

FIFTH GRADE CHRONICLES

New Teachers, New Hallway, New Adventures!

The fifth-grade students have stepped up from the lower-school hallways, and they have come to impress! As the teachers have become acquainted with this class, the consensus is that the new fifth-grade class is made up of hard-working students with a strong sense of adventure.

The students and staff are so pleased to welcome Mr. Morrison to the fifth and sixth-grade team. He is getting to know the students and parents and is already working his magic in the English classroom!

In English class, the fifth-graders have really delved into grammar and are working on acquiring new grammar skills. Students have reviewed nouns, including both common and proper as well as possessives and plurals. They have had practice forming and identifying these different types of nouns. The class continues to fortify its vocabulary and spelling knowledge with regular assignments and quizzes as well as continued exposure to challenging words applied and explained during lectures. Students have gained new tools to aid them in more effective reading comprehension and had opportunities to apply them to selected stories from the Open Court readers as well as their beloved class book report book, *Where the Red Fern Grows*. Finally, the students have tapped into famous authors, such as Annie Dillard, for brainstorming inspiration and learned how to channel this creative energy into writers' journals.

History class has also been buzzing with much activity and interest. The students began by learning the difference between primary and secondary sources, and especially focusing on how primary sources can be advantageous to scholars. Further, they reviewed previous studies of Greece and Egypt, including further discussion of Mesopotamia and Persia. As the fifth-graders can tell you, they have been building the basis of the study of Rome, not with a slab foundation, but in typical villa style, with indoor heating and plumbing! Having completed their investigation of the mythical Kingdom period of Roman history, students are currently learning about the Republic, the most crucial years of the Roman civilization. Students are continuously being exposed to new ways of looking at history, whether it is through primary sources, the views of different cultures, or learning just how similar those who lived in the past are to people today. And, of course, they have discussed Roman condiments!

What a delight to once again welcome Francophiles to French class! The students came ready to learn new concepts, new vocabulary, and also to become a bit more proficient in their speaking skills. In French class, the objective has been to build up grammar, vocabulary and speaking skills in class, while providing students with a perspective on French culture. To meet this objective, the fifth-grade has reviewed greetings and is currently working on topics such as school vocabulary, everyday conversations, the verb *être*, adjective agreement, and the articles *le/la/l'/les* and *un/une/des*. The students have much to look forward to this year in class, and as the second quarter begins, they are well immersed in the language and culture the moment they step into the French classroom.



Fifth-grade students use math skills to navigate the corn maze.

The year is off to a running start already in fifth-grade math class! The students spent the first part of the year together reviewing and perfecting many skills from fourth-grade, tackling word problems, revisiting place value and conquering operations that involved decimals. As the students finished up their first look at exponents, they brainstormed ways in which they could use them in the real world. Fifth-graders found out that they are not too old to enjoy the pumpkin farm! They thoroughly enjoyed their trip to the Corn Maze and Pumpkin Farm in October! This quarter, the students will put their problem-solving skills into action as they have to work together in teams to solve brain teasers and puzzles, navigating through the corn maze and learning about just how much math is used on a farm (that's right, a farm!)

As the first quarter quickly came to an end, the students are now looking forward to the major unit of study this winter when they will apply their knowledge of percentages and number tricks for the holiday shopping season. They will continue to focus on the real-life application of consumer math and make decisions based on budgeting, as they explore how to find discounts and calculate sales tax. The students are in for a magical twist with this year's Math Weeks as well. Fifth-graders will get to show off their creative abilities as they design posters displaying the magical divisibility tricks they learn in November.

*"Tell me and I forget. Show me and I remember.
Involve me and I understand."
~ Chinese Proverb*

Where would you be located if you were at 10 degrees south latitude and 20 degrees east longitude? Would you be on land or in water? What does the International Date Line have to do with time? If it were 2:00 p.m. in Annandale, Virginia, what time would it be in Brisbane, Australia? The fifth-graders are able to answer these questions—and many more! As the students finished up their study of geography this year, topics such as map coordinates, cardinal and intermediate directions, map scale, world continents and oceans, time zones, and the southwest U.S. were discussed. If you were to visit the Four Corners, where would you be? Ask a fifth-grader for the answer!



Girls on the JV soccer team share camaraderie before the game.



Students look great in their blazers and ties.

5th and 6th Grade Parent/Student Reminders

All assignments, including homework, tests, and projects must be made up within two days for each one day of absence.

Students who leave school early for medical or other reasons and, in so doing, miss a quiz or test, must make up the missed work after school on the day they return to school.

The white detention slip is to be returned the following day to the teacher who issued the detention. Students must serve a detention within two weeks after the date of issue.

Students should be encouraged to work independently on projects, with parental involvement limited to assisting the child in procuring materials and organizing the concept for the assignment.

When a student has been absent from school, a note from a parent explaining the reason for the absence must be brought by the student to the homeroom teacher on the day the student returns to school.

Uniform shirts and blouses are to be kept tucked in. No athletic shoes (or shoes resembling athletic or tennis shoes), canvas or leather, are to be worn except for P.E. When worn, laces should match the shoes—no bright, contrasting laces. All uniform parts must fit properly and be kept clean, neat, and in good repair. Girls' socks are to be pulled up completely or folded once; no rolling or folding socks down to the ankle bone.

All clothes should be labeled with the owner's name.

Please consult the calendar for blazer and tie days (marked B/T). A white shirt, blazer, and tie are required on these days. Students are encouraged to keep their blazers and ties in their lockers; however, they should be taken home periodically for cleaning, repairs, and fit check.

Except for eyeglasses, medicines, and lunches, parents are requested not to bring articles from home that a student has forgotten. (Including the binder. This is an extremely important part of training students to take responsibility for their materials and assignments.)