**Fifth Grade Weekly Study Skills**

Unit 6, Week 1, “The Truth About Austin’s Amazing Bats”

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.) |
| What can we learn from encounters with the unexpected? | How can unplanned situations have positive outcomes? |
| **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.) |
| Compound Words | Suffixes –ous, -sion, -ion, -ation  attraction, conversation, creation, decision, destination, education, election, exhibition, explanation, famous, furious, humorous, imagination, invasion, invention, nervous, occupation, relaxation, tension, various |
| **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.) |
| unintended, fortuitous, advantageous, potential, spontaneous, perspective, happenstance, occurrences, perceptive, unaware | bizarre, breathtaking, headline,  high-pitched, roost, vital |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| **Focus on Legibility: letter size and proportion**  Cursive  V, v, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 6, Week 2, “The Mystery of Saint Matthew Island”

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.) |
| What can we learn from encounters with the unexpected? | What unexpected effects can humans have on nature? |
| **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.) |
| Russian Word Origins | Final syllable –ant, -ent, -ance, -ence  absence, ambulance, appearance, clearance, conference, confidence, consistent, difference, entrance, evidence, excellence, experience, hesitant, ignorant, important, instance, insurance, intelligent, persistent, pollutant |
| **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.) |
| accommodates, refuge, domesticated, contaminated, grandiose, prune, composition, depletion, natural resources, aggravate | bleached, scrawny, carcasses, decay parasites, starvation, suspicions, tundra |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on legibility: letter form and shape  Z, z, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 6, Week 3, “King Midas and the Golden Touch”

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.) |
| What can we learn from encounters with the unexpected? | How can we learn from the results of our actions? |
| **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:  ci=/sh/, ti=/sh/, ous=/us/ | Latin Roots  audience, audit, audition, auditorium, contradict, decade, decathlon, December, decimal, dictionary, export, import, jurisdiction, portable prediction, reporter, terrace, terrain, territory, transport |
| **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.) |
| specimen, valuable geologist, rare, deplorable, outcome, victor, unforeseen, repercussion, penitence | adorn, cleanse, lifeless, precious, realm, spoonful |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on Legibility: letter slant and spacing  S, s, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 6, Week 4, “The *Hindenburg*”

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.) |
| What can we learn from encounters with the unexpected? | How can unexpected encounters reveal hidden dangers? |
| **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 Families | Related Words  clean, cleanse, combination, combine, crime, criminal define, definition, human, humanity, inspiration, inspire, legal, legality, organ, organist, pleasant, please, recognition, recognize |
| **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.) |
| updrafts, waterlogged, destination, calamity, suitable, locate, traction, prudent, passport, argument | criticizing, cruised, drenching, era, explosion, hydrogen |
| **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 6, Week 5, “Sweet Music in Harlem”

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.) |
| What can we learn from encounters with the unexpected? | What unexpected influence do we have on those around us? |
| **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.) |
| Compound Words | Easily confused words:  quiet, quite, finely, finally, excerpt, accept, than, then, since, sense, affect, effect, from, form, later, latter, adapt, adopt, medal, metal |
| **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.) |
| career, inspired, wealth, celebrity, fervor, malevolent, foster, renown, coerce, predispose | bass, clarinet, fidgety, forgetful, jammed, nighttime, secondhand |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on Letter Size:  B, b, Your Name | |