

OVERVIEW

Fifth grade is the top rung of the lower school ladder and the precursor to the DCD middle school experience. In preparation for this transition, the fifth-grade year focuses on students developing more autonomy and responsibility while still being supported by the familiar routines and practices of the lower school community. Fifth graders strive to think more critically and independently. At the same time, they continue to refine their skills with cooperative learning and conflict resolution. As students at the highest level of the lower school division, fifth-graders act as role models for younger students. This is a year for enhanced academic, social, and personal maturation, which will serve as a solid foundation for moving on to middle school.

Teachers present appropriate challenges in all areas of the curriculum, offering support where needed but also pushing students to reach their highest potential and encouraging the DCD motto: *Learning Is a Way of Life*. Fifth graders receive nightly homework assignments to reinforce concepts studied in class. At times, they will manage longer-term assignments such as book reports or projects. The students practice the time management and organizational skills needed for middle school while enjoying appropriate scaffolding from their teachers. Fifth graders have 1:1 access to Chromebooks in the classroom. Each student also receives a DCD Google Drive account, which allows them to access their work from school or home and is particularly handy for ongoing projects.

In addition to fostering strong academic skills, the fifth-grade program emphasizes strong interpersonal skills and community building. Incorporating elements of mindfulness and social and emotional learning (SEL), the teachers create a cooperative classroom environment and help students build and maintain positive relationships. Through frequent class meetings and structured activities such as role-plays, read-alouds, or written reflections, students build skills in cooperation, assertion, responsibility, empathy, and self-control.

Many events make the fifth-grade year special, including long-term studies of ancient Egypt and ancient Greece culminating in the students' oral storytelling production of *The Odyssey*, field trips to the Museum of Fine Arts in Boston and an overnight visit to Nature's Classroom in Groton, MA.

LANGUAGE ARTS

Reading

Fifth graders continue the transition from "learning to read" to "reading to learn." They develop metacognition while being active, thoughtful readers, and they encounter more complex texts and thought-provoking themes. Fifth Grade reading selections represent a variety of cultures,

races, and gender-identities. Titles change periodically; however, the following books are frequently used: *Number the Stars* by Lois Lowry, *Becoming Muhammed Ali* by James Patterson and Kwame Alexander, *Kensuke's Kingdom* by Michael Morpurgo, *Tuck Everlasting* by Natalie Babbitt, *Efrén Divided* by Ernesto Cisneros, and *The Watsons Go to Birmingham - 1963* by Christopher Paul Curtis. Students read independently and in small groups and benefit from frequent teacher read-alouds. In addition to assigned texts, students read independently at home and at school on a daily basis.

During reading class, fifth graders experience a balance of reading, discussion, and writing. Comprehension strategies focus on the students deepening their literal and inferential comprehension skills. They tap their prior knowledge, predict, question, visualize, monitor for understanding, summarize, and synthesize. During class discussions, students may discuss story elements such as characters, setting, plot, point of view, and theme. Written assignments may include responding to questions or prompts in a reading response journal, writing diary entries or interior monologues from a character's point of view, rewriting scenes, or summarizing main ideas.

Writing

Fifth-grade students hone their skills in creative, narrative, and informational writing. Building upon skills from earlier grades, they continue the process of planning, organizing, drafting, and revising their written work. They develop their understanding of sentence and paragraph structure and write multi-paragraph essays. There is a focus on topic development, and students are encouraged to cite text evidence to support their ideas. Creative writing assignments may include poetry, fairy tales, and stories. Expository writing assignments may include essays, summaries, blogging, and research projects.

Mechanics, Spelling, & Vocabulary

Fifth graders learn writing mechanics through explicit instruction and practice exercises as well as through proofreading and editing their own writing. Topics covered include punctuation, capitalization, spelling rules, and parts of speech. Vocabulary development occurs implicitly through experiencing and studying rich texts and also explicitly through the use of *Wordly Wise 3000* lessons.

MATH

In fifth grade, students begin to encounter more complex and abstract concepts of mathematics. The fifth grade math curriculum incorporates many activities from the *Investigations in Number, Data, and Space* math program. They use a wide variety of manipulatives and mathematical tools to model concepts and solve problems. Engaging in rich, thought-provoking experiences, they enhance their number sense and develop their ability to express their understanding verbally and in writing.

Numbers and Operations

Fifth graders investigate factors, multiples, prime, composite and square numbers, and improve computational fluency in the four basic operations of addition, subtraction, multiplication, and division. The main focus is on solidifying their multiplication and division skills and understanding the relationship between these two operations. Fifth graders also learn to write and interpret numerical expressions and carry out the order of operations.

Rational Numbers

Fractions, decimals, and percents are a major topic in fifth grade. Students learn to see the relationships among these representations, make comparisons, recognize equivalents, and add and subtract decimals and fractions.

Geometry

Students model situations with mathematics: graphs, ordered pairs, tables, and symbolic notation. They use tables to record ordered pairs and construct coordinate graphs to represent the relationship between x -coordinates and y -coordinates, and they identify and analyze patterns and changes over time.

Measurement and Data

A major focus of measurement in Grade 5 involves the structure and volume of three-dimensional (3-D) shapes: specifically, rectangular prisms and compound solids composed of rectangular prisms. Students create and determine the volume of boxes made from two-dimensional (2-D) patterns and create box patterns to hold a given number of cubes. They also learn to calculate volume using the standard formula.

Analyzing Patterns and Rules

Students use coordinate graphs, tables, and symbolic notation to model real-world and mathematical situations. They analyze arithmetic patterns in tables and the shapes of the corresponding graphs to describe and compare the situations.

SOCIAL STUDIES

Fifth graders engage in a year-long study of ancient civilizations with in-depth studies of Egypt and Greece. They investigate the geography of the regions as well as the culture, religion, and lifestyle of the people in each location. A variety of resources and literature are used to explore the civilizations, and many of the activities are hands-on and project-based, such as building a shaduf, designing tomb paintings, participating in an annual Athens v. Sparta debate, and creating Greek god posters. The students also enhance their comprehension skills by reading a variety of nonfiction materials, taking notes, and gathering information through research and

other activities. Fifth graders practice test-taking strategies as they prepare for their move to middle school history classes.

Each year the class takes a field trip to the Museum of Fine Arts in Boston for a guided tour of the Egyptian collection.

SCIENCE

Science in fifth grade focuses on ecology. The units of study typically include ecosystems and the myriad of ways in which their biotic and abiotic features interact, endangered, invasive and keystone species, adaptations in living things and climate change. Hands-on activities, experiments, and engineering projects occur during most classes and are sometimes ongoing. Students maintain lab notebooks to document their work. They create and label scientific drawings, collect and document observations, both in writing and in data tables, and make thoughtful inferences. Students use microscopes and triple-beam balances among other tools. Chromebooks are also used to document their work, do research, create projects and use the simulation software *Habitactics*.

Fifth-grade students also participate in Growth Ed classes. This unit offers children the opportunity to have their questions, confusions, or fears about physical and emotional changes occurring in their bodies addressed in a safe and supportive environment. A variety of activities are used to foster conversation and learning among students in class and with their parents at home. The fifth graders meet in self-selected gender groups for two to three sessions.

Science classes meet three times each week for 40-50 minutes.

SPANISH

The fifth-grade Spanish program is based on a thematic curriculum utilizing multi-sensory activities and materials. The primary goal of this class is to develop positive attitudes and excitement toward learning to comprehend and speak the Spanish language. At the same time, the curriculum is designed to address specific readiness skills to continue language development. Risk-taking in self-expression is encouraged and class incorporates brain breaks, movement, and song whenever possible. All students are actively engaged and learning as they practice comprehension and speaking skills through games, music, art, role-playing, and spontaneous conversation. The use of English is kept to a minimum. Grammar is learned indirectly, rather than through direct instruction.

Spanish classes meet once for approximately 45 minutes once every six days.

LIBRARY

In fifth grade our primary goal is to have students become independent researchers. Library curriculum shifts its focus to research based skills where students learn what Wikipedia is and how we can use it at school, why it's important to cite sources, how Google search works, and gain a better understanding of where information comes from. We spend time demystifying the internet and arming students with skills to identify accurate information sources. Later in the year, students create book trailers using iMovie based on one of their favorite books. Fifth graders share their trailers with the rest of the lower school students. In addition, fifth graders have the option to participate in the Massachusetts Children's Book Award program. This optional reading program is for an annual award selected by students throughout the state.

MUSIC

The fifth-grade music curriculum encompasses two separate but connected courses of Music/Band and Music/Chorus. The course encourages students to develop a familiarity with music history, note and rhythmic reading and execution, fine and gross motor skills, and to create their own original music. Fifth graders create original compositions utilizing music software. They also help create the songs for their class play, employing compositional and song-writing strategies that emphasize creating music and lyrics to fit the context of the story. Students learn through instruments, voices, manipulatives, movement, improvisation, and integration within their music curriculum. Fifth grade students participate in the Thanksgiving and Holiday Assemblies, the Lower School Visual and Performing Arts Assembly, and their class play.

Band/Music

All Fifth graders participate in Band, continuing on their chosen wind instrument from the previous year, and continue to build their musicianship through instrumental ensemble work. Students will also study Percussion instruments during their course of study. Participation in band fosters teamwork and ensemble listening and performance skills, allowing students to develop their skills as part of a large ensemble and gross/fine motor skills. Students learn a variety of traditional beginning band repertoire as well as experiment with simple jazz tunes and improvisation. Their music class works with the 5th grade classroom curriculum to collaboratively complement major units of study. Students will integrate music technology platforms and MIDI instruments for units in composition and to record their own instrumental work. The Grade 5 Band performs each year at the Holiday Assembly and the Lower School Visual and Performing Arts Assembly. Band meets one of every three arts days.

Music/Chorus

All Fifth graders participate in Chorus and build their musicianship through choral work. Students practice two- and three-part choral pieces that center around seasonal, cultural, and historical themes or concepts. Singing in an ensemble fosters teamwork and allows students to practice their musical skills while being part of an ensemble. The Grade 5 Chorus performs each year at the Holiday Assembly and the Lower School Visual and Performing Arts Assembly. Chorus meets one of every three arts days.

VISUAL ART

Fifth-grade students continue to develop their foundation of skills and vocabulary to create and discuss works of art. The lessons garnered in the creative process are more important than the final product. Young artists have the opportunity to think critically, take risks, and be self-reliant problem solvers. Students are nurtured and supported through periodic group discussions, through the prominent display of their work, and through community-wide assemblies. A logo project focuses on the power of advertising and teaches the design elements that create strong graphic design. Students also draw from life to develop their observational and drawing skills. Fifth graders develop a deeper understanding of the structure and routines of a working studio. The studio itself is a tool, and students learn how best to utilize and care for space and materials.

Visual art class includes art history as students study the life and work of a particular artist and create a piece in that artist's style. Claude Monet's *Wheatstack* and *Poplar* series are the focus of this project, with an emphasis on composition and the study of light. Leading up to the Dr. Martin Luther King Jr. Service Day, students view and discuss William Henry Johnson's *Fighters for Freedom* series. Portraits include Booker T. Washington, Harriet Tubman, Marian Anderson, Abraham Lincoln, John Brown, Frederick Douglass, and George Washington Carver. They also watch Marian Anderson perform *My Country 'Tis of Thee* and Dr. King's *I Have a Dream* speech. The subject matter in the *Fighters for Freedom* series is complex, and as students mature, they are able to build on the previous years' discussions and garner new insights and understanding.

WOODWORKING

For many, the fifth-grade woodworking experience brings together the collective experiences of the past six years. Students embark upon challenging and exciting work in their final year in the lower school. Projects aim to stretch and expand students' understanding of concepts, tools, and techniques. Students explore and examine scale and what constitutes good design, and they develop a working vocabulary of trends and movements within the woodworking field. They

participate in both guided group- and individually designed projects. Many fifth graders choose to craft a small bench. Within the woodworking studio, students work at fostering patience, a spirit of cooperation, and a working knowledge of concepts and techniques. Through conversations and discussions, students will explore and come to a basic understanding of major American trends in woodworking.

Woodworking classes meet for 45 minutes once every six days.

DRAMA

Once a year DCD's drama teacher writes a theatrical play expressly for the fifth-grade students. As in previous years, students rehearse for fifteen days and each character has a minimum of twelve lines, and some students will have larger roles. By fifth grade, students read the play about a month before the performance and select about six to eight parts (depending on the size of the class) that they would like to play. Students are then given one of their choices. This gives students ownership over their play, and also allows them to select a role with more or fewer lines, depending on their individual comfort level. Students are encouraged to sign up for a larger role if they have not had one before.

The fifth graders take great pride in being leaders of the lower school and have more leadership opportunities in rehearsals and performances. There are no homeroom teachers helping in the wings for the rehearsals or performances, so the students must practice maintaining their focus in the wings without a teacher present. Fifth-grade students also take on a "directing role" in the play. Students select their own props for each scene and help each other remember the order of the scenes. They think of their own stage positions and offer directing ideas in class discussions. Students will be asked how and where they could stand for each scene, and how they could change their voices to bring more expression to the performances. Fifth graders develop sophisticated acting skills by using more subtle hand gestures to bring their characters to life. They also learn how to engage with other actors on stage in an appropriate way to develop the plot. Fifth-grade students are also introduced to the idea of interacting with the audience to create comedy or drama.

Drama classes meet for approximately 15 rehearsals prior to performing the class play.

PHYSICAL EDUCATION

Fifth grade Physical Education class introduces students to more advanced strategies and a greater amount of gameplay in a wide range of team sports. PE units include field hockey, soccer, basketball, floor hockey, ice skating, badminton, volleyball, gymnastics, yoga, cooperative games, softball, and lacrosse. Exposure to a wide variety of sports provides

students the opportunity to build coordination and strength through the practice of an extensive range of movement. Teachers actively promote sportsmanship, teamwork, and fair play. PE also provides students an opportunity to try sports which they may choose to continue playing in middle school. Physical Education classes meet four times per week.

SOCIAL EMOTIONAL LEARNING

Grade 5 students participate in teacher-led discussions and activities designed to support Social Emotional development in the classroom. Through a combination of movement, breathing, storytelling, partner activities and group discussions students practice essential skills that include but are not limited to:

- *Concentration, focus, and attention* - breath exercises, movement exercises and age-appropriate mindfulness techniques
- *Self advocacy and self regulation* - considering bringing our best selves to our community and recognizing our individual and collective needs
- *Recognizing strong emotions* – developing calming strategies
- *Increased confidence and self-esteem* - successfully trying new things in a fun, nurturing and joyful environment