**Fifth Grade Weekly Study Skills**

Unit 1, Week 1, “Red Kayak”

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 kinds of challenges do people face and how do they meet them? | What inspires people to act courageously? |
| **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  *-ly* | Short vowels and syllables  VC/CV *(vowel consonant/consonant vowel)*  VCV *(vowel consonant vowel)*  admire advance anger butter channel comedy denim distance drummer enjoy figure husband method mustard perhaps petals problem regular shuttle tissue |
| **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.) |
| terrified treacherous bravery heroine revive expedition anticipate trepidation ferocity audacity | compressions grumbled insistently intentionally minute neutral normally |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| **Focus on Legibility: letter size and proportion**  Tall letters: b d h k l t  Short letters: a c e i m s w x  Below the line letters: q j p g y z  Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 1, Week 2, “Thunder Rose”

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 kinds of challenges do people face and how do they meet them? | How can nature challenge 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.) |
| Greek and Latin Roots | Long vowel VCV (vowel consonant vowel)  acorn agent aroma basic broken climate ego fever hotel icon item label labor motive native silent solo spider vital vocal |
| **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.) |
| agriculture disaster meteorologist precipice roaring stamina stationed twister unpredictable wildfire | branded constructed daintily devastation lullaby pitch resourceful thieving veins |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on legibility: letter form and shape  Ll, Hh, Tt, Ii, Jj, Oo, Yy, Mm, Nn, Rr, Ss, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 1, Week 3, “Island of the Blue Dolphins”

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 kinds of challenges do people face and how do they meet them? | How do people survive in the wilderness? |
| **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 | Long vowel digraphs (ea, ow, ee, oa, ai)  appeal arrow bowling breeze charcoal coast complain crease faint feast grain maintain needle paint praise sneeze Spain speech wheat willow |
| **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.) |
| gutted quartz flint blazing pursuit prey shipwreck famished wilderness resourceful | gnawed headland kelp lair  ravine shellfish sinew |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on Legibility: letter slant and spacing  f, h, l, t, r, m, n, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 1, Week 4, “Satchel Paige”

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 kinds of challenges do people face and how do they meet them? | How do we face personal challenges? |
| **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.) |
| Shades of meaning | Adding *–ed, -ing*  admitted admitting decided deciding delayed delaying denied denying identified identifying  included including occurred occurring qualified qualifying  satisfied satisfying supplied supplying |
| **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.) |
| barrier hardships hostility endured ambition strive vigor devotion resist discipline | confidence fastball mocking outfield unique weakness windup |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Legibility: letter, word and sentence spacing  Practice sentence writing and Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 1, Week 5, “Ten Mile Day”

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 kinds of challenges do people face and how do they meet them? | What challenges do immigrants encounter? |
| **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 *-ing* | Contractions  couldn’t could’ve doesn’t hadn’t might’ve mustn’t needn’t shouldn’t should’ve there’d they’re they’ve this’ll weren’t what’ll who’d who’ve wouldn’t would’ve you’ve |
| **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.) |
| immigration Ellis Island belongings anxiously allegiance emblem sustenance adversity established homeland | barren deafening lurched previous prying surveying |
| **Handwriting Practice**  (Students may practice the writing of these letters in manuscript and cursive this week.) | |
| Focus on Letter Size: Cursive l and L  Your Name | |