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| Quarter 3: February 13- February 17, 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:** last payment for Williamsburg/Jamestown **turned in by February 2/28** * **LEADER Raleigh Police Program** for the next several Mondays (8:35-9:20 & 9:20-10:05) * **Pencils & hand-held pencil sharpeners needed** * **Black History Performances** this Thurs., 2/16 2pm & 6pm |
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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* |

**ORDER- CONFLICT- RELATIONSHIPS**

http://claudiadalessioskare.weebly.com

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| Hello Families!  Thank you to Patrick Hatch for coming Friday to speak with students about immigration and the Immigration Writing (Celebrate America) contest! If you have family that feels strongly and passionately about emigrating to this nation or know of someone that would love to share their experience with the students, please let me know.  By now, you must have heard about several important 5th grade activities:   1. The fifth graders have been visited by a Raleigh Police Officer for the L.E.A.D.E.R. Program, a replacement of the former DARE program and slightly different. It focuses on building relationships within the community. This program will be for the next several Mondays. It puts a crimp in our schedule but is an important experience for students. 2. Your children presented their Dream School Project last Thursday, February 9th in the cafeteria, Science Fair style. It was good practice in presentational skills and will set the students up for success in their next couple of Q3 projects. 3. Still waiting for some students to complete their final drafts to their California pen pals. 4. Social Justice Project/Career Exploration Project will begin soon. I have been mulling over the idea of switching the goals and allowing students to choose between one or the other. Any feedback would be welcome. This Project would not be due until the end of 4th quarter but contacting businesses and community members needs to happen this quarter. 5. New Program for Missing Work Print-Outs: sheets went home last Tuesday. It’s not ideal and I’m still trying to figure out the ins and outs. For example, it won’t allow me to input MI or REDO and it puts an “I” for incomplete over zero (I/0) which can be misconstrued as a number 1. But hopefully I will get a better grasp now that report cards are finished for Q2 (those will be going home this Tuesday). It still allows parents and students to receive regular feedback on progress, which is certainly better than nothing, at this juncture.   The students will begin using Study Island to measure their understanding of grammar and other concepts covered in class. If these are not completed they will show up as missing work.  Grammar this week: Verbs.  Relationships and order will be addressed throughout the week in the following assignments:   1. Relationship partner work: finding how two concepts or objects are connected, even when they seem completely unrelated. 2. Deciding upon an area of the 1700s to further explore and report on and getting assigned a country to research for our big Q3 project. 3. The historic Paul Revere’s Ride and creating a poem in the fashion of Walt Whitman’s fantastical version that changed the factual events! 4. Final drafts for this Year’s Law Week Poster Contest the 2017 theme provides the opportunity to explore the many ways that the Fourteenth Amendment has reshaped American law and society. Through its Citizenship, Due Process and Equal Protection clauses, this transformative amendment advanced the rights of all Americans. It also played a pivotal role in extending the reach of the Bill of Rights to the states. Ratified during Reconstruction a century and a half ago, the Fourteenth Amendment serves as the cornerstone of landmark civil rights legislation, the foundation for numerous federal court decisions protecting fundamental rights, and a source of inspiration for all those who advocate for equal justice under law. This year’s theme is **The 14TH Amendment: Transforming America. Check this link for more information:** [**https://www.ncbar.org/members/divisions/young-lawyers/law-week-2017/**](https://www.ncbar.org/members/divisions/young-lawyers/law-week-2017/) 5. RJ Q3 #3 6. Historical events: The French & Indian War, The Stamp Act, The Boston Massacre, The Boston Tea Party, Lexington & Concord, and the Declaration of Independence, as well as several political cartoons. 7. Creating 5 equations to events or novel studies that we have dealt with in the 1600s-1700s.   **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 18 Test Fri., 2/17: Study daily. 18B due tomorrow * RJ Q3 #3 question 1 due Fri., 2/17 * Final Draft of pen pal letter (past due)! * Final draft of Law Week Poster for contest!  Tuesday:  * Read 30 Pages * Wordly Wise Unit 18 Test Fri., 2/17: Study daily. 18C due tomorrow * Research Country for end of Q3 Culture Fair * RJ Q3 #3 question 2 due Fri., 2/17 * Relationship Partner work completed?  Wednesday:  * Read 30 Pages * Wordly Wise Unit 18 Test Fri., 2/17: Study daily. 18wksht due tomorrow * Research Country for end of Q3 Culture Fair * RJ Q3 #3 question 1 &2 due Fri., 2/17 * 5 Equations completed from class work?  Thursday:  * Read 30 Pages * Wordly Wise Unit 18 Test Fri., 2/17: Study daily. 18D due tomorrow * Research Country for end of Q3 Culture Fair * RJ Q3 #3 question 1 &2 due tomorrow  Friday:  * Read 30 Pages |
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**Q3 #3 Reading Journal Monday, February 13 & due Friday, 2/17/17**

1. Students will make connections (in a large organizer) to several different types of texts and the abstract concepts of relationships, conflict, and order. The following are the texts the students will write ideas about in relation to the three abstract concepts:
2. “A long habit of not thinking a thing wrong, gives it a superficial appearance of being right, and raises at first a formidable outcry in defense of custom. But the tumult soon subsides. Time makes more converts than reason.”   
   ― [**Thomas Paine**](https://www.goodreads.com/author/show/57639.Thomas_Paine), [**Common Sense**](https://www.goodreads.com/work/quotes/2548496), 1776

b. The novel they are assigned to read at home

c. The political cartoon “Join, or Die” (which will be provided)

d. Norman Rockwell’s painting for religious freedom (which will be provided)

2. For the second requirement students will make comparisons, also in a large organizer (thinking about relationships, conflict, order as well as other ideas or concepts) to the song “Ordinary World” by Duran Duran and the following:

a. *Chains*

b. The novel they are assigned to read at home

c. A famous quote they have found (which they need to include)

d. A famous artwork of their choosing (of which they need to include a picture)

**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 February 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>