**Fifth Grade Weekly Study Skills**

Unit 3, Week 1, “The Fabulous Perpetual Motion Machine”

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 do people gain from the work of inventors and artists? | How do inventors inspire our imagination? |
| **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 | The schwa sound  bulletin carnival celebrate celery census Chicago elegant estimate factory garage gasoline humidity illustrate jewel kingdom operate pajama terrific tomorrow tropical |
| **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.) |
| design device enterprise entrepreneur experiment improvement innovation suggested theory vehicle | applauds browsing fabulous inspecting project |
| **Focus on Legibility: letter size and proportion**  Cursive E, e, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 3, Week 2, “Leonardo’s Horse”

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 do people gain from the work of inventors and artists? | How do artists inspire future generations? |
| **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 | Compound words  barefoot blindfold countryside courthouse earthquake fishhook grasshopper greenhouse homesick hummingbird lightweight postcard rowboat scrapbook spotlight tablespoon teaspoon thumbtack waterproof whirlpool |
| **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.) |
| canvas, charcoal, easel, gallery, inspire, marble, medium, muse, projector, sculpture | achieved architect bronze cannon depressed fashioned midst philosopher rival |
| Focus on legibility: letter form and shape  Cursive J, j, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 3, Week 3, “The Dinosaurs of Waterhouse Hawkins”

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 do people gain from the work of inventors and artists? | How can paleontologists help us understand the past? |
| **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, -sion | Consonant sound /j/, /ks/, /sk/,  dodge, excellent, exclaim, excuse, explore, fascinate, gigantic, ginger, Japan, journal, muscle, pledge, scene, scent, schedule, scheme, scholar, schooner, science, smudge |
| **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.) |
| archaic, extinct, fossils, illustration, model, paleontologists, remains, replica, uncanny, sandstone | erected, foundation, mold, occasion, proportion, tidied, workshop |
| Focus on Legibility: letter slant and spacing  Cursive P, p, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 3, Week 4, “Mahalia Jackson”

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 do people gain from the work of inventors and artists? | How does an artist use music to inspire 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.) |
| Suffix: -ous | One consonant or two  accomplish, address, allowance, appreciate, barricade, broccoli, collar, collect, command, committee, gallop, immediate, mirror, Mississippi, opponent, possess, recess, Tennessee, zucchini |
| **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.) |
| beat, digital music, fiddle, harmonize, jam session, melody, movement, steady symphony, tempo | appreciate, barber, choir, released, religious, slavery, teenager |
| Focus on Legibility: letter slant and spacing  Cursive A, a, Your Name | |

**Fifth Grade Weekly Study Skills**

Unit 3, Week 5, “Special Effects in Film and Television”

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 do people gain from the work of inventors and artists? | How do artists create special effects to entertain 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 | Prefixes un-, de-, dis-  deflate, defrost, dehydrated, deodorant, disability, disadvantage, disappoint, disapprove, disbelief, discomfort, discourage, disqualify, uncomfortable, uncover, undecided, unemployed, unfamiliar, unfortunate, unpleasant, unpredictable |
| **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.) |
| digital effects, graphics, gruesome, illusion, image, props, realistic,  re-create, simulation, three-dimensional | background, landscape, miniature, prehistoric, reassembled |
| Focus on Legibility: letter slant and spacing  Cursive D, d Your Name | |