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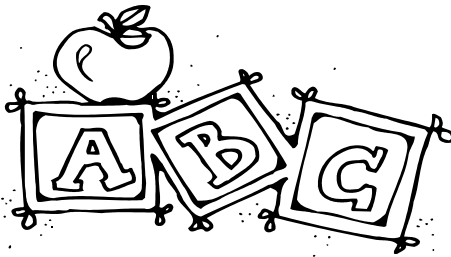
Making the Connection....

Grade

5

Superintendent of Schools

Christopher Steinhauser



Published by
Office of Curriculum, Instruction and
Professional Development

Publication authorized:
Christine Dominguez,
Assistant Superintendent

How Parents Can Help at Home

Long Beach Unified School District

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Our Mission Statement

The mission of the Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.

Websites and Phone Numbers

Long Beach Unified School District:
(562) 997-8000 *or* www.lbUSD.k12.ca.us

Main Library:
(562) 570-7500 *or* www.lbpl.org

California Department of Education:
www.cde.ca.gov

5th Grade Textbooks

- Open Court Reading , SRA McGraw-Hill 2002
- Open Court Spelling & Vocabulary, SRA McGraw-Hill 2002
- Language Arts Handbook, SRA McGraw-Hill 2002
- Houghton Mifflin Mathematics, Houghton Mifflin 2002
- Adventures in Time and Place, Macmillan McGraw-Hill 1999
- Houghton Mifflin Discovery Works, Houghton Mifflin 2000
- Portfolios, Barrett Kendall Publishing
- The Music Connection, Silver Burdett Ginn

Computer Software for Your Child...

Reading Programs

“Orchard for California” 4-6

“Cornerstone Reading” 4-8

Writing Programs

“Kidspiration” 4-5

“Writing Trek” 4-6

Math Programs

“Larson’s Elementary” 4-6

“Math Blaster” 4-5

“Math Blaster” (PreAlgebra), 5

“Destination Math: Grade 4-8”

“Graph Master” 4-8

“Fractions” 4-7

Research Programs

“Grolier’s Encyclopedia” K-12



Dear Parent/Guardian:

Welcome to the new school year. We are looking forward to continued academic success for all students in the Long Beach Unified School District.

The purpose of this grade level pamphlet is to both acquaint you with the major areas of study your child will experience throughout the school year and to offer helpful hints regarding how you can assist and enrich their learning experiences at home. Listed below are the highlighted areas addressed in this pamphlet.

- A sampling of grade level specific California Content Standards in the core curricular areas
- Comprehension questions to ask your child after reading at home
- Study skills to assist your child in obtaining academic success
- Academic software to enhance the curriculum
- Places to visit with your child to enrich their grade level curriculum
- A glossary of academic terminology that you may hear from your child or child’s teacher throughout the school year
- A summary of the LBUSD’s Homework Policy
- A list of common textbooks for each grade level

As dedicated and professional educators, we are proud to offer you this pamphlet as a tool to better help your child toward further academic success.

Sincerely,

Christopher Steinhauser

Note: All content standards listed in this brochure have been paraphrased from the California Department of Education standards document to give caregivers a general idea of grade level curriculum. Please refer to www.lbusd.k12.ca.us for a complete list.

Language Arts Content Standards

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:

- * Understand frequently used synonyms (i.e. fabulous, outstanding), antonyms (i.e. big, little) and homographs (multiple meaning words such as box and can)
- * Understand and use the knowledge of where words come from to help determine the meaning of unknown words.
- * Knowledge to analyze the meaning of complex words (e.g., controversial).
- * Read aloud narrative and expository text fluently and accurately; with appropriate pacing, intonation, and expression.
- * Use a dictionary to learn the meaning and other features of unknown words.
- * Understand figurative and metaphorical language in reading.

2.0 Reading Comprehension:

- * Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- * Analyze text that is organized sequentially.
- * Determine main ideas and concepts presented in text by identifying and assessing evidence that supports those ideas.
- * Draw inferences, conclusions and/or generalizations about text using evidence found in the text and their prior knowledge of the subject matter.
- * Distinguish facts and opinions in text.

3.0 Literary Analysis

- * Identify the main problem or conflict of the plot and explain how it is resolved.
- * Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), appearances of fiction characters, and contrasts to theme and plot.
- * Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- * Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

1.0 Writing

- * Create an organized multiple-paragraph narrative composition complete with a described setting, an established plot, and an ending (500-700 words).
- * Create multiple-paragraph expository compositions complete with an established topic, details, transitional phrases between paragraphs and a concluding paragraph to summarize information (500-700 words).
- * Use research and technology to locate relevant information (i.e. citations, end notes, bibliographies, thesaurus)
- * Create simple documents with electronic media utilizing passwords, pull-down menus, spell check, etc.)

2.0 Writing Applications

- * Write narratives, responses to literature, research reports, persuasive letters/compositions

Questions to Ask Your Child After Reading: Fiction

- What caused _____ to happen?
- Why did the author write this selection?
- On page ____, what does the word _____ mean?
- What do ____, ____, ____, and ____ have in common?

Non-Fiction

- The article was written mainly to _____?
- To research more about this subject, which type of reference book would you use?
 - Name at least two causes of _____.
 - What event led to the _____?
- What discovery made _____ easier? Why?
- In this article, what does the word _____ mean?

Examples of 5th Grade Literature

Listed below are examples of excellent books and authors that you might enjoy reading with your child at home. For many more examples, check out **LBUSD's website!**

- The Wall by Eve Bunting
- Bud, Not Buddy by Paul C. Curtis
- Danny the Champion of the World by Roald Dahl
 - The Reluctant Dragon by Kenneth Graham
 - Holes by Louis Sachar
- Falling Up by Shel Silverstein

Study Skills for your 5th Grader:

- *Establish a regular routine for homework time and place.*
 - *Provide a quiet and well lit area for studying.*
 - *Encourage your child to read and write for pleasure.*
 - *Provide reference materials such as a dictionary, thesaurus, encyclopedias, and computer internet access (most libraries offer internet access with a library card) for a curious mind.*
- *Prompt your child to ask questions about the material before, during and after they read.*

LBUSD Homework Policy

In summary, LBUSD believes that homework is an important part of the educational program at each grade level. Homework assignments which are meaningful and have a clear purpose offer you a key communication tool about your child's attainment of the content standards. Please encourage your child to do homework independently but be

available if needed to advise and help so that they can continue to work independently. Each grade level has recommended daily times for homework. Your fifth grader will have approximately 45-60 minutes of homework daily or a total of 240 minutes weekly.

Looking for an educational excursion for your 5th grader?

Cerritos Public Library: (562)916-1350

El Dorado Nature Center: (562) 570-1745

Autry Museum of Western

Heritage: (323) 667-2000

Griffith Park Observatory: (323) 664-1191

J. Paul Getty Museum (310) 440-7300

Richard Nixon Library (714) 993-3393

Ronald Reagan Presidential Library and

Museum: (800) 410-8354

Independence Hall at Knott's Berry Farm:

Language Arts Content Standards Continued:

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level (i.e. sentence structure, grammar, punctuation, capitalization, spelling).

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (i.e. narration, exposition, persuasion, description).

Mathematics Content Standards

Number Sense

- 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions.
- 2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimal.

Algebra

- 1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results. This will include graphs, equations, letters to represent unknown numbers coordinate planes, and quadrants).

Measurement and Geometry

- 1.0 Students understand and compute the volumes and areas of simple objects (i.e. area of triangle, volume of cube, find the perimeter, construct a rectangular box, etc.).
- 2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures (i.e. draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools).

Statistics, Data Analysis, and Probability

- 1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes (i.e. find mean, median, mode and analyze histograms and circle graphs).

Mathematical Reasoning

- 1.0 Students make decisions about how to approach problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 2.0 Students use strategies, skills, and concepts in finding solutions.
- 3.0 Students move beyond a particular problem by generalizing to other situations.

Science Content Standards

Physical Science

Your fifth grader will study about elements and combinations of elements that make up all the varied types of matter in the world.

Life Science

Your fifth grader will study about plants and animals which have structures for respiration, digestion, waste disposal, and transport of materials.

Earth Science

Your fifth grader will learn that water and Earth move between the oceans and land through the processes of evaporation and condensation. Your child will also learn that energy from the sun heats Earth unevenly, causing air movements that result in changing weather patterns.

Investigation and Experimentation

Your fifth grader will work with the scientific process by asking meaningful questions and conducting careful investigations. Students are encouraged to develop their own questions and perform investigations that address the content in the other three science strands.

History/Social Science Content Standards

- 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
- 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- 5.5 Students explain the causes of the American Revolution.

Physical Education Content Standards

Motor Learning: Students develop effective movement skills.

Biomechanics: Students demonstrate an understanding of the fundamentals of movement.

Exercise Physiology: Students achieve and maintain a health enhancing level of physical fitness.

Exercise Physiology: Students develop the skills, knowledge, and interest to independently maintain an active lifestyle.

Human Growth and Development: Students demonstrate an understanding of the stages of growth and development and their effect on performance.

Physiology: Students demonstrate knowledge, acceptance and appreciation for differences among themselves and others in regard to abilities and achievements.

Aesthetics: Students develop a sense of appreciation and aesthetic pleasure of movement as a performer and as an observer.

Sociology: Students demonstrate appropriate social behaviors by respecting others, appreciating diversity and recognizing the importance of understanding other cultures.

Historical Perspectives: Students demonstrate an understanding of the various influences on the evolution of a movement related activity.

Visual & Performing Arts Content Standards

Dance: Name and use a wide variety of movements (i.e. isolations, whole body).

Music: Sing various kinds of music and use classroom instruments to play melodies and accompaniments from varied genres of music. Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

Theatre: Analyze ways in which theatre, television, and film play a part in our daily lives and create appropriate props, sets, and costumes for a cultural celebration or pageant.

Visual Arts: Compare the different purposes of a specific culture for creating art; and assess their own works of art, using specific criteria identifying what changes they would make for improvement.