**Fifth Grade Weekly Study Skills**

Unit 2, Week 1, “At the Beach”

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 makes people want to do the right thing? | Why is honesty important? |
| **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.) |
| Spanish Word Origins | Diagraphs: th, sh, ch, phalthough, approach, astonish, attach, challenge, chapter, charity, china, chosen, establish, ethnic, hyphen, northern, ostrich, pharmacy, python, shatter, shiver, shovel, southern |
| **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.) |
| candid, deceit, frank, guilt, honorable, integrity, justice, moral, oath, principled | algae, concealed, driftwood, hammocks, lamented, sea urchins, sternly, tweezers |
| **Handwriting Practice**(Students may practice the writing of these letters in manuscript and cursive this week.) |
| **Focus on Legibility: letter size and proportion**Cursive Letter: H, h |

**Fifth Grade Weekly Study Skills**

Unit 2, Week 2, “Hold the Flag High”

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 makes people want to do the right thing? | What are the risks in helping others? |
| **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.) |
| *French Word Origins* | Irregular pluralsavocados, dominoes, ourselves, shelves, beliefs, echoes, pants, sheriffs, buffaloes, flamingos, pianos, staffs, chefs, loaves, quizzes, thieves, chiefs, measles, scissors, volcanoes  |
| **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.) |
| audacity, brazen, cooperation, maneuver, nation, officers, poses, sacrifice, trembling, unwavering | quarrel, union, confederacy, rebellion, glory, canteen, stallion |
| **Handwriting Practice**(Students may practice the writing of these letters in manuscript and cursive this week.) |
| Focus on legibility: K, k, Your Name |

**Fifth Grade Weekly Study Skills**

Unit 2, Week 3, “ The Chi’-lin Purse”

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 makes people want to do the right thing? | What are the rewards in helping others? |
| **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: -tion, -ion | Spelling Words Vowel Sounds with /r/appear, beware, career, chair, declare, engineer, ignore, order, pioneer, prepare, repair, report, resort, smear, snore, spare, square, sword, tornado, volunteer |
| **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.) |
| aid, distress, favor, nurture, panic, praise, selflessness, social worker, stranded, victim | astonished, behavior, benefactor, distribution, gratitude, procession, recommend, sacred, traditions |
| **Handwriting Practice**(Students may practice the writing of these letters in manuscript and cursive this week.) |
| Focus on Legibility: letter slant and spacing T, t, Your Name |

**Fifth Grade Weekly Study Skills**

Unit 2, Week 4, “A Summer’s Trade”

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 makes people want to do the right thing? | Why do people make sacrifices for others? |
| **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.) |
| Spanish Word Origins | Final Syllables –en, -an, -el, -le,-ilbeagle, cancel, chisel, chuckle, double, evil, example, fossil, level, oxygen, quarrel, scramble, single, slogan, suburban, sudden, toboggan, travel, veteran, wooden |
| **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.) |
| altruism, charitable, committed, consequences, donated, forfeit, gratifying, noble, relinquish, underprivileged | bandana, bracelet, Hogan, jostled, mesa, Navajo, turquoise |
| **Handwriting Practice**(Students may practice the writing of these letters in manuscript and cursive this week.) |
| Legibility: letter, word and sentence spacingI, i, Your Name |

**Fifth Grade Weekly Study Skills**

Unit 2, Week 5, “The Midnight Ride of Paul Revere”

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 makes people want to do the right thing? | How can people promote freedom? |
| **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 | Final Syllables –er,-ar, -oralligator, caterpillar, danger, dollar, eager, eraser, glimmer, harbor, helicopter, linger, locker, pillar, refrigerator, rumor, sensor, solar, sticker, surrender, tractor, wander |
| **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.) |
| acquire, battle, battlefield, beloved, freedom, government, liberty, representation, revolution, vote | fate, fearless, glimmer, lingers, magnified, somber, steed |
| **Handwriting Practice**(Students may practice the writing of these letters in manuscript and cursive this week.) |
| Legibility: letter, word and sentence spacingU, u, and Your Name |