**Fifth Grade Weekly Study Skills**

Unit 5, Week 1, “The Skunk Ladder”

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.) |
| Who goes seeking adventure and why? | How can we find adventure in ordinary events? |
| **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.) |
| Prefix  *-im* | Multisyllabic Words:  cafeteria, centennial, curiosity, cylinder, elementary, elevator, fascination, intermediate, literature, meteorite, miniature, mosaic, opportunity, Pennsylvania, probability, ravioli, substitute, tuxedo, variety, vehicle |
| **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.) |
| antics, carefree, desert, embark, mundane, prairie, relish, sinister, unassuming, vanish | abandoned, attempt, bellow, cavern, feat, immensely, savage |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| **Focus on Legibility: letter size and proportion**  Cursive  Y, y, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 5, Week 2, “The Unsinkable Wreck of the R.M.S. *Titanic*”

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.) |
| Who goes seeking adventure and why? | How does technology help adventurers reach 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.) |
| Acronym | Related Words:    condemn, condemnation, electric, electrician, haste, hasten, magic, magician, music, musician, part, partial, protect, protection, resign, resignation, select, selection signs, signals |
| **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.) |
| analyze, apparatus, foreign, marvel, pinnacle, seafaring, submersible, treasure, trunk, vessel | cramped, debris, interior, ooze, robotic, sediment, sonar |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on legibility: letter form and shape  Q, q, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 5, Week 3, “Talk with an Astronaut”

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.) |
| Who goes seeking adventure and why? | What is life like for an astronaut? |
| **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.) |
| Greek and Latin Roots | Greek Word Parts:  artist, biology, capitalism, cartoonist, claustrophobia, ecology, geology, heroism, hydrophobia, journalism, meteorology, novelist, patriotism, phobia, technology, technophobia, tourism, violinist, vocalist, zoology |
| **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.) |
| command, module, endeavor, launch, lunar module, manned, momentum, orbit, propulsion, solar, weightlessness | accomplishments, focus, gravity, monitors, role, specific |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on Legibility: letter slant and spacing  O, o, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 5, Week 4, “Journey to the Center of the Earth”

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.) |
| Who goes seeking adventure and why? | How do we explore places underground? |
| **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.) |
| Complex Spelling Patterns: -ous, ious, -eous | Latin Roots:  abruptly, aspect, bankrupt, describe, eject, eruption, injection, inscribe, inspection, interruption, manuscript, prescribe, project, reject, respectful, rupture, scribble, spectacular, subscription, suspect |
| **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.) |
| caverns, chambers, coexist, excavate, roam, spelunking, stalactites, stalagmites, tremor, unfathomable | armor, encases, extinct, hideous, plunged, serpent |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Legibility: letter, word and sentence spacing  W, w, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 5, Week 5, “Ghost towns of the American West”

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.) |
| Who goes seeking adventure and why? | What adventures helped drive westward expansion? |
| **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.) |
| Morphemes | Greek word parts:  autograph, barometer, centimeter, diameter, graphic, kilometer, meteorology, paragraph, pedometer, phonograph, photocopy, photographer, speedometer, telecommute, telegraph, telephone, telescope, television, thermometer |
| **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.) |
| claim, deserted, exploit, exuberance, frontier, migration, miners, panning, sluice box, trailblaze | economic, independence, overrun, scrawled, vacant |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on Letter Size:  B, b, Your Name | |