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| Quarter 3: January 23- January 27, 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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| Q2 Assigned Books Students Read At Home:  * *Night of the Twisters* * *Maniac Magee* * *Sign of the Beaver* * *The Ninth Ward* * *Rules* * *Inside Out and Back Again* * *The Green Book*  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* |

**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 this Monday, 1/23. We will begin using it immediately. If your child gave it to me at the beginning of the year, I have it in a file cabinet, don’t worry!  Personification Story Booklets were due Friday. We will be sharing our stories over the next few days so students can critique and applaud the work of their peers.  The 8 Books Perspective drawings and write up is due tomorrow, Monday, 1/23, if the student had not finished it in class Friday it was homework.  Please make sure your child is reading their assigned Quarter 2 novels (*Night of the Twisters, Maniac Magee, Sign of the Beaver, The Ninth Ward, Rules, Inside Out and Back Again, The Green Book*). I will give those students finishing up, the rest of the week and begin assigning Quarter 3 books (*George Washington’s Socks* & *The Liberation of Gabriel King*) to those that have already finished all seven novels for Quarter 2.  We have begun reading the beautifully written story *Chains*. The students will continue exploring background information for the novel by Laurie Halse Anderson and analyzing passages. Our first figurative language test for the novel is this Thursday, 1/26.  Grammar this week: Verbs and Nouns (Predicates and Subjects) and the difference between Good and Well.  Students will be presenting their prefixes and suffixes in addition to Wordly Wise unit 15 this week; Parts of words such as multi, over, dec/deca/deci, re, inter, con/com, sub, -ess, -dom, -ent/-ence/-ency, ion.  We will begin our introduction of Quarter 3 concepts such as conflict, order, and relationships through several assignments this week:   1. Dream School individual, partner, or group of three Project indoor and outdoor sketches, school name, and grade levels due this Friday, January 27th. 2. Classification Partner work 3. Colonial Then and Now Art and Write-Up 4. Introduction of *Chains* Song Lyric Analysis Writing Assignment   **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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## No Reading Journal Assignment for the Week! If your child needs to catch up on novel reading, this is the time!



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| This Week’s Home WorkMonday:  * Read 30 Pages * Wordly Wise Unit 15 Test Fri., 1/27: Study daily. 15B due tomorrow * Figurative Language *Chains* test Thurs. 1/26 * Dream School Research  Tuesday: Spelling Bee  * Read 30 Pages * Wordly Wise Unit 15 Test Fri., 1/27: Study daily. 15C due tomorrow * Figurative Language *Chains* test Thurs. 1/26 * Dream School Research  Wednesday:  * Read 30 Pages * Wordly Wise Unit 15 Test Fri., 1/27: Study daily. 15wksht due tomorrow * Figurative Language *Chains* test tomorrow * Dream School Research  Thursday:  * Read 30 Pages * Wordly Wise Unit 15 Test Fri., 1/27: Study daily. 15D due tomorrow * Dream School Research. Building outside, inside, playground detailed, neat sketches along with grade levels & school name due tomorrow * Pick an appropriate song for the *Chains* song lyric analysis.  Friday:  * Read 30 Pages * Then & Now Art and Write Up * Pick an appropriate song for the *Chains* song lyric analysis. |
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**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
* 1:32-2:20 Rogue Squadron Math/Sci or Rebel Alliance ELA/SS continued
* 2:20-2:50 Genius Hour/Reteach/Enrich (Wednesdays AIG ELA meets from 2:05-2:50)
* 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
* 1:32-2:30 Rogue Squadron Math/Sci or Rebel Alliance ELA/SS continued
* 2:30-2:50 Rebel Alliance Math/Sci or Rogue Squadron ELA/SS
* 2:50-3:00 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>