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# WIT & WISDOM PARENT TIP SHEET

## WHAT IS MY FIFTH GRADE STUDENT LEARNING IN MODULE 1?

*Wit & Wisdom* is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

### Module 1: Cultures in Conflict

Module 2: Word Play

Module 3: A War Between Us

Module 4: Breaking Barriers

In this first module, *Cultures in Conflict*, we will ask what it means to belong to a culture. How do a culture's beliefs guide the actions of its people? And what happens when different cultures come into conflict?

## OUR CLASS WILL READ THESE TEXTS:

### Novel

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall

### Speech

- "Lincoln Hall Speech," Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce

### Stories

- "Coyote and the Monster Story" Parts 1, 2, and 3, told by J. R. Spencer
- "How Beaver Stole Fire from the Pines"

## OUR CLASS WILL EXAMINE THESE WORKS OF ART:

### Paintings

- *Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Forward*, E. A. Burbank
- *The White Cloud, Head Chief of the Iowas*, George Catlin
- *Portrait of George Washington*, Gilbert Stuart

## Photography

- “Chief Joseph and his Family c. 1880,” F.M. Sargent

## OUR CLASS WILL WATCH THIS VIDEO:

- “A Landscape of History”

## OUR CLASS WILL ASK THESE QUESTIONS:

- How did the United States westward expansion impact Native American cultures in the West?
- How did the Nez Perce’s homeland sustain their lifestyle and culture?
- What role do stories play in Nez Perce culture?
- How does the conflict between the Nez Perce and the US government reveal differing cultural beliefs and values?
- What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?
- What important Nez Perce beliefs and values does Chief Joseph convey in his Lincoln Hall speech?

## QUESTIONS TO ASK AT HOME:

As your fifth grade student reads, ask:

- *What do you notice and wonder?*

## BOOKS TO READ AT HOME:

- *Sacajawea*, Joseph Bruchac
- *Trail of Tears*, Joseph Bruchac
- *A History of US: The New Nation*, Joy Hakim
- *How We Crossed the West: The Adventures of Lewis and Clark*, Rosalyn Schanzer
- *Only the Names Remain: The Cherokees and the Trail of Tears*, Alex W. Bealer
- *Seaman’s Journal: On the Trail with Lewis and Clark*, Patricia Eubank
- *Zia*, Scott O’Dell
- *Sing Down the Moon*, Scott O’Dell
- *Julie of the Wolves*, Jean Craighead George
- *The Birchbark House*, Louise Erdrich
- *Island of the Blue Dolphins*, Scott O’Dell
- *Salt: A Story of Friendship in Times of War*, Helen Frost

## PLACES YOU CAN VISIT TO TALK ABOUT CULTURE:

Visit a local cultural center that celebrates your culture or another culture. Ask:

- *What are some traditions of this culture?*
- *What do you notice about this culture?*
- *What do you wonder about this culture?*

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# WIT & WISDOM PARENT TIP SHEET

## WHAT IS MY FIFTH-GRADE STUDENT LEARNING IN MODULE 2?

*Wit & Wisdom* is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: Cultures in Conflict

### **Module 2: Word Play**

Module 3: A War Between Us

Module 4: Breaking Barriers

In this second module, *Word Play*, we will study the way we use words to define and organize our world. We will read playful stories to investigate wordplay and answer the question, *How and why do writers play with words?*

## OUR CLASS WILL READ THIS TEXT

### **Novel**

- *The Phantom Tollbooth*, Norton Juster

## OUR CLASS WILL EXAMINE THESE PAINTINGS:

- *The Persistence of Memory*, Salvador Dalí
- *Time Transfixed*, René Magritte

## OUR CLASS WILL WATCH THIS VIDEO:

- “Who’s on First?” Bud Abbott and Lou Costello

## OUR CLASS WILL ASK THESE QUESTIONS:

- How can wordplay create confusion and humor?
- How can writers use wordplay to develop a story’s settings and characters?
- How can writers use wordplay to develop a story’s plot?
- How is *The Phantom Tollbooth* a story of transformation?

## QUESTIONS TO ASK AT HOME:

As your fifth-grade student reads, ask:

- *What's happening?*
- *What does a closer look at words and illustrations reveal about this text's deeper meaning?*

## BOOKS TO READ AT HOME:

- *The Right Word: Roget and His Thesaurus*, Jen Bryant and Melissa Sweet
- *A River of Words: The Story of William Carlos Williams*, Jen Bryant and Melissa Sweet
- *Noah Webster: Weaver of Words*, Pegi Deitz Shea
- *The Dreamer*, Pam Muñoz Ryan and Peter Sis
- *Rain Reign*, Ann M. Martin
- *Lemonade and Other Poems Squeezed from a Single Word*, Bob Raczka
- *Cbd!*, William Steig

## IDEAS FOR TALKING ABOUT LANGUAGE:

Playing with words together is a lot of fun. Try word games like this one at home:

**Hink Pink:** One person thinks of two rhyming words, like “fat cat” or “lead bed.” That person shares a clue so his or her partner can guess the rhyming words, such as “a large feline” (fat cat) or “a heavy sleeping place” (lead bed).

A few to get you started:

- Soaked animal in the house (wet pet)
- Seafood dreams (fish wish)
- Playground at night (dark park)

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# WIT & WISDOM PARENT TIP SHEET

## WHAT IS MY GRADE 5 STUDENT LEARNING IN MODULE 3?

*Wit & Wisdom* is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: Cultures in Conflict

Module 2: Word Play

**Module 3: A War Between Us**

Module 4: Breaking Barriers

In the third module, *A War Between Us*, students are exposed to the many ways in which war impacts people and the many consequences of war. We will read firsthand accounts and historical fiction to answer the question: How did the Civil War impact people?

## OUR CLASS WILL READ THESE BOOKS:

### Articles

- “Hospitals and Medical Knowledge,” *Civil War Preservation Trust*
- “Amputation,” *Civil War Preservation Trust*

### Historical Account

- *The Boys’ War*, Jim Murphy

### Novel

- *The River Between Us*, Richard Peck

### Poetry

- “The Women Who Went to the Field,” Clara Barton

## OUR CLASS WILL EXAMINE THESE PHOTOGRAPHS:

- Lincoln at Antietam, Alexander Gardner

## OUR CLASS WILL WATCH THESE VIDEOS

- *The Civil War, Episode 1: “The Cause,”* Ken Burns
- “America Divided,” History.com
- “What Caused the Civil War,” Virginia Historical Society
- “Ford Model T–100 Years Later,” CarDataVideo

## OUR CLASS WILL VISIT THESE WEB PAGES:

- “Compare Two Worlds: North vs. South 1861,” Scholastic.com
- “Slavery,” Scholastic.com

## OUR CLASS WILL ASK THESE QUESTIONS:

- What factors led to the start of the Civil War?
- How did the Civil War impact boy soldiers?
- How did the Civil War impact girls and women?
- How did the Civil War impact free people of color in the South?
- How did the Civil War impact the Pruitt family from the historical-fiction novel *The River Between Us*?

## QUESTIONS TO ASK AT HOME:

As your Grade 5 student reads, ask:

- *What is the essential meaning, or most important message, in this book?*

## BOOKS TO READ AT HOME:

- *Civil War Stories*, Ambrose Bierce
- *Chasing Lincoln’s Killer*, James Swanson
- *Across Five Aprils*, Irene Hunt
- *With Every Drop of Blood*, James Collier
- *How I Found the Strong*, Margaret McMullan
- *Iron Thunder*, Avi
- *Red Moon at Sharpsburg*, Rosemary Wells
- *The Mostly True Adventures of Homer P. Figg*, Rodman Phillbrick
- *Soldier’s Heart*, Gary Paulsen

- *Elijah of Bruvton*, Christopher Paul Curtis
- *On Enemy Soil: The Journal of James Edmund Pease, a Civil War Union Soldier*, Jim Murphy

## IDEAS FOR TALKING ABOUT THE CIVIL WAR:

Encourage your Grade 5 student to think about both the negative and positive impacts of war as they read, as war changes people in many ways and teaches many lessons. Additionally, invite your Grade 5 student to think about how someone's point of view influences how they describe and react to an event like war.

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# WIT & WISDOM PARENT TIP SHEET

## WHAT IS MY GRADE 5 STUDENT LEARNING IN MODULE 4?

*Wit & Wisdom* is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: Cultures in Conflict

Module 2: Word Play

Module 3: A War Between Us

### **Module 4: Breaking Barriers**

In the fourth module, *Breaking Barriers*, students are exposed to the power that sports have to affect how people view each other, to create opportunities for people, and to help people overcome and challenge barriers. Students will read and research a variety of in-formational texts about individual athletes, coaches, teams, and organizations to answer the question: How can sports influence individuals and societies?

## OUR CLASS WILL READ THIS BOOK:

### **Literary Nonfiction (Informational)**

- *We Are the Ship: The Story of Negro League Baseball*, Kadir Nelson

## OUR CLASS WILL EXAMINE THIS ARTWORK:

- *Joie de Vivre*, Mark di Suvero
- *The Fall of Icarus*, Henri Matisse

## OUR CLASS WILL READ THESE ARTICLES:

- “Afghan Sprinter Tahmina Kohistani Shows What’s Possible for Muslim Women,” Mike Wise
- “Finding Common Ground on the Soccer Field,” Todd Tuell
- “Guardians of the Game,” Todd Tuell
- “Refugees Find Hope, Film Deal on Soccer Field,” Kathy Lohr
- “Street Soccer,” Connie Colón

## OUR CLASS WILL READ THIS SHORT STORY:

- “Raymond’s Run,” Toni Cade Bambara

## OUR CLASS WILL WATCH THESE VIDEOS:

- “Always #LikeAGirl,” Always
- “Jackie Robinson,” History.com
- “Nelson Mandela Speech that changed the world,” 2000 Laureus World Sports Awards

## OUR CLASS WILL ASK THESE QUESTIONS:

- How can sports affect the way we view others?
- How can sports create opportunities for change?
- How can people challenge or overcome barriers through sports?
- How can sports influence individuals and societies?

## QUESTIONS TO ASK AT HOME:

As your Grade 5 student reads, ask:

- How does this text build your knowledge of breaking barriers or the power of sports? Share what you know about breaking barriers or the power of sports.

## BOOKS TO READ AT HOME:

- *America’s Champion Swimmer: Gertrude Ederle*, David Adler
- *A Splash of Red: The Life and Art of Horace Pippin*, Jen Bryant and Melissa Sweet
- *Six Dots: A Story of Young Louis Braille*, Jen Bryant
- *Who Was Roberto Clemente?* James Buckley, Jr.
- *The Bat Boy and His Violin*, Gavin Curtis
- *Babe Didrikson Zaharias: Making of a Champion*, Russell Freedman
- *Mr. Matisse and His Cutouts*, Annemarie van Haeringen
- *Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman*, Kathleen Krull
- *In the Year of the Boar and Jackie Robinson*, Bette Bao Lord
- *Wheels of Change: How Women Rode the Bicycle to Freedom*, Sue Macy
- *America Street: A Multicultural Anthology of Stories*, Ann Mazer
- *Jesse Owens: Fastest Man Alive*, Carole Boston Weatherford
- *Roberto Clemente: Pride of the Pittsburgh Pirates*, Jonah Winter

## IDEAS FOR TALKING ABOUT THE POWER OF SPORT:

Encourage your Grade 5 student to think about the ways that sports can be used to bring people together, to change people's opinions, and to give people hope. Additionally, invite your Grade 5 student to reflect on his or her own experiences with sports—either watching or playing—and consider how sports have influenced them or have helped them, or someone they know, to overcome a barrier.