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| Quarter 3: February 29- March 4th Newsletter |
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 5th Grade ELA/SS



# Field Trips

## March 11

Colonial Williamsburg/Jamestown $107/person

## April 28

Fort Caswell $85/person

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| Announcements* **Interims & Missing work print-outs sent home in Tuesday Folders**
* **Late: Mailing 3 business letters, final drafts.**
* **Field trip $$ due**
* **Immigration Writing Contest Final Draft & Release Form due Monday, Feb. 29th, the latest!**
* **Friday, March 4: *Chains* group project due**
* **Q3 Ends March 23rd**

**Q3 Assigned Books Students Read at Home:** * *Johnny Tremain*
* *Phantom Tollbooth*
* *Three Cups of Tea*
* *I Survived the Nazi Invasion*
* *A Year Down Yonder*
* *Liberation of Gabriel King*
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 **ORDER- RELATIONSHIPS- CONFLICT**

 http://claudiadalessioskare.weebly.com

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| Hello Families!Celebrate America Immigration Writing Contest is sent in Monday, February 29th. Happy Leap Year Day!This is a great time for students to utilize Study Island nightly, especially if they are not performing on grade level. If you are interested in learning your child’s Case 21 results please e-mail myself or Mr. Russell, if they do not “appear” in your child’s Tuesday Folders (I sent these home last Friday).Interims will be sent home this week in Tuesday Folders. Expect to receive an e-mail this week if your child still has not returned a book either 1st or 2nd quarter from our class sets that were sent home for the required reading. If you could help your child look through their rooms and remind them to look in desks and cubbies when they are at school, I would be most grateful.Working on our abstract concepts of order, conflict, and relationships through various activities, political cartoons of Colonial America, reading *Chains* by Laurie Halse Anderson*, Chains* group project, USA Studies Weekly #16 “Growing Pains,” and center work focusing on context clues and connections, and grammar.**WANTED:** **Parent volunteers** to read with students at the end of the school day from 2:55-3:30**, glue sticks**, and dry erase markers, **colored pencils**, colored drawing markers, and **parent volunteers** to bind new novel sets with contact paper (contact paper will be provided). **Volunteers attending our Williamsburg or Ft. Caswell** trips will need to complete the online volunteer clearance, which can be accessed in the Media Center. Ask the office staff or Ms. Ammons for assistance. |
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## Reading Journal Assignment:

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| This Week’s Home WorkMonday: * Read 20-30 Pages in assigned novel.
* Last *Chains* figurative language test Wednesday, 3/2
* Ped/Pod Root Word Test Friday, 3/4- Review sheet to be completed
* Reading Journal Q3#3 due Thursday, 3/3
* *Chains* group project due Friday, 3/4
* **Late, re-do, missing work!**

Tuesday: INTERIMS SENT HOME!* Read 20-30 Pages in assigned novel.
* Last *Chains* figurative language test tomorrow!
* Ped/Pod Root Word Test Friday, 3/4- Review sheet to be completed
* Reading Journal Q3#3 due Thursday, 3/3
* *Chains* group project due Friday, 3/4
* **Late, re-do, missing work!**

Wednesday:* Read 20-30 Pages in assigned novel.
* Ped/Pod Root Word Test Friday, 3/4- Review sheet to be completed
* Reading Journal Q3#3 due tomorrow, 3/3
* *Chains* group project due Friday, 3/4
* **Late, re-do, missing work!**

Thursday * Read 20-30 Pages in assigned novel.
* Ped/Pod Root Word Test tomorrow, 3/4- Make flashcards
* Reading Journal Q3#3 due today!
* *Chains* group project due tomorrow, 3/4
* **Late, re-do, missing work!**

Friday: * Read 20-30 Pages in assigned novel.
* *Chains* Project due today!
* USA Studies Weekly #16 for HW if not completed in class
* **Late, re-do, missing work Q3!**
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**-Q3 Reading Journal #3 Monday, February 29th- due Thursday, March 3rd**

1. How does Martin Luther King, Jr.’s “I Have a Dream” speech connect to the following words spoken by Thomas Paine and interpreted by Isabel: “’For all men being originally equals, no one by birth could have a right to set up his family in perpetual preference to all others for ever.’ Way I saw it, Mr. Paine was saying all people were the same, that no one deserved a crown or was born to be higher than another. That’s why America could make its own freedom (271).”How do the messages from both texts relate*?*Explain using specific paraphrased examples from *Chains* and other events to help support your ideas. (**Twelve well-written sentences** with topic and concluding sentences and **at least two quotes from the speech to support your ideas**).
2. Choose a political cartoon from the 1700s or present day and compare to the assigned novel you’re reading at home. Explain the cartoon and which elements relate to your novel study at home. Use **5 well written sentences.**

Website for Speech: <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

**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? There are several items listed on my Weebly site under “Donations” including the Teacher Wish List web link: <http://claudiadalessioskare.weebly.com/donations.html> .

A few of the novels that we will be using over the next few months that copies are needed for:

1. *Navigating Early* by Clare Vanderpool (16 copies)
2. *The Dreadful, Smelly Colonies: The Disgusting Details About Life in Colonial America* by Elizabeth Raum (20 copies)
3. *Her Stories: African American Folktales, Fairy Tales, and True Tales* by Virginia Hamilton (20 copies)
4. *Breaking Stalin’s Nose* by Eugene Yelchin (30 copies)

**Thanks to all families that have already donated! Your donations make a huge difference!**

# 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?**

* 16 parents for Colonial Williamsburg/Jamestown full day trip
* 16 parents for Fort Caswell full day trip
* Sign up through Sign-Up Genius! Spaces are filling up fast!
* Remember, parent chaperones have to pay for their “ticket” to Williamsburg and Fort Caswell as well as their child’s.
* Volunteers need to complete the online volunteer clearance which can be accessed in the Media Center. Ask the office staff or Ms. Ammons for assistance.

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

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

* 9:45-10:35 and/or 10:35-11:25am
* 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

SMILE Camp

If your child is interested in hands-on Math and Science learning experiences, check out the website: <http://smilecamp.org/> This was Karen Russell’s (Olds’ former AG teacher’s) start up program.

# New Monday Schedule

* 8:35- 9:25 Math/Sci or ELA/SS Group 1
* 9:25- 10:15 School Wide A.L.O.H.A. Math
* 10:15- 11:08 Math/Sci or ELA/SS Group 1 Continued
* 11:08- 11:42 Math/Sci or ELA/SS Group 2
* 11:45- 12:40 Specials
* 12:40- 1:10 Lunch
* 1:10- 2:20 Math/Sci or ELA/SS Group 2 Continued
* 2:20-2:50 Recess
* 2:50-3:00 Pack Up/Dismissal

# T-F Schedule

* 8:35-10:35 Math/Sci or ELA/SS
* 10:35-11:40 Math/Sci or ELA/SS Group 2
* 11:45-12:40 Specials
* 12:40-1:10- Lunch
* 1:10- 2:20: Math/Sci or ELA/SS

Group 2 Continued

* 2:20-2:50 Recess
* 2:50-3:00 Pack Up/Dismissal

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>