



# HUNTLEY 158 LEARNING GUIDE



## **ABOUT THIS GUIDE:**

This guide was developed to provide families and caregivers with the information and tools they need to support their children socially and academically in school by highlighting the important work and learning of the grade. With these Guides, families can engage more deeply in their children's education, advocate for them, and build partnerships with their teachers - thus developing the strong bond between students, families, and teachers that ensures kids thrive.

## **GRADE 5**

### **WHAT YOU WILL FIND IN THIS GUIDE:**

- *What Your Child Should Know & Be Able To Do*
- *Everyday Activities to Support Learning at Home*
- *Understanding Education Words*

# EXPECTATIONS FOR LITERACY



## »» WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- Write about what they are learning, with mostly correct spelling, grammar, capitalization, and punctuation.
- Read grade level texts accurately, smoothly and with expression, at an appropriate fluency rate.
- Ask and answer questions about text with evidence to support comprehension.
- Determine or clarify the meaning of unknown words as they are used in context.
- Conduct research to build and present knowledge, recall relevant information, and cite evidence from the text.
- Write opinion, informative, and narrative pieces to convey information. Fifth graders should include an introduction, supply reasons, examples or details to support their topic that are supported by facts and evidence, use linking words to connect ideas (*consequently, specifically, in contrast*), and include a concluding statement or section.

## »» HOW TO SUPPORT LEARNING AT HOME:

- Turn on the **closed captioning** while watching TV to allow your child to read along with the dialogue.
- Encourage your child to **read each day at home for enjoyment**. Let your child pick based on their interests and what makes them excited to read.
- Have **“book talk” conversations**. Ask your child to share the important ideas in their own words and show you what part of the text provided this information.
- Encourage your child to **write creatively**. This can include writing in a journal, book response notebooks, or writing to a family member.

# EXPECTATIONS FOR MATH



## ➤➤ WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- Understand the place value system
- Multiply and divide multi-digit numbers with ease.
- Add and subtract fractions with unlike denominators, including fractions in word problems.
- Multiply fractions and divide fractions and mixed numbers.
- Add, subtract, multiply, and divide with decimals to the hundredths place (two places after the decimal).
- Understand the concept of volume, and solve word problems that involve volume.
- Graph points in the coordinate plane (two dimensions) to solve problems.

## ➤➤ HOW TO SUPPORT LEARNING AT HOME:

- Work on **fact fluency** with multiplication and division.
- Practice **one and two-step problems** including all four operations.
  - **One-Step:** Today we are going to drive 15 minutes to the store and then we will drive another 30 minutes to Grandma's house. How long will we be driving in the car?
  - **Two-Step:** You picked up 35 toys from your room. 5 of them were cars and 12 of them were stuffed animals. The rest of the toys were Legos. How many Legos did you pick up?
- **Play 2 or 3-digit Top-It or Number Compare with cards at home.**
  - Each person makes a two or three-digit number using cards drawn. The person with the highest number wins and takes all the cards. Practice decomposing the numbers such as  $346 = 300 + 40 + 6$ .
- Work with **time and money** as you add and subtract.
  - Solve problems using dollars, quarters, dimes, nickels and pennies. Tell and write time from analog and digital clocks and use that to add up time (see the one-step problem above).
- Invite your child to **cook/bake** with you. Have a discussion about the **numbers included in the recipe.**
  - Ask questions such as, "how would doubling the recipe change how much we need for each ingredient?"

# CHARACTERISTICS OF A SUCCESSFUL LEARNER IN FIFTH GRADE



## WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- **Identify and manage behavior by accepting responsibility for actions.** This looks like:
  - Acknowledging their emotions and how they may feel, including how to appropriately respond to stressful situations.
  - Demonstrating awareness that feelings influence one's decisions and that there are natural consequences to decisions we make.
- **Use time productively and actively engage in instruction.** This looks like:
  - Managing a list of expectations by prioritizing tasks
  - Staying on task during independent, small group, and whole group activities
- **Complete assignments with accuracy and effort.** This looks like:
  - Doing the best job possible including an eye for detail
  - Advocating for support to achieve success
- **Respect the feelings and perspectives of others.** This looks like:
  - Recognizing how a situation would make them feel and treating others accordingly
  - Being able to disagree with peers in a respectful manner
- **Apply appropriate problem solving skills.** This looks like:
  - Generating alternative solutions to problems and analyzing the consequences
- **Work collaboratively and constructively with peers.** This looks like:
  - Responding non-defensively when someone disagrees with you.
  - Demonstrating honesty and fairness while playing or working with others, including good sportsmanship.

*See [ISBE's learning expectations](#) for additional ideas.*



## HOW TO SUPPORT THESE SKILLS AT HOME:

- Help kids see that everyone makes mistakes and the important thing is to learn from them, not dwell on them.
- Make sure to discuss that it's okay to fail. It's natural to want to protect your child from failure, but trial and error is how kids learn, and falling short on a goal helps kids find out that it's not fatal.
- Praise perseverance. Learning not to give up at the first frustration or bail after one setback is an important life skill. Confidence and self-esteem are not about succeeding at everything all the time, they're about being resilient enough to keep trying, and not being distressed if you're not the best.
- Set goals. Articulating goals, large and small, and achieving them makes kids feel strong.
- Expect them to pitch in. They might complain, but kids feel more connected and valued when they're counted on to do age-appropriate jobs.
- Limit screen time. The American Academy of Pediatrics recommends no more than 1.5-2 hours of total screen time each day. Studies have shown that excessive screen time can lead to emotional dysregulation and negatively impact academics (Ed. Tech 2023).

**ALL STUDENTS ALWAYS**

# EXPECTATIONS FOR SPECIALS



## EXPECTATIONS IN ART:

- **Utilize & care** for materials in a manner that promotes safety and respect and demonstrates quality craftsmanship in an artwork.
- **Create** artist statements using art vocabulary to describe personal choices in art making understanding that art can convey a message.
- **Create** artwork using positive and negative space.
- **Identify and develop** their understanding of perspective and how to use it in their artwork.



## EXPECTATIONS IN MUSIC:

- **Perform** for an audience and purpose.
- **Have the opportunity** to participate in an ensemble (band/orchestra.)
- **Improvise** through singing, movement, classroom percussion instruments and body percussion.
- **Create and perform** melodic and rhythmic patterns using standard notation in the treble and bass clefs.
- **Examine** how the elements of music give clues to a composer's intent and utilize those elements to express intent in their own compositions.
- **Explore** the cross-curricular relationships between music, other arts, and the world around them.

# EXPECTATIONS FOR SPECIALS



## EXPECTATIONS IN PHYSICAL EDUCATION:

- **Perform** motor skills of rolling, throwing, and kicking a ball, dribbling a ball with feet and striking an object with the correct form.
- **Make decisions** on when to use locomotor and motor skills together in small lead-up games.
- **Apply** basic offensive and defensive strategies and tactics in game-like situations.
- **Create and execute** a plan to improve on their fitness assessments from fall to spring.
- **Participate** in activities using responsible personal behavior and demonstrate good sportsmanship.



## EXPECTATIONS IN EXPLORE:

- **Use scientific reasoning** to ask questions, make observations, and investigate ideas to acquire knowledge of phenomena and solve problems: Collaborate and communicate effectively for specific purposes.
- **Test mechanical properties** with a variety of materials, design a testing procedure that demonstrates whether a material has the required mechanical properties, use standard units to measure and describe physical quantities, and identify and use cause and effect relationships to explain change.
- **Explain** how humans, animals, and plants need fresh water in order to survive, understand that science findings are limited to questions that can be answered with evidence, identify ways in which water can be processed to make it usable by humans, and explore ways to protect Earth's resources and its environment.
- **Identify applications of robot technology** used to complete tasks, understand that automated systems control devices with minimal human intervention, understand that engineers improve existing technologies for different reasons, and demonstrate the functionalities of a vehicle designed to complete a task related to protecting the Earth's resources and environment.

# EDUCATION WORDS IN FIFTH GRADE



## **Antonyms**

Antonyms are words that mean the opposite. “Big” and “little” are antonyms.

## **Context Clues**

Context clues are a skill that readers use to figure out the meaning of unknown words from looking at the words around it. By looking at the words or sentences that come before and after the word in question, we can use clues to unlock the meaning.

## **Figurative Language**

A method of communicating with people without using the actual or literal meaning of words and phrases. Examples include, metaphor, simile, idiom, personification, onomatopoeia, hyperbole, oxymoron, alliteration, allusion, etc.

## **Fluency**

The ability to read with speed, accuracy, and proper expression that shows comprehension of what is being read.

## **Idiom**

A group of words established by usage as having a meaning not deducible from those of the individual words (for example, “raining cats and dogs,” meaning “to rain heavily;” “piece of cake,” meaning “something that is easy to do”).

## **Inferences**

When we make inferences, we reach conclusions based on evidence and reasoning. We figure things out by applying our own knowledge and experience to the situation at hand.

## **Synonyms**

Synonyms are words that mean the same thing. “Big” and “enormous” are synonyms.

## **Text sets**

Text sets are carefully grouped sets of texts and media resources focused on a specific topic designed to help all learners build background knowledge and vocabulary through a lot of reading on science, social studies, and other high-interest topics.

**ALL STUDENTS ALWAYS**

# EDUCATION WORDS IN FIFTH GRADE



## **Text Structure**

Text structure refers to the way a story is arranged when it's written. The arrangement of the story depends on the information that's being shared. Text structures include, cause & effect, compare & contrast, description, problem & solution, and sequence/chronological order.

## **Area**

The number of square units that cover a flat figure without gaps or overlaps.

## **Coordinates**

A pair of numbers that show an exact position on a grid. The first number represents a position on the horizontal axis and the second number represents a position on the vertical axis.

## **Coordinate plane**

A coordinate plane is a two-dimensional plane formed by the intersection of a vertical number line called y-axis and a horizontal number line called x-axis. These are perpendicular lines that intersect each other at zero, and this point is called the origin.

## **Hierarchy of Shapes**

A system of classification based on sets of properties that become more and more specific as you move down the hierarchy.

## **Unlike denominators**

Unlike denominators are two fractions with non-identical denominators For example,  $\frac{2}{3}$  and  $\frac{4}{10}$  have unlike denominators.

## **Volume**

Volume is the 3-dimensional space enclosed by a boundary or occupied by an object. Finding the volume of an object can help us to determine the amount required to fill that object, like the amount of water needed to fill a bottle, an aquarium, or a water tank. The volume of an object is measured in cubic units such as cubic centimeters, cubic inches, cubic feet, cubic meters, etc.