

[Link to previous monthly newsletters.](#) These newsletters are also found on the Westbrook website.

Fifth Grade January Newsletter

Upcoming Activities

- January 7 - 9 Auditions for The Little Mermaid (everything in the classroom)
- January 17 - Math District Quarter 2 assessment - Part 2
- January 20 - No School, Martin Luther King Holiday
- January 22 - Westland Middle School Information Night
- January 24 - Second Marking Period Ends
- January 29 - Measures of Academic Performance in Reading (MAP-R) - all fifth grade
- January 31 - Measures of Academic Performance in Math (MAP-M) - all fifth grade
- February 14 - PTA Sponsored Stem Activity - Genetics - DNA
- April 21 - Field Trip to Williamsburg

Link to Assignment Book

Classroom Happenings

- Mr. Elie's specials schedule:
 - Monday - PE
 - Tuesday - Play Practice
 - Wednesday - Art
 - Thursday - Media
 - Friday - Music
- Ms. Palmer's specials schedule:
 - Monday - Art
 - Tuesday - Play Practice
 - Wednesday - Music
 - Thursday - Media
 - Friday - PE
- Students can bring in a nut free snack to be eaten during the day. Lunch will be at 12:05 this year.
- Instrumental music will be on Thursdays this year. Times will rotate each week.
- [MCPS Lunch Menu](#)
- [MCPS Child Abuse and Neglect Online Training for Volunteers](#)

MCPS Fifth Grade Parent Newsletters for Marking Period 2

- Math - [Part 1](#), [Part 2](#)
- Compacted Math - [Part 1](#), [Part 2](#)
- Reading - [Part 1/Part 2](#)

Educational Resources

- [Khan Academy](#) - Free math tutorials that aligns with MCPS curriculum. All students should have access by October 1.

- [Newsela](#) - Free website with leveled, kid friendly non-fiction articles. Includes a comprehension quiz. Great resource for reluctant readers at home.
- [Questions for Students to Promote Thinking](#) - This link includes 50 questions that will help promote critical thinking in students.
- [Checking Lexile Levels for Books](#)
- [Parent Portal Directions](#)

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January Instructional Focus

Reading	Students read a variety of informational text about civil rights movement and other movements that caused change in the government. Students compare text structure such as cause and effect, draw on information from digital sources, and pose and respond to specific questions through collaborative discussions. Students analyze texts through close reading to summarize key details that support two or more main ideas and to make inferences. Students draw on information from multiple print and digital resources and use context to find clues about the meaning of words or phrases in the text.
Math	Students will be able to solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i> In addition, students will apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction and interpret multiplication as scaling (resizing).
Compacted Math	Students will interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? In addition, students will continue to apply the standard algorithm to fluently divide multi-digit whole numbers. Finally, fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
Writing	Students gather facts and details from print and digital sources to answer their inquiry related questions, which were developed during information literacy. Students organize facts and details that identify what the conflict was and why it occurred. In later weeks, students synthesize how the conflict led to a change or compromise in government. Students draft an essay to explain the background information about the conflict to their

	readers. They also revise writing by incorporating social studies domain specific vocabulary and expanding, reducing, combining, or rearranging sentences as necessary.
Social Studies	Students' focus next turns to how people can participate in the political process to promote change. Students investigate causes of contemporary conflict and compromises and determine responsibilities associated with certain basic rights of citizens. Students investigate the Women's Movement in the United States to describe how change to the United States government can occur.
Science/Engineering	Students are learning about waves and information transfer. A short research project will include gathering information about one of the following: gps, animal trackers, morse code, etc... We will then explore light waves and reflection. Finally, we will engage in a communication design challenge.
Health	Students will be focusing on the following questions: What skills and strategies can you use to maintain personal health? What are your personal health needs and how can you locate valid health information Body safety lessons were taught in guidance lessons.