crf-usa.org Constitution Rights Foundation – law related ideas.	www.pbs.org Public Television Station

Fine Arts – Grade 5

ART OVERVIEW

The elementary art program provides children with experiences to develop creativity and to learn to admire and appreciate beauty. In keeping with the N.Y. Learning Standards for the Arts, the goals of this “hands-on” program are to have the children participate in the creation and production of a variety of visual art works, to know and use art materials and resources, to appreciate, respond to, and analyze art that they see. Children will develop an understanding of their own historical and cultural heritage and those of others within their communities and beyond.

GRADE SPECIFIC ART OBJECTIVES

In grades 3-5, experiences in art proceed at more advanced levels and include:

1. Developing drawing and painting techniques to organize and depict ideas, feelings, and moods.
2. Applying and manipulating elements of art through shapes, variations in lines, colors, sizes and textures to express balance, dominance, repetition, and other principles of design.
3. Learning to create three dimensional qualities.
4. Creating in print, crafts, and graphic art media.
5. Gaining a deeper appreciation of one’s own aesthetic values and those of other people and cultures through further study of arts heritage in historical and cultural contexts.
6. Expanding aesthetic perceptions by examining artwork to recognize and discriminate among visual and tactile characteristics.
7. Learning to talk about works of art by using objective criteria for analysis, interpretation, and judgment.

These learning experiences for grades 3-5 are presented repeatedly in a variety of ways to reinforce and further develop understandings of line, color, value, texture, shape and form. Gradually children also become familiar with and able to apply concepts of rhythm, balance, unity, variety, emphasis, contrast and proportion.

IMPORTANT VOCABULARY

arc	baroque art	etching	hologram	rocco
acrylic paint	composite	fixative	illuminate	romanesque
aesthetics	conte crayon	focus	illumination	serigraphy
anatomy	correlation	fresco	laminated	silk screening
armature	crop	frieze	macramé	surrealism
art nouveau	crosshatching	gargoyle	negative	vanishing point
atmosphere	digitize	gothic art	palette knife	vault
balsa wood	etch	graduation	paraffin	zoom lens

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in art class each week
- Take your child to museums where art is displayed
- Encourage your child to create illustrations of events or ideas from the books they are reading
- Encourage your child to draw real life objects through careful observation of the object
- Encourage your child to draw objects or events from memory
- Share with your child the art of your own cultural heritage
- Discuss how various works of art make your child feel
- Encourage your child to create at home through the use of pencil, crayon, pastels, colored pencil, or watercolor paints
- Compliment your child's creativity
- Watch educational television programs with your child that use art as a primary medium for learning and expression
- Ask your local library for books on art appropriate for fifth graders

INTERNET RESOURCES

<http://www.metmuseum.org/>

<http://www.nga.gov/education/classroom/>

<http://nysata.org/>

<http://www.arteducators.org/olc/pub/NAEA/home/>

<http://www.vsaarts.org/>

<http://www.vsartsnys.org/>

<http://naea-reston.org/olc/pub/NAEA/home/>

MUSIC OVERVIEW

The elementary music program provides balanced, comprehensive, and sequential experiences for children to perform, create, and respond to music. Through singing, playing instruments, moving to music, and creating music, children acquire musical skills and knowledge by doing. In keeping with the N.Y. State Learning Standards for the Arts, the goals of this “hands-on” program are to have children create, perform, and participate in music-making, to know and use musical materials and resources, to appreciate, respond to, and analyze music they hear. Furthermore, through experiential learning, students will understand their own historical and cultural heritage and those of others within their communities and beyond.

GRADE SPECIFIC MUSIC OBJECTIVES

1. Sing, alone and with others, a varied repertoire of songs.
2. Perform on instruments, alone and with others, a variety of music.
3. Improvise and create melodies, variations, and accompaniments.
4. Read and notate music.
5. Listen to, analyze, and describe music.
6. Understand relationships between music, the other arts, and other disciplines.
7. Understand music in relation to history and culture.
8. Further expand the body of learned songs to include songs in 2 and 3 parts from a wide variety of cultural sources.
9. Expand musical reading and notational skills through sol-fa to include reading and writing of known songs, key signatures, and accidentals.
10. Expand rhythmic skills appropriate for this grade level.
11. Introduce 3/8 and 6/8 meter and the concept of chords.
12. Learn the concepts of dotted notes, staccato, legato, crescendo, decrescendo, accents, ritardando, accelerando and coda.
13. Expand listening skills to include theme and variations, and styles of American music.
14. Develop and apply musical skills through the use of the recorder.
15. Provide the opportunity for student to study a string or band instrument and to join the chorus.

IMPORTANT VOCABULARY

Key signature, sharp, flat, accidental, time signature, tenor, bass, bass clef, solo, duet, trio, chord, jazz, rock, blues, staccato, legato, crescendo, decrescendo, accents, ritardando, accelerando, coda, theme and variations.

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in music class each week
- Take your child to live music concerts
- Listen to music of various styles, from various cultures and historical eras
- Share with your child the music of your own cultural heritage
- Discuss with your child how various songs or pieces of music make them feel
- Sing various children's songs to them and with them
- Watch educational television programs with your child that use music as a primary medium for learning and expression
- Visit the local library for CDs of music to listen to
- If your child studies an instrument, encourage them to practice on a regular basis

INTERNET RESOURCES

<http://www.menc.org/>

<http://www.nmea.us/>

<http://nyssma.org/>

<http://www.amc-music.org/>

<http://nyphil.org/>

<http://www.lipphilharmonic.com/>

Physical Education & Health – Grade 5

PHYSICAL EDUCATION OVERVIEW

The Physical Education Program is an important part of your child's education. It is an integral part of the total educational growth and development process of each child. This program significantly contributes to the acquisition of personal living skills such as cardiovascular fitness, muscular skeletal fitness, cooperation, risk taking, safety, trust and respect.

The sequential learning experiences in Physical Education are designed to fulfill the child's physical development and translate into a meaningful and successful program that meets the needs of all children.

Activities will include physical fitness, locomotor and non-locomotor skills, movement exploration, perceptual motor skills and object manipulation in the lower grades (K-2). In grades 3-5 the activities will include rhythms, ball handling, team and individual sports and physical fitness. These activities and experiences will help prepare the youngster for middle school physical education and after school athletics.

HEALTH OVERVIEW

THE GREAT BODY SHOP is a comprehensive health, substance abuse and violence prevention program in which your child will be participating this year. This program will help your child learn more about his or her body and how to take care of it. The program is a team effort involving you, your child, the teacher and members of the community. Each month, your child will receive a student issue of THE GREAT BODY SHOP which will present an appropriate level of knowledge about topics such as nutrition, safety, preventing illness and drug and alcohol prevention. Games, quizzes and other material will help develop values, build critical thinking skills and promote behaviors that relate to health goals. Your child's teacher will discuss the units of THE GREAT BODY SHOP in depth with the students. Student monthly issues will be sent home to share with the family and we ask that you talk about the lessons learned with your child.



English as a Second Language –Fifth Grade

OVERVIEW

English Language Learners are given daily instruction in English as a Second Language to support work done in their primary classroom and to help them become confident in all English-language skills. The amount of English as a Second Language instruction is determined by the student's scores on either the NYSITELL (NY State Identification Test for English Language Learners) test or the NY State English As A Second Language Achievement Test (NYSESLAT).

We encourage parents to be partners in their children's education. In the Fall, parents of English Language Learners are invited to meet with the ESL teacher during Back-To-School night. We host ESL Family Game Nights and Math Activities Nights that you can attend with your child and his/her ESL teacher. Your child's ESL teacher holds morning meetings a few weeks before the NYSESLAT so that you can learn more about this important test and help your child meet with success.

GRADE SPECIFIC OBJECTIVES

1. Interpret illustrations, charts, tables and graphs
2. Use and interpret figurative language, point of view, flashback and foreshadowing
3. Analyze and synthesize different genres independently and comparatively
4. Use proper outline format that clearly defines the topic and subtopics
5. Predict outcomes, compare, summarize and make inferences
6. Write complete sentences that utilize a variety of beginnings, use different sentence lengths, and show mastery of the four different types of sentences using grammar appropriate to grade level
7. Write business letters for specific purposes
8. Use complete sentences and appropriate spelling
9. Write an advertisement or commercial involving elements of persuasion and mass appeal
10. Write short stories including elements of character, setting and plot
11. Use a dictionary, thesaurus, newspaper, and encyclopedia
12. Write a two-page report in a content area employing the concepts learned to date

IMPORTANT VOCABULARY

abundant	disguise	popular	supposed
adventurer	entire	population	temporarily
agency	expensive	practice	threatened
alert	expert	predatory	treasure
balance	garage	promise	trigger
basking	habitat	snugly	troublesome
confused	harvest	splotchy	vacation
construct	maneuver	squirming	weakly
devices	official	straight	
dignity	patron	strangest	

HOME ACTIVITIES TO SUPPORT LEARNING

1. Ask your child what they are doing in school.
2. Review your child's homework assignment or ask your child to explain it to you.
3. Make regular visits to the Hicksville Public Library and get a library card for your child.
4. Read to your child in English or in your native language and ask your child to tell you about the reading.
5. View educational programs together.
6. Take a few minutes each day to discuss an important event in the day's news with your child.
7. Discuss everyday events in ways which will allow your child to put order to them.

INTERNET RESOURCES

You can request the following publications in English and Spanish from the U.S. Department of Education. All are provided at no cost. They can be ordered on-line at www.edpubs.org

Helping Your Child Learn Mathematics
Como Ayudar a Su Hijo a Aprender Ciencias
La Lectura Es Lo Primero: Como Ayudar a Aprender a Leer
Como Ayudar a Su Hijo a Ser Un Buen Lector
(English/Spanish)Guide for Parents:
How Do I Know a Good Early Reading Program When I See One

Hicksville Public Library:
<http://www.hicksvillelibrary.org>

Discovery Channel:
<http://dsc.discovery.com/>

History Channel:
<http://www.history.com/>

Newsday (online):
www.newsday.com