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| Quarter 3: January 30- February 3, 2017 Newsletter |
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 5th Grade ELA/SS



# Field Trips

## March 3

Raleigh Capitol Building

$3.50/student

## March 24

Colonial Williamsburg/Jamestown $108/person

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| Announcements* **$3.50 for Raleigh Capitol Building Field Trip turned in**
* $54 for half of the Williamsburg/Jamestown turned by January 31
* PTA funded in-school art performance Monday, 1/23 2-2:45pm
* Q2 ends Tues., January 24th
* Spelling Bee Tues., 1/24 @ 3:30pm
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| Q3 Assigned Books Students Read At Home:* *George Washington’s Socks*
* *The Liberation of Gabriel King*
* *Bud, Not Buddy*
* *Artemis Fowl*
* *The Lightning Thief*
* *A Year Down Yonder*
* *Tracking Trash*
* *Kira-Kira*
* *I Survived the Nazi Invasion*
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 **ORDER- CONFLICT- RELATIONSHIPS**

 http://claudiadalessioskare.weebly.com

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| Hello Families!Please have your child bring their Quarter 3 ELA/SS notebook to school as soon as possible. We have already begun gluing pages in.All students will be given a Quarter 3 book to read tomorrow, 1/30, if they haven’t already started. There are nine books posted for this quarter but I am only assigning 5-6 for most of the students, based on independent reading levels. The *I Survived* series is a 2nd-3rd grade reading level, *Gabriel King* is a 4th grade reading level, *George Washington’s Socks* is a 3rd-4th grade reading level and then you start to get into 5th grade and a little above. *Kira-Kira* is an amazingly beautiful story but there are some mature issues addressed. *Artemis Fowl* is a Sci-Fi fantasy novel series that is absolutely amazing but the vocabulary is 6+. *A Year Down Yonder* is one of the most hilariously entertaining books I’ve ever read but if you don’t have a 5+ vocabulary, the humor may be lost on you. *Bud, Not Buddy* is a lovely woven tale but also requires a 5th grade vocabulary. *Tracking Trash* is nonfiction and short, most students should be fine reading it. The students will continue exploring background information for the novel by Laurie Halse Anderson and analyzing passages. Our second figurative language test for the novel is this Thursday, 2/2. Grammar this week: Verbs and Nouns (Predicates and Subjects) and the difference between Good and Well.Students created an organizational classification system for aliens last week. It was the beginning of our discussion about the significance of order in our society, which we will continue throughout the quarter.Relationships and order will be addressed throughout the week in the following assignments:1. Dream School individual, partner, or group of three Project presentation Thursday, 2/9. Science Fair boards and advertising video needs to be completed by Monday, 2/6.
2. Relationship partner work: finding how two concepts or objects are connected, even when they seem completely unrelated.
3. Deciding upon an area of the 1700s to further explore and report on.
4. Choosing between Social Justice or Career Project to present 4th quarter.
5. RJ Q3 #1 addressed Monday and Tuesday and due Thursday.

**WANTED:** Parent volunteers to read one-on-one with a handful of students at the end of the school day from 2:50-3:15. |
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## Reading Journal Assignment for the Week:



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|  This Week’s Home WorkMonday: * Read 30 Pages
* Wordly Wise Unit 16 Test Fri., 2/3: Study daily. 16B due tomorrow
* Figurative Language *Chains* test Thurs. 2/2
* Dream School Project
* RJ Q3 #1 question 1 due Thurs.

Tuesday: * Read 30 Pages
* Wordly Wise Unit 16 Test Fri., 2/3: Study daily. 16C due tomorrow
* Figurative Language *Chains* test Thurs., 2/2
* Dream School Project
* RJ Q3 #1 question 2 due Thurs.

Wednesday: * Read 30 Pages
* Wordly Wise Unit 16 Test Fri., 2/3: Study daily. 16wksht due tomorrow
* Figurative Language *Chains* test tomorrow, 2/2
* Dream School Project presentation Thursday, 2/9
* RJ Q3 #1 questions 1 & 2 due tomorrow

Thursday: * Read 30 Pages
* Wordly Wise Unit 16 Test Fri., 2/3: Study daily. 16D due tomorrow
* *S*ong for Chains song lyric analysis
* Dream School Project presentation Thursday, 2/9

Friday: * Read 30 Pages
* USA Studies Weekly #14, if not finished in class
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**Q3 #1 Reading Journal Monday, January 30 & due Thursday, 2/2/17**

1. In the novel *Chains* by Laurie Halse Anderson Isabel is a slave to a system she has no control over. Curzon tells her: “You are a slave, not a person…you don’t count to them(41).” Explain how the relationship between a slavery-laden society in Colonial America connects to the various relationships that exist in either *George Washington’s Socks, The Liberation of Gabriel King, I Survived the Nazi Invasion, A Year Down Yonder, or Artemis Fowl*. (Ten well-written sentences with topic and concluding sentences and at least two quotes from the assigned novel to support your ideas).
2. How does the “2+2” song by Bob Seger connect to the following words spoken by Isabel from the novel *Chains*: “I’m just fighting for me and Ruth. You can keep your rebellion (39). It wasn’t right for one body to own another or pull strings to make them jump (51).” What types of relationships dominate both texts? Explain using specific paraphrased examples from the novel and two to three quotes from the song to support your ideas. (Twelve well-written sentences with topic and concluding sentences).

**2+2=?" by Bob Seger**

Yes it's true I am a young man
but I'm old enough to kill
I don't wanna kill nobody
but I must if you so will
And if I raise my hand in question
you just say that I'm a fool
Cause I got the gall to ask you
Can you maybe change the rules
can you stand and call me upstart
Ask what answer can I find, I ain't sayin' I'm a genius
2+2 is on my mind

Well I knew a guy in high school
just an average friendly guy
And he had himself a girlfriend
and you made them say goodbye
Now he's buried in the mud
over foreign jungle land
And his girl just sits and cries
she just doesn't understand
So you say he died for freedom
well if he died to save your lies
Go ahead and call me yellow
2+2 is on my mind

All I know is that I'm young and your rules they are old
If I've got to kill to live
then there's something left untold
I'm no statesman I'm no general
I'm no kid I'll never be
It's the rules not the soldier
that I find the real enemy

I'm no prophet I'm no rebel
I'm just asking you why
I just want a simple answer
why it is I 've got to die
I'm a simple minded guy
2+2 is on my mind

**Study Tips for Learning Vocabulary:**

1. **Replace words in songs you know.**Music is a great learning tool because it contains set of words that we already have memorized. When your vocab words offer up a synonym, try to think of a song you know that features that word, and just swap in your GRE [Wordly Wise] word. If you aren’t that into songs, you can do the same thing with famous quotes.
2. **YouTube video search the word (parents may want to search first).** Sometimes, hearing a word in context can really make it stick. Try doing a YouTube search for the word you have in mind. A YouTube search for inchoate makes me aware of the phrase inchoate crimes, which I can hear in context and internalize. A search for laud reveals a number of songs containing the word. The list goes on!
3. **Take your flashcards to the gym.** The repetition of many fitness activities, from running on the treadmill to doing push-ups, makes them perfect for studying vocabulary. Plus, with your body moving, your brain is better activated. I like to pick a word at a time and repeat it, with its various definitions, 10 or 20 times along with my movements. After the first read, try doing the rest of the repetitions from memory.
4. **Put a face or motion with each word.** Some people learn kinetically, and most of us benefit from learning in more than one way. Reading, writing, listening, and speaking are the four classic ways to learn language, but adding in motion and other sensory learning methods can really help. Associating a word with a grimace, a disgusted face, a sigh, a huge smile, a growl, a sly look, or a jump into the air can help cement its meaning in a way that memorization can’t. Try it!
5. **Use Google Image search to picture words.** A general Google search is of course a great learning tool, but don’t forget about Google Image. An image may stick in your mind in a way that words don’t. Image search a word such as lavish or luminous, and it will stick with you. You can even print out an image that really helps you and put it on your flashcard for this test, that’s often definition enough.
6. **Color-code or sticker your flashcards or notes.** Sometimes you come across a word on the GRE that you know you knew. Once upon a time, you read and defined the word, but it’s not cemented in your memory. In those cases, even a glimmer of the word’s meaning can make a difference. Think about putting all the bad words in red and all the good words in green. Or putting smiley face stickers on all the words that define something positive or pleasant. At any convenience store, you can buy a pack of round label stickers in red, green, yellow, and blue why not assign those colors to mean bad, good, happy, and sad?
7. **Match a stack of words to a collection of items.**
8. **Write the word in a way that shows its definition.**Writing is often neglected as a learning tool, especially with more students printing or buying pre-made flashcards than ever before. But if you’re stuck on a word, try writing or doodling it in a way that mixes the word with the meaning. Maybe you turn the O in loquacious into an open mouth, talking and talking. Maybe you write the word lethargic long and melting along the bottom the page, or the word inimical covered in spikes.
9. **Label a magazine or newspaper with words.** Whether you print your trouble words on actual labels or just crack open a magazine with a pen, try putting those words on other words, images, or ads that evoke the correct meaning. When you go through the process of searching for words or images that match the word and meaning you have in mind, you are actively using the words and their definitions “and that’s the best way to long-term memory!
10. **Post your top-ten hit list where you’ll see it.** Despite all the unique, multifaceted ways you find to study, there will probably be some words that elude them. Pick ten of the worst offenders, and give them each a one-word definition. Then, put those words and their definitions on a Post-it note, and put that note somewhere you can see it. Sticking it on the bathroom mirror and reviewing it while you brush your teeth is a great option, or posting it by your computer at work. Once you feel you’ve mastered those words, make another hit list. Short, manageable chunks and lots of repetition are key. <https://www.manhattanprep.com/gre/blog/2013/02/12/10-new-ways-to-study-vocabulary/>

**Organizational Tips for Your Child:**

If your child is having a difficult time leaving papers all over the school building and everywhere at home, here are a few tips.

Purchase a binder that zips up. One of those Trapper Keepers or another cloth-type binder that is large and has a flexible front pouch to hold the Wordly Wise work book. The rings should be large enough to house the ELA/SS and Math/Science notebooks, planner, and a pencil pouch.

Have a Home Work Folder hole-punched and labelled “To Do” on one side and “Turn In” on the other.

Make sure all of these items have your child’s first and last name printed neatly on them.

Designate a place at your home where your child leaves their backpack (packed up in advance) before going to bed so that everything is ready-to-go each morning before school. It should be a location near the door.

Most importantly, help your child become organized by reinforcing strategies at home, reviewing their binder and Home Work Folder, and checking their Tuesday Folders for missing/incomplete work.

Please don’t hesitate to make positive changes now. Middle School means more classes, more movement, and more opportunities to lose papers and become more disorganized.

# More Important News

## Interested in Donating?

Here are some books that will enliven our Social Studies units:

1. To Sail on the Mayflower! A Trip That Took Entirely Too Long by Peter Cook $? (25 Copies)
2. To Work on the Railroad! A Track You’d Rather Not Go Down by Ian Graham @ $? (25 Copies)
3. To Explore With Sir Francis Drake! A Pirate You’d Rather Not Know by David Stewart @ $8.91/ea (25 Copies)
4. To be an American Pioneer! A Wilderness You’d Rather Not Tame by Jacqueline Morley @ $9.95/ea (25 Copies)
5. To be a Worker on the Statue of Liberty! A monument You’d Rather Not Build by John Malam @ $9.95/ea (25 Copies)
6. To be at the Boston Tea Party! Wharf Water Tea You’d Rather Not Drink by Peter Cook @ $? (15 Copies)
7. To be a Civil War Soldier! A War You’d Rather Not Fight by Thomas Ratliff @$9.95/ea (25 Copies)
8. To Live in a Wild West Town! Dust You’d Rather Not Settle by Peter Hicks @$? (25 Copies)

# Reading Rewards

Students that earn 20 AR points by the end of January will be rewarded with a popcorn and movie party at lunch.

# Volunteering

**Are you interested in joining us on our field trips?**

* Register for Wake County volunteering in the Media Center ASAP.
* 15 parents for Colonial Williamsburg/Jamestown full day trip (5am-8:30pm)
* Remember, parent chaperones have to pay for their “ticket” to Williamsburg as well as their child’s.

[**http://claudiadalessioskare.weebly.com/volunteer.html**](http://claudiadalessioskare.weebly.com/volunteer.html)

**Friday Fun Centers in Social Studies interest you?**

* Fridays from 9:40-10:28 (first session) and 10:30-11:18 (second session)
* Cook various foods at home that coincide to our units of study
* Come in and help with art projects that reflect our units of study
* Prepare art supplies at home for our projects

# Wednesday Schedule

* 8:35-8:50 Morning Meeting
* 8:50-10:28 Rebel Alliance Math/Sci or Rogue Squadron ELA/SS
* 10:30-11:30 Rogue Squadron Math/Sci or Rebel Alliance ELA/SS
* 11:32-12:02 Lunch
* 12:02- 12:32 Recess
* 12:35- 1:25 Specials
* 1:32-2:28 Rogue Squadron Math/Sci or Rebel Alliance ELA/SS continued
* 2:05-2:50 AIG ELA meets
* 2:50-3:00 Pack Up/Dismissal

# M/T/TH/F Schedule

* 8:35-8:50 Morning Meeting
* 8:50-10:28 Rebel Alliance Math/Sci or Rogue Squadron ELA/SS
* 10:30-11:30 Rogue Squadron Math/Sci or Rebel Alliance ELA/SS
* 11:32-12:02 Lunch
* 12:02- 12:32 Recess
* 12:35- 1:25 Specials
* 1:32-2:28 Rogue Squadron Math/Sci or Rebel Alliance ELA/SS continued
* 2:28-2:52 Rebel Alliance Math/Sci or Rogue Squadron ELA/SS
* 2:52-3:00 Pack Up/Dismissal

<http://ir.uiowa.edu/cgi/viewcontent.cgi?article=2673&context=iowareview>

<http://www.buildingpeace.org/sites/default/files/5%20activities%20to%20teach%20about%20multiple%20perspectives.pdf>

Social Justice Project Ideas (or come up with one of your own)

**Human Rights**:

History of Human Rights

Human Rights Law

Human Rights Groups

Civil Rights / Race Issues

Women’s Rights

Children’s Rights

Child Soldiers

Child Labor

Street Children

Abandoned Children

Labor Concerns / Fair Trade Sweatshops

Arms:

Nuclear Weapons, Mines

Refugees

Economic, Social & Cultural Rights:

Healthcare Education, etc.

International Justice

Religious Freedom

Prisoner’s Rights

United Nations Human Rights Defenders

Genocide: Darfur, etc.

**Animal Protection**:

History of Animal Rights / Animal Welfare

Animal Law Wildlife Protection

Companion Animals:

Overpopulation Neglect and Abuse

Animal Agribusiness:

Factory Farming

Beef Production

Pork Production

Fish Production

Poultry Production

Egg Laying Hens

Exotic Animals

Dairy Production

Veal Production

Foie Gras

Animals as Clothing:

Leather, Fur Down, Wool Silk

Animal Testing:

 Cosmetic Testing

Medical Research

Military

Animals in Entertainment: Film and T.V. Circuses

Animal Racing

Animal Fighting

Rodeos, Zoos, Aquariums Hunting & Fishing Whaling

Vegetarianism / Veganism

**Environment:**

History of Environmentalism

Environmental Law

Environmental Groups

Global Warming

Auto Efficiency

Livestock

Kyoto Protocol

Waste Management

Conservation

Biodiversity

Desertification

Endangered Species

Pollinator Decline

Soil Conservation

Contamination

Air Pollution

Nuclear Warfare

Water Pollution:

Drinking water

Thermal Pollution

Ocean Conservation

Overuse of Resources

Agriculture

Deforestation

Fossil Fuels

Intensive Farming

Irrigation

Land Degradation

Overgrazing

Overpopulation

Resource Depletion

Genetic Engineering

<http://teachers.sduhsd.net/cgreenslate/Social%20Justice/SJP%20Ideas%20One%20Sheet.pdf>