

Term 1 Plans

2010 – 2011

Grade 5

Language Arts

- Parts of Speech
- Compound Words
- Contractions
- Inflectional endings
- Synonyms
- Homonyms
- Table of Content, Index
- Encyclopaedia
- Suffixes
- Collective Nouns
- Noun Substitutes
- Prepositions
- Appropriate Verb Tenses
- Apostrophe in Contractions and Possessives
- Punctuation Marks
- Creole vs. Standard English usage

Reading (level 5)

- Sequence of Events
- Simple and Compound Subjects and Predicates
- Text Organization
- Response to a prompt
- Categorize and Classify
- Dictionary definitions
- Using exact nouns

- Comprehension
- Vocabulary
- Fact and Opinion
- Possessive Phrases
- Story Structure
- Using Exact Verbs
- Direct Objects
- Predicting Outcomes
- Topic and Main Ideas
- Using the Right Tense
- Fact or Opinion
- Author's Viewpoint
- Subject-Verb Agreement
- Character Sketch
- Listening to and following directions
- Syllabication
- Writer's Styles
- Understanding of the Who, Where, When and How

Reading (level 4)

- Story Structure
- Kinds of Sentences
- Author's Viewpoint
- Subject and Predicate
- Alphabetical Order
- Text Organization
- Syllabication
- The Thesaurus
- Compound Sentences
- Noting Details
- Common Noun
- Sequences of Events
- Proper Nouns

- Main Idea and Details
- Character Development
- Making Inferences
- Singular and Plural Nouns
- Making Generalization
- Using Context
- Categorize and Classify
- Multiple-Meaning Words
- Noting Details
- Compare and Contrast
- Main and Helping Verbs

Spelling (level 5)

- Short and Long Vowel sounds (Sounds and spelling patterns)
- Frequently Misspelled Words
- The /o/, /oo/, /yoo/ sounds
- The /ou/, /o/ and /oi/ sounds
- Homophones
- The /ur/ and /ir/ sounds
- The Schwa sound
- VCCV and VCV Patterns
- Vocabulary Words from Science, Social Studies, Mathematics and Language Arts

Spelling (level 4)

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- The /or/, /ur/ and /oor/ sounds
- Compound Words
- The Schwa sound
- Vocabulary Words from Science, Social Studies, Mathematics and Language Arts

Communication Task

- The Writing Process
- Using the different types of sentences to make our writing more interesting
- Punctuation Marks
- How to write a paragraph using indents
- Evaluating peer's work using simple comments
- Responding to Literature in a Journal
- Evoking emotion in writing
- Writing Letters, Stories and Reports
- Note taking
- Punctuation Marks

Literature

We are planning to use both Literature texts to help the children learn how to read a story and analyse it. The children will be asked to look at elements of the story to include Character, Setting, Problem and Solution, Author's Viewpoint etc. This will take the form of a book report. The first book we will read together and create a class book report on. The second book will be used to have the children create an individual book report with the same elements as the first class book report.

Mathematics

- Whole, Counting, Odd, Even, Prime, Composite, Fractional Numbers
- Whole Numbers divisible by 2, 3, 4, 5, 6, 8, 9
- Whole Numbers as a product of Primes
- Multiples of a Number / Common Numbers of 2 or more numbers

- Place Value of 10ths, 100ths, 1000ths
- Money and Measures using Decimal forms
- Decimal Story Problems using +, -, x, -
- Converting Fractional Numbers to Decimal
- Serial Order of Decimal Fractions
- Comparing Fractional Numbers
- Adding and Subtracting Decimals to 3 Decimal Places
- Round a Mixed Number to the nearest Whole Number
- Round Decimal Number to the nearest Whole Number, 10^{th} , 100^{th}
- Subtracting Whole or Mixed Number from Mixed Number with Renaming
- Adding, Subtracting, Multiplying and Dividing Decimals to 3 decimal places
- Estimate, Measure and Record Distances including Perimeter of Polygons in mm, cm, m etc.
- Understanding difference between Century and Decade (determine decade or century of an event given the year of the event.)
- Record Temperature, above or below zero
- Solving Problems using Measurement (cm, mm, etc.)
- Timelines
- Estimation of Lengths, Perimeter and other distances
- Differences of Time Intervals, Timelines and Temperature
- Point, Space, Curved, Horizontal, Vertical, Oblique Lines or Line Segments
- Parallel and Perpendicular Line Segments around us
- Angles; Acute, Right, Obtuse or reflex
- Estimate Angles to the nearest 5 degrees
- Using a Protractor to measure Angles to the nearest degree
- Using technology to facilitate data retrieval and Organization
- Patterns in Data
- Report on Mathematical Content
- Drawing Pictographs, Circle Graphs, Line Graphs, Bar Graphs, Double Bar Graphs
- Interpreting Graphs
- Solving Problems using Statistics
- Developing Questionnaires to collect Data

- Looking at when a Sample is too large or too small
- Bias in Sampling

Science

1. Weather and Climate

- A. Describing Weather conditions
- B. Using Weather Symbols
- C. Planning and Making Models of Weather Instruments
- D. Analysing Weather Indicators over a time period
- E. Predicting Weather Conditions
- F. Reviewing the Water Cycle
- G. Exploring the difference between Dew and Rain
- H. How does Dew form vs. how Rain is formed.
- I. Discovering the difference between concepts of Weather and Climates
- J. Ways Human Actions negatively influence Weather and Climate i.e. The Greenhouse Effect.
- K. Effects of Acid Rain; depletion of trees and soil erosion
- L. Seasonal Change: variety of Weather Conditions in climate
- M. Looking at our Behaviour towards other groups

2. Forces

- A. Force – Push, Pull, Turn
- B. How things can start, move, speed up, swerve, stop or float
- C. Identify situations in which force acts – push/pull/turn - and describe the resulting effects
- D. Analyse the effects of forces and discuss links to work
- E. Difference of situation when work vs. no work is done
- F. Friction
- G. Safety in Movement

Social Studies

1. Our Caribbean Neighbours

- A. Know these words; Territory, Mainland, Neighbour, Archipelago, Commonwealth Caribbean
- B. Practice the use of Lines of Latitude and Longitude
- C. Know between which Lines of Latitude and Longitude the Caribbean is located
- D. Know the Territories that make up the Caribbean
- E. Know the Water Bodies that border the Caribbean
- F. Using the Cardinal Points to show direction of one territory from another
- G. Practice using a piece of string and the map's scale to measure distances between territories
- H. Use direction finder to tell direction of one territory from another
- I. Calculating distances between territories
- J. Discuss reason for bond between Caribbean people and the sense of responsibilities they have for each other
- K. Know the National Symbols of other Caribbean territories
- L. Know the names of other Caribbean Counties and Capital Cities
- M. Identify Caribbean Counties with missions in Jamaica

2. Caribbean History and Culture

- A. Know the meanings of Colonialism, Slavery, Independence, Traditions
- B. Observe common experiences of Caribbean people
- C. Caribbean History
- D. Discuss who was in the Caribbean before Columbus
- E. Locate on a map where these people came from and how they migrated to the Caribbean
- F. Look at European conquest and settlement
- G. Look at other Ethnic groups that settled in the region
- H. Explore how shared experiences have contributed to the development of sense of community

- I. Know the meaning of Independence and why this concept is desirable in the Caribbean
- J. Discuss the range of different mixed races in Jamaica through intermarriage. Explore the concept of melting pot and how it has allowed the meeting of various races with their religions, languages, dress, customs etc.
- K. Discover what is unique to the Caribbean; music, food, festivals, culture, ethnic origins
- L. Look at the dominant ethnic influence in Reggae, Calypso, Soca, Merengue and Mento
- M. Look at various well-known artists such as Louise Bennett, Derek Walcott, Edna Manley, V.S. Naipaul etc.
- N. Examine Caribbean Celebrations / Festivals; costumes, where, when and why they are celebrated, ethnic origins etc.
- O. Explore the foods we eat and those that other Caribbean territories consume. Explore the National Dishes of other nations in the region
- P. Explore the main religions in the Caribbean
- Q. Answer the question; How, with all of the differences in the region, can the people of the Caribbean be considered as “one people”?

Proposed Projects

Science

1. Observe and record the weather conditions of the environment for one week. Make a group report to the class using illustrative aids to show observations e.g. Pie Charts, Cartoons, Models and so on. Include in the discussion the types of elements that make up weather.
2. Design and make models of weather instruments.
3. Create a table to show similarities and difference of how dew and rain are formed.
4. Create a Poster to illustrate examples of forces around us; i.e. how forces affect the way we live.

Social Studies

1. Create a poster illustrating concepts of Neighbours and Neighbourliness. How should Neighbours behave towards each other. Indicate ways that countries can display neighbourliness towards each other in a one paragraph report.
2. Pretend that you are columnists. Write a short article on the similarities and differences among the National Symbols of our Caribbean neighbours.
3. Look for common ideas in the anthems of the Caribbean and write a short report on your findings.
4. Go on an imaginary cruise to four Caribbean territories. On a chart give the following information:
 - A. The names of the territories
 - B. The direction in which you will travel to get to them
 - C. The names and the location (latitude and longitude) of the capital cities you will visit.
5. Collect pictures to show evidence of Community and Brotherhood among the Caribbean people and create a poster to illustrate them.
6. Group work: Create a display showing the different names by which food are identified across the Caribbean.

Field Trip

This term we would like to visit the Meteorology Centre at one of the airports to see what types of instruments they use in the forecast of the weather. We are also looking for a location we could visit to study the different Caribbean countries around us.

