Literacy
The focus in Reading Workshop will continue to be developing the habits of a strong reading life, including choosing appropriate books, reading with greater stamina, and exploring a variety of genres. Students will track their reading on index cards, and respond to texts both through conversation and in writing. More sophisticated texts connected to the content areas will be read aloud, and students will be encouraged to talk in whole class conversations as well as to respond to these texts in writing.

During Writing time, students will continue to hone the skills needed to independently carry out the stages of the writing process including planning, collecting entries, drafting, revising, editing and publishing. Through writing across a variety of genres, students will continue to practice crafting strong sentences and revising for clarity. Much of the students’ writing will be connected to the content areas.

During Word Study 5th graders will be engaged in studying vocabulary and learning new Greek and Latin root words and words that contain the variations of the root, by practicing and taking quizzes on the spellings and definitions of these words each week.

Mathematics
Throughout the semester fifth graders will be exploring authentic contexts for developing strategies for problem solving, reasoning, and organizing their thinking. Beginning with an exploration of the their new school space students engaged in a perimeter and area investigation. Students have also been looking at properties of the number system by identifying factors, multiples, prime numbers, and square numbers through a variety of applications. Students will be working on a number of open-ended, multi-day investigations, such as the Locker Problem, that allow them to apply their conceptual knowledge to realistic situations. During the geometry study, they will be classifying triangles and quadrilaterals by looking at characteristics of their angles and sides. Students will also be investigating the coordinate grid in a variety of ways and will be exploring aspects of geometry using technology. Throughout all of their math work this year, they will be working on strategy development for whole number operations. They will also continue to have a variety of opportunities to work individually and collaboratively to generate thoughtful questions about big mathematical ideas.

Performing Arts: Dance
In the first term of dance, students make objective observations of motion, shape, negative space and time, experimenting with their own dance styles based on these observations. They learn how these elements of motion can be translated into movement qualities through their own improvisations. While studying the craft and purpose of personal narratives in their literacy work, students draw Life Maps in dance and transform them into their own Life Dance Solos, applying their understanding of universal stage areas, spatial awareness and the important elements that make strong choreography. During Silence In Action, students practice techniques in focus, concentration, intention, alignment, relaxation and self-reflection. During the unit on
Ancient China, students apply the principles of balance, simplicity, clarity and discipline to their movement studies. Students use the inspiration of Ancient Chinese poetry and music to choreograph their first group dance pieces. For their digital portfolios, students post photos and videos of their work and trace their creative processes through written reflection.

Performing Arts: Music
Students begin the year by reviewing and solidifying skills learned in fourth grade music. Emphasis is placed on proper technique for the voice and barred instruments. To integrate the concept of China, students learn about traditional Chinese instruments. By experiencing songs such as “Mo Li Hua” (Jasmine Flower) the students identify that Eastern music has a different sound from Western music. These songs also reinforce rhythmic patterns, melodic contour and proper technique on a variety of percussion instruments.

Science
In science fifth graders are studying the world of flowering plants. The central experiment of the unit is a study of Wisconsin Fast Plants, *Brassica rapa*. Students grow their own *Brassica rapa* plants in a controlled experiment, changing one variable in their experimental plants. They care for their plants throughout the study, from planting the seeds, and thinning seedlings, to harvesting the final seedpods. By measuring and analyzing data on plant growth, and by making careful observations of plant health throughout the experiment, students determine how plant growth is affected by variations in light, fertilizer and spacing. Students also visit the Conservatory at the New York Botanical Garden, where they have the chance to view thousands of plants from different regions of the world and learn about plant adaptations. Throughout the semester students continue to develop science skills in recording and graphing data about their plants, using microscopes to examine plant parts and communicating their findings through written and oral reports.

Social Emotional Learning
In the Fifth Grade, social and emotional learning skills and objectives are unearthed in the children's study of history and ancient civilizations. Through lessons that address essential questions about culture, progress, and communication, students acquire a deeper understanding of themselves. The development of each classroom community effectively mirrors the development of larger human societies around the world. Each day is structured to allow for individual, partner, small group, and whole class interactions. Following the setting of behavioral guidelines and limits, students are expected to attentively listen to others and respond with relevance. Cooperative activities are balanced with independent work and the development of effective social communications and behaviors is valued alongside the development of autonomy and the ability to independently initiate and carry out a plan of action. Weekly homework packets are designed to foster independence and responsibility, cultivate time management skills, and consolidate the understanding of concepts and topics. The assignments intentionally reflect classroom lessons, topics, and skills, and students are expected to complete the work independently.

Spanish Language/Literacy
This semester students have been exploring the concept of culture and ancient civilizations through a personal study of their own origins and the origins of the Spanish language. Students have been learning visually, verbally and kinesthetically through reading, writing, singing, inquiry, discussion, games, drama and technology integration. They used physical characteristics and personality attributes to describe and compare people. In their descriptions, they practiced subject- adjective agreement and the use of the verbs “ser” and “tener”. They engaged in an archeological study of artifacts, using descriptive adjectives and past tense verbs to make inferences about ancient civilizations. Students practiced their pronunciation, fluency and conjugation of verbs “ser” and “tener”. Finally, connected to their study of China, students acted out a traditional Chinese tale in Spanish.
**Visual Arts**
In the art studio students will first develop their observational and technical skills through drawing with ebony pencil to see shape, value, texture and details. They will start drawing simple objects and later progress to more complex objects from around the school. The students will then create the timeline with these drawings. They will also have their first critique to share and support the artist’s work. They will continue to use this important process of reflection in large and small groups for the remainder of the year. Based on the skills they learn, the students will combine their imagination with observation to make an imaginative drawing project. The next unit will be a study of the history and techniques of Chinese brush painting. During this time they will look carefully into traditional Chinese art and how it relates to current Chinese artists. The students will apply their knowledge of value, composition and line to create their own painting with brush and ink. Each student will make their own ink of varying values with an ink stick and a grinding stone and use a bamboo brush to paint elements from the natural world. During this unit we will also create a name seal by carving a block and use it as an artist’s signature for the ink paintings.

**Wellness**
In fifth grade Wellness we started this year with a focus on cooperative games and teamwork. We followed that first unit by moving into our Sport Education unit on Team Handball. During this unit the students were each assigned teams and were given roles on their team. These roles included coaches, fitness trainers, referees, equipment managers, players and managers. The objective during this unit was not only a focus on skills, but also to help students understand the different roles and responsibilities in sports. Following that unit we moved into a unit on Tai Chi to connect with the students study of ancient China. The goal for this unit was to use the Tai Chi form as a way for students to strengthen their balance, coordination and overall health. This unit also focused on self-discipline and respect, both of which are important principles in martial arts. We finished the year with a unit of rock-climbing. During this unit students worked on their climbing maneuvers and techniques, while improving their core strength and balance.