Literacy
In literacy, students continue to pay close attention to book choice, and use recommendations as a way to read new genres and titles. They also work to set goals to build reading stamina and independence across the year. For the last phase of the year, students participate in book club work, looking closely at the genre of mystery and the theme of the hero’s journey. They also study the skill of close reading, using a variety of short shared texts to practice looking for themes, patterns and building up text evidence to develop those themes. They continue to develop their reading comprehension skills, specifically focusing on making high level predictions, inferring in order to build interpretations and synthesizing. A variety of complex texts are read aloud, such as “The Westing Game” and “The Odyssey,” to support different genre studies. Students work to grow interpretations based on text evidence as they talk or write about those texts. Fifth graders move through the writing process, going from collecting entries and ideas to publications. Their writing stems directly out of the integrated study of Greece in Social Studies and through that, they write Homeric Hymns connected to a self-chosen god or goddess. They also focus on strengthening the ways they write about their reading. Students explore the structure of essay writing in a variety of ways, by connecting to the reading of short stories and other short texts and looking for themes and patterns in texts in order to develop original ideas about these texts. A large portion of the students Word Study work continues with spelling and vocabulary, through the weekly word study. Students continue to learn a new Greek or Latin word root each week and five words that incorporate the root.

Mathematics
We continue to place a great emphasis on making connections and developing strong representation tools in math. Throughout the semester, students continue to work on developing efficiency, flexibility, and accuracy when manipulating whole numbers. We begin an in-depth study of fractions, decimals, and percents, allowing us the opportunity to make strong connections among the three representations. We look closely at models such as the hundreds grid, the bar model, the number line, the clock model, and the ratio table. We investigate real world contexts for fractions, decimals, and percents. Following this unit, students look more closely at one context for fractions and percents by investigating probability. We record our results from various investigations by using line plot graphs and discussing mean, median, mode, gaps, ranges, and outliers. Finally, our students explore a variety of authentic contexts integrating geometry and measurement concepts.

Performing Arts: Dance
In the second term of dance, students are challenged to grow in their technical and improvisational skills as well as their conceptual understanding of choreographic principles and application of intellectual ideas to their own work. In the extensive unit on yoga, students learn basic intellectual and physical principles of the practice of yoga. They learn to execute fifty poses in the following categories: standing, seated, inversions, backbends, forward bends, twists, abdominals and restoratives. For their digital portfolios, students post photos of themselves with written reflections on the qualities of character development, meaning and learning that the yoga poses hold for them. Students also learn and memorize advanced warm-up techniques, complex movement combinations, partner work with weight and balance, Greek folk dance, and Ancient Greek dance history. They are introduced to basic theatrical principles such as stage areas, Greek choral
work, and placement and body carriage to reflect the character development of any role they choose to portray. It is required that all of these elements be reflected in their choreography. During the unit on Ancient Greece, students study Ancient Greek art and choose artifacts and Greek gods and goddesses to be the inspiration for their own live sculpture poses. Based on these poses, all students choreograph group dances with appropriate titles and music. Students have developed an understanding of the elements of design, a philosophy of movement, and an appreciation for the value of communication through the art form of dance.

**Performing Arts: Music**
During the second half of the school year, Grade 5 students continue to focus on developing their musicianship. By singing as a part of the Grade 5 Choir, each student begins to understand more about phrasing, dynamics (louks and softs), singing in parts and/or canon, music notation and symbols, and the general practice of performing as a member of an ensemble. As a part of grade-wide Ancient Greek Studies, students develop chants, incorporating facts about given city-states, for use at the Grade 5 Olympics. During the second half of the school year in Grade 5 Band, students continued to focus on developing their instrumental musicianship. Students worked toward proper embouchure and/or hand positions, breath support, reading rhythmic notation, and reading melodic notation. In addition, Grade 5 students performed as a traditional band in the final concert.

**Science**
This semester Grade 5 students explored basic concepts in magnetism and electricity, learning about conductors and insulators, the parts of a light bulb and how current flows in closed circuits. They created, compared and diagrammed series and parallel circuits using circuit symbols. Students investigated the connection between magnetism and electricity, and design their own experiments to test the strength of electromagnets. In a series of mystery circuit experiments, students deduced the electrical circuit components by systematically testing materials with their own circuit testers. Finally, students experimented with making simple motors as well as dismantling broken appliances to learn more about their design. Throughout the unit, students developed strategies to analyze and solve circuit problems, and reflected on their work through discussion and journal writing.

**Social Emotional Learning**
In Grade 5, 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. Working in large and small groups, students also developed towards meeting SEL objectives through an awareness of human rights as well as a common understanding of world. These activities exhibit a greater understanding of respect and empathy for others, and help students to develop the ability to evaluate the consequences of their decisions.

**Social Sciences**
Our study of ancient civilizations, as well as our exploration of various methods used to explore human history, brings us to ancient Greece this semester. Students are extensively exposed to mythology through both an in-depth look at The Odyssey as well as work with various other classic myths and their major themes. A grade-wide Greek-style Olympics is an integrated event with Wellness and designing Greek temples with Google Sketchup integrates technology. Throughout the year we discuss various elements of the cultures of ancient civilizations that inform and contribute to the modern world. Students engage in comparing and contrasting elements of ancient Greek culture with those of ancient China and are encouraged to find meaningful connections between ancient Greek culture and current Western culture.
Throughout the year our focus on ancient civilizations aims to teach students to use history as a powerful tool for critically examining their own city, culture and world.

**Spanish Language/Literacy**
This semester, Grade 5 students continue to integrate their study of ancient civilizations while focusing on the development of skills in reading, writing, listening and speaking in the Spanish language. Students focus on the study of ancient Mayan Civilization and make predictions that allow them to decipher some of its mysteries. Connected with their study of landscapes in art, they write descriptions of the Mayan cities and landscapes using prepositional phrases. Inferring on their own roots, they investigate different aspects of the Mayan society and lifestyle by learning about the different social structures, Mayan traditions, beliefs and customs. They explore the history of the Spanish language and analyze its Latin roots using word study techniques, such as sorting and analysis of word parts. In April, National Poetry Month, students celebrate Spanish language poetry. Students analyze and translate poems written by well-known Spanish speaking writers. As the poetry unit coincides with their exploration of the Mayan Civilization, they write poems about the gods of Pre-Columbian civilizations of the Americas. Finally, the students summarize their study of ancient civilizations with a read-aloud and a representation of a Mayan myth “La noche que se cayó la luna” (The night the moon fell).

**Visual Arts**
Grade 5 students continue to deepen their understanding of the yearlong concepts of Culture and Progress in visual art class. They make both historical and personal connections through artistic expression. Following the Chinese calligraphy study last fall, the students continue to learn and explore the process of Chinese ink painting this semester. They practice a variety of images from nature and experiment with painting on rice paper. Transitioning from the ancient Chinese to the ancient Greek studies, the fifth-graders learn about the utilitarian art. The students investigate clay objects from China and Greece to see how the purpose of an object determines its size, shape and details. During this study with clay, they learn slab technique using a rolling pin and develop hand-building skills. Their final clay project, a slab container, demonstrates their knowledge, skills and creativity. The semester ends with a collaborative work with social study. The fifth-graders artistically express their findings about a particular Greek god or goddess that each student is assigned to research in the social studies class. They create a paper-mache mask, which represents a character of “their” god or goddess. As part of this study, the students visit The Metropolitan Museum of Art and view the Greek and Roman galleries to enrich their learning at the school.

**Wellness**
We begin this second semester in Wellness working on our striking and hand-eye coordination skills in the floor hockey unit. We follow floor hockey with a fitness unit that emphasizes building endurance and the differences between strengthening and stretching muscles. This fitness unit then leads us into our study of the Olympic games in connection with ancient Greece. As we work on track and field events, the students also prepare and compete in the annual Grade 5 Olympics. The semester ends with an assessment of the students’ skills as measured by the Fitnessgram.