

*“Each child is unique and develops at their own pace, but there are predictable patterns in child and adolescent development. This guide is intended to help you identify and understand these patterns so that you can better support your child’s learning at home and in school.”* (Yardsticks/Responsive Classroom, Chip Wood)



*Grade 5 (age range is 9 - 11 years old)*

**Physical Development:**

- Muscles for jumping, running and other big movements are developing quickly
- Needs lots of outdoor play, physical challenges, food and sleep
- Better at small muscle movements; enjoys precision tasks such as tracing and copying
- Ready to start using tools such as compasses, rulers, and templates

**Social-Emotional/Academic Development:**

- Generally happy; enjoy family, peers and teachers
- Work well in groups
- Able to enjoy cooperative and competitive games
- Sensitive to and able to resolve issues of fairness
- Generally truthful; developing a more mature sense of right and wrong

**Throughout the year your grade 5 student will experience...**

**Phys Ed**

- Learn procedures and skills for playing basketball, floor hockey, soccer, volleyball and yard games
- Communicate and collaborate with others while problem solving
- Follow dance steps to popular social dances and dance for exercising
- Learn proper techniques for specific exercises
- Develop cardiovascular endurance

**Health**

- Learn about the different wellness dimensions (physical, social, emotional, environment, spiritual, intellectual, and occupational wellness) and how they impact one's overall health.
- Maintain an active, healthy lifestyle through good nutritional choices
- Explore how drugs/alcohol can impact one's life

**Music**

- Understand the key elements of music: Dynamics, Tempo, Timbre and/or Instrumentation, Mood, Form.
- Build understanding of rhythm
- Connect knowledge of musical styles and expand on what they know already considering history and diverse cultures
- Practice reading and writing notes on the Treble and Bass Staves and rhythmic notation
- Analyze health data utilizing valid resources

**Library**

- Learning how to independently search the online catalog for specific topics
- Searching, writing down a call number, finding and checking out their own books
- Listening to stories
- Exploring and using the PebbleGoNext database and Worldbook Online encyclopedia

**Social Emotional Learning**

- Participating in mindful meditation practices
- Participating in character education lessons

**World Language**



- Use a world language in addition to English to engage in meaningful conversation,
- Understand and interpret spoken and written language.
- Focus on concepts including greeting, food, ordering in a restaurant, time, weather, places in a town or city, school, clothing and sports.

**Art**

- Understand the principles of elements and design
- Develop journals to reflect on artwork.
- Understand that culture affects self-expression,



## Technology

- Understand the importance of being a good digital citizen and consider the impact of their digital footprint
- Use programming and engineering to design a robot and program it to complete different tasks.
- Learn to effectively use Google Sheets

every artist has a style; every artistic period has a style.

- Fifth grade media includes drawing, painting, ceramics, weaving and 3D design

## By the end of Grade 5, your child will know how to...

### Reading

- Closely read a variety of texts including fiction, non-fiction, poetry, dramas, and myths
- Summarize, analyze and make inferences regarding characters, events and ideas developed in a text
- Provide textual evidence to support thinking about a text
- Compare, contrast and reflect on characters, setting, events and theme of a text
- Determine meaning of words and phrases, including figurative language
- Consider text structure in two or more texts

### Writing

- Create and develop theories based on reading
- Use the writing process (Brainstorming, planning, drafting, revising and editing) to elevate writing over extended and shorter time frames
- Develop stories which include realistic characters, sophisticated leads, closings, dialogue, flashbacks or flash-forwards and a theme
- Write literary essays that clearly state an opinion with logically ordered reasons that are supported by evidence from the text (facts, details and quotes)
- Write information pieces that explain complex ideas accurately through effective organization
- Use and practice appropriate grade-level grammar, spelling, capitalization, and punctuation

### Social Studies

- Understand key concepts of Social Studies (eras of history; geography; government, economics, and culture)
- Understand that the Paleolithic Era or Old Stone Age was marked by hunter-gatherers and their nomadic lifestyle
- Understand that the Neolithic Era (The New Stone Age) began when humans invented agriculture
- Describe the advances made in areas of Mesopotamia and the Fertile Crescent (advanced agriculture, written language, different types of religion)

### Science

- Support an argument that plants get the materials they need for growth chiefly from air and water
- Develop a model to describe the movement of matter among plants, animals and the environment
- Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun
- Develop and use models, plan and carry out investigations, and use these practices to demonstrate understanding of ideas
- Describe ways in which the geosphere, biosphere, hydrosphere, and atmosphere interact
- Consider water as a natural resource, including its distribution on Earth
- Understand patterns of daily changes in length and

### **Practice these skills at home ~**

- *Read for 30 minutes each day*
- *Share reading experiences with parents and siblings*
- *Read a variety of texts including books, magazine articles, recipes*
- *Discuss what is happening in texts (with characters, events, themes and key details.)*

### **Practice these skills at home ~**

- *Encourage your child to keep an ongoing journal or diary*
- *Practice writing regularly by writing stories, letters, etc.*
- *Discuss times or events that might make for interesting writing*



### **Practice these skills at home ~**

- *Discuss local news and current events*
- *Use maps to locate places*
- *Give directions*

### **Practice these skills at home ~**

- *Encourage your child to observe the things around them (nature, the night sky, etc.) and to ask questions.*
- *Investigate answers to the questions your child poses.*



## **Math**

- direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down
- Deepen understanding of the place value system
- Perform operations (+, -, x, /) with multi-digit whole numbers and with decimals to hundredths
- Add and subtract fractions using equivalent fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- Analyze patterns and relationships
- Represent and interpret data (line plot, line graph)
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Convert measurement units within a given measurement system (customary and metric)
- Understand concepts of volume of rectangular prisms and relate volume to multiplication and to addition
- Classify two-dimensional figures into categories based on their properties

*Practice these skills at home ~*

- *Play math games.*
- *Practice addition, subtraction, multiplication & division facts*
- *Encourage your child to apply mathematics to real world situations (Practice measurement while cooking; used estimation and computation skills while shopping, etc.)*

$$1/4 \times 3/4$$

### **Recommended Resources:**

- [Yardsticks](#), by Chip Wood
- [www.responsiveclassroom.org](http://www.responsiveclassroom.org)
- [www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)

Please visit your child's teacher website for additional resources and information at [www.ctsdnj.org](http://www.ctsdnj.org)