**Fifth Grade Weekly Study Skills**

Unit 4, Week 1, “Weslandia”

Below are the skills and vocabulary we will be working on for the next 5 days. (\*Please note: our literacy lessons are based on 5-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the “weekly study skills” on the day that we begin a new 5-day instructional sequence.) You can support your child’s literacy skills by reviewing, discussing, and practicing the skills and concepts below:

|  |  |
| --- | --- |
| **Big Idea/Big Question**  (This is the theme of our unit in class.) | **Question of the Week**  (This is the theme/question for  this week’s instruction in class.) |
| How do people and animals adapt to different situations? | How do people adapt to different situations? |
| **Word Analysis**  (These are the word parts we are  studying in class.) | **Spelling Patterns and associated Words**  (These patterns connect to our phonics skills we are learning this week.) |
| Word endings: -ed, -s | Words from many cultures:  ballet, banana, banquet, barbecue, buffet, canyon, cobra, hula, karate, khaki, kiosk, koala, macaroni, polka, safari, stampede, tomato, vanilla, waltz, yogurt |
| **Oral Vocabulary**  (Try using these words in your  conversations at home.) | **Lesson/Tested Vocabulary**  (These reading words are words from  this week’s main selection.) |
| advancement, courage, customize, determination, discovered, dynamic, exploration, flexibility, practice, transformation | blunders, civilization, complex, envy, fleeing, inspired, rustling, strategy |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| **Focus on Legibility: letter size and proportion**  Cursive C, c, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 4, Week 2, “Tripping Over the Lunch Lady”

Below are the skills and vocabulary we will be working on for the next 5 days. (\*Please note: our literacy lessons are based on 5-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the “weekly study skills” on the day that we begin a new 5-day instructional sequence.) You can support your child’s literacy skills by reviewing, discussing, and practicing the skills and concepts below:

|  |  |
| --- | --- |
| **Big Idea/Big Question**  (This is the theme of our unit in class.) | **Question of the Week**  (This is the theme/question for this week’s instruction in class.) |
| How do people and animals adapt to different situations? | How do people overcome obstacles? |
| **Word Analysis**  (These are the word parts we are  studying in class.) | **Spelling Patterns and associated Words**  (These patterns connect to our phonics skills we are learning this week.) |
| Suffixes: -ly, ian | Prefixes: over-, under-, sub-, super, out-  outfield, outlet, output, overboard, overcast, overlook, overtime, subdivision, subhead, submarine, subset, subway, supermarket, supernatural, supersonic, superstar, undercover, undercurrent, underground, underline |
| **Oral Vocabulary**  (Try using these words in your  conversations at home.) | **Lesson/Tested Vocabulary**  (These reading words are words from  this week’s main selection.) |
| acclimate, application, confront, conquer, ingenious, modify, persistence, predicament, resilient, triumphant | Dalmatian, frilly, promenading, sprained, substitute |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on legibility: letter form and shape  Cursive N, n, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 4, Week 3, “Exploding Ants”

Below are the skills and vocabulary we will be working on for the next 5 days. (\*Please note: our literacy lessons are based on 5-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the “weekly study skills” on the day that we begin a new 5-day instructional sequence.) You can support your child’s literacy skills by reviewing, discussing, and practicing the skills and concepts below:

|  |  |
| --- | --- |
| **Big Idea/Big Question**  (This is the theme of our unit in class.) | **Question of the Week**  (This is the theme/question for  this week’s instruction in class.) |
| How do people and animals adapt to different situations? | How do animals adapt to survive? |
| **Word Analysis**  (These are the word parts we are  studying in class.) | **Spelling Patterns and associated Words**  (These patterns connect to our phonics skills we are learning this week.) |
| Suffix: -ize | Homophones:    allowed, aloud, cent, scent, sent, chili, chilly, coarse, course, pail, pale, their, there, they’re, threw, through,  tide, tied, weather, whether |
| **Oral Vocabulary**  (Try using these words in your  conversations at home.) | **Lesson/Tested Vocabulary**  (These reading words are words from  this week’s main selection.) |
| adaptations, camouflage, defenses, fearsome, formidable, mimicry, predators, protrude, spiny, survival | critical, enables, mucus, scarce, specialize, sterile |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on Legibility: letter slant and spacing  Cursive L, l, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 4, Week 4, “The Stormi Giovanni Club”

Below are the skills and vocabulary we will be working on for the next 5 days. (\*Please note: our literacy lessons are based on 5-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the “weekly study skills” on the day that we begin a new 5-day instructional sequence.) You can support your child’s literacy skills by reviewing, discussing, and practicing the skills and concepts below:

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| --- | --- |
| **Big Idea/Big Question**  (This is the theme of our unit in class.) | **Question of the Week**  (This is the theme/question for  this week’s instruction in class.) |
| How do people and animals adapt to different situations? | How do people adapt to new places? |
| **Word Analysis**  (These are the word parts we are  studying in class.) | **Spelling Patterns and associated Words**  (These patterns connect to our phonics skills we are learning this week.) |
| Prefixes: com, pro, epi, | Suffixes: –ible, -able  agreeable, allowable, available, breakable, convertible, divisible, fashionable, favorable, flexible, forgettable, hospitable, laughable, reasonable, responsible, reversible, sensible, sociable, tolerable, valuable, washable |
| **Oral Vocabulary**  (Try using these words in your  conversations at home.) | **Lesson/Tested Vocabulary**  (These reading words are words from  this week’s main selection.) |
| adjust, courageous, engrossed, familiarize, obstacles, opportunities, perseverance, relocate, surroundings, wanderlust | cavities, combination, demonstrates, episode, profile, strict |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Legibility: letter, word and sentence spacing  Cursive X, x, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 4, Week 5, “The Gymnast”

Below are the skills and vocabulary we will be working on for the next 5 days. (\*Please note: our literacy lessons are based on 5-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the “weekly study skills” on the day that we begin a new 5-day instructional sequence.) You can support your child’s literacy skills by reviewing, discussing, and practicing the skills and concepts below:

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| --- | --- |
| **Big Idea/Big Question**  (This is the theme of our unit in class.) | **Question of the Week**  (This is the theme/question for  this week’s instruction in class.) |
| How do people and animals adapt to different situations? | Why do people try to change themselves? |
| **Word Analysis**  (These are the word parts we are  studying in class.) | **Spelling Patterns and associated Words**  (These patterns connect to our phonics skills  we are learning this week.) |
| Idioms | Negative prefixes:  illegal, illiterate, illogical, immature, immobile, impatient, imperfect, impolite, impossible, inactive, inappropriate, incorrect, indefinite, independent, inexpensive, informal, invisible, irregular, irresistible, irresponsible |
| **Oral Vocabulary**  (Try using these words in your  conversations at home.) | **Lesson/Tested Vocabulary**  (These reading words are words from  this week’s main selection.) |
| aspire, champion, competitive, condition, develop, enhance, fitness, perfected, rehearse, routine | bluish, cartwheels, gymnastics, hesitation, limelight, skidded, somersault, throbbing, wincing |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on Letter Size: Cursive  G, g, Your Name | |