

October 1, 2018

Dear Fifth Grade Families,

I cannot believe it is October 1st! September flew by way too fast! I wanted to take this opportunity to provide you with some curricular updates for the month.

English Language Arts

We are beginning Unit 1 Lesson 3 in the Journeys English Language Arts program this week. The title of this unit is “Meet the Challenge” so all of the texts connect to the characters meeting a challenge. It is a great way to begin the fifth grade year! I am going to send home all of the family letters for Unit 1 today. We will complete unit 1 in the month of October. I gradually add in the components of Journeys in unit 1. I always focus first on comprehension and vocabulary. Next I add in the writing components followed by grammar. Lastly, we address spelling. There is not generally Journeys homework, unless your child was absent. The fifth grade teachers will be at a ELA training the morning of October 4th.

Math

We are continuing to work on unit 1 in Math Expressions. It covers adding and subtracting unlike fractions and mixed numbers. This is one of the most challenging units of the fifth grade curriculum. Students will need to persevere in the problems solving and attend to precision! Today the students took unit 1 Quick Quiz 1. They were given a paper copy of the quiz and also submitted work on Schoology. Students will already know how they did on the quiz as we use Schoology to provide students with immediate feedback. Students will begin using Schoology to receive immediate feedback on their homework assignments. Immediate feedback is a powerful tool in the learning process! I do assign the daily homework pages for Math Expressions as soon as I feel the students are ready for them. If I think the children need repetition of a new concept, I will hold off on the homework until I’ve had time for a whole group reteaching session. Generally, you can expect math homework.

Social Studies

We are studying the Five Themes of Geography with Mrs. Camaj in social studies. They are working out of chapter 1 in the social studies textbook and are completing quizzes in Schoology after each lesson.

Science

We are continuing to study matter with Mrs. Husek in science. All green “puzzle piece” assignments in the matter folder in Schoology are due on or before October 5, 2018. Students should turn in the Crash Course Kids video packets on or before October 5, 2018. The tasks in Schoology compliment the readings and in-class activities. Students are given ample time in school to work on their Schoology tasks for science; this is not designed to be homework. This week we will be exploring matter through demonstrations and hands-on activities during science time. I do

not generally assign science homework. If your child has science homework, it is because he or she did not finish a task in class.

Agenda

The fifth grade team has new agenda procedures. Students know that I have a digital weekly agenda posted for them in Schoology. All students viewed and opened this link. They have 24/7 access to this Google doc. They should be checking it daily, especially if absent! In the case of absences, the digital agenda on Schoology is where your child will find his or her absent work. Please invite your child to show you the 5th grade digital agenda sometime very soon. When lesson plans change, the digital agenda will be modified.

In addition to this digital agenda, students will now keep a weekly paper agenda. We started this today. This paper agenda will "live" in your child's expandable pocket folder. This expandable folder and weekly paper agenda should be coming home daily. There is a spot for a daily parent signature. Please join me as a partner in your child's education by reviewing this document daily and signing it. There is a spot for you to write your child (or me) a note if needed.

Field Trips

- Thank you to all of our parent chaperones who attending our Tree Runner Adventure Park field trip! We had an amazing time and hope you did as well. I hope you enjoyed the Animoto video slideshow!
- We will be taking a field trip to the Troy Historical Museum on May 23, 2019. More info to follow. We are limited on the number of chaperones we can take so there will definitely be a lottery.
- We also take a trip to the Great Skate on the last day of school (half-day). More information to follow. We do not have any limits on adults for that trip.
- All chaperones and parent volunteers need a NEW volunteer CBC for the 2018-2019 school year. If you have not done one already, we highly recommend that you do so!

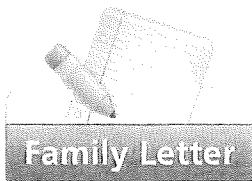
Important Dates

- **October 2nd - White Out Day** - wear your white clothes
- **October 3rd - Count Day** – **Please make sure your child is in school; Hawaiian Spirit Day**
- **October 4th - Violet Spirit Day** - wear your All-Star Shirts, Class color or purple
- **October 5th – Shorian Pride Spirit Day** - wear red; LSHS Homecoming Game/Parade
- **October 10th** – Early Release – Dismissal 1:54 pm; Fun Walk Money Due
- **October 12th** – Violet Fun Walk
- **October 18th** – ½ Day – Dismissal 11:25 am; Parent Teacher Conferences
- **October 19th** – ½ Day – Dismissal 11:25 am; Parent Teacher Conferences
- **October 24th** – Early Release – Dismissal 1:54 pm

Thank you again for your continued support. I hope everyone has a great week!

Fondly,

Mrs. Melissa Husek



Dear Family,

Your child is learning about fraction concepts. Using fraction bars, students learn about unit fractions, or fractions that are just one part of the whole, such as $\frac{1}{2}$ or $\frac{1}{4}$.

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}, \text{ or 1 whole}$$

Non-unit fractions are sums of unit fractions.

Unit fractions are used to convert mixed numbers, which have a whole-number part and a fraction part, to fractions in which the top number (numerator) is larger than the bottom number (denominator).

$$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$$

$$2\frac{1}{4} = \frac{4}{4} + \frac{4}{4} + \frac{1}{4} = \frac{9}{4}$$

Fraction bars help students understand how to compare, add, and subtract fractions with like denominators.

$$\frac{a}{d} + \frac{b}{d} = \frac{a+b}{d}$$

$$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$$

$$\frac{a}{d} - \frac{b}{d} = \frac{a-b}{d}$$

$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$$

If $a > b$, then

$$\frac{1}{a} < \frac{1}{b} \text{ and } \frac{a}{d} > \frac{b}{d}$$

$$\frac{1}{3} < \frac{1}{2} \text{ and } \frac{3}{7} > \frac{2}{7}$$

These skills extend to fractions with unlike denominators. We rewrite each fraction with a common denominator, using multiplication to make an equivalent fraction.

$$\begin{array}{r} \times 5 \\ \hline \frac{1}{3} = \frac{5}{15} \\ \hline \times 5 \end{array}$$

We add and subtract mixed numbers by treating the whole-number part and the fraction part separately, ungrouping 1 whole, if needed.

$$4\frac{1}{3} = 4\frac{5}{15}$$

$$\underline{-2\frac{7}{15}} = \underline{2\frac{7}{15}}$$

$$1\frac{13}{15}$$

Sincerely,
Your child's teacher



A Package for
Mrs. Jewls
Home Letter

Home Letter

Dear Family,

In this week's humorous fiction selection, **A Package for Mrs. Jewls**, we'll read about a school where the students and teachers are unusual and the teaching methods are even stranger! Still, Mrs. Jewls's class learns an unexpected lesson. We'll find an answer to the question "How can an experiment clarify an idea?" We'll also read the readers' theater selection **Questioning Gravity**, about a science-related interview.

This week's...

Target Vocabulary: disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted

Vocabulary Strategy: Using context

Comprehension Skill: Story structure—examine details about characters, setting, and plot

Comprehension Strategy: Summarize—briefly tell the important parts of the text in your own words

Writing Focus: Narrative writing—short story

Activities to Do Together

Vocabulary

How many of this week's **Target Vocabulary** words can your child define? Help your child look up any unknown words in a dictionary.

Favorite Subject

Talk to your child about his or her favorite subject at school. What makes that subject interesting and fun? Then tell your child what your favorite subject was, and why.

What's So Funny?

Ask your child to write a short story telling about the funniest or most unusual thing that ever happened in his or her classroom.



Go to the *eBook* to read and listen to this week's selection.

Home Letter

A Royal Mystery
Home Letter

Dear Family,

This week we'll ask the question "How can art and performance help people understand a text?" First, we'll read the play **A Royal Mystery**, about an incredible discovery that two friends make while away at camp. We'll also read the fairy tale **The Princess and the Pea**.

This week's...

Target Vocabulary: discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted

Vocabulary Strategy: Prefixes *non-*, *un-*, *dis-*, *mis-*

Comprehension Skill: Theme—examine characters' qualities and motives to recognize the theme

Comprehension Strategy: Question

Writing Focus: Narrative writing—description

Activities to Do Together

Vocabulary

See how many of this week's **Target Vocabulary** words you and your child can use in a conversation about traveling to a far-away place.

Learning Where We Come From

Talk to your child about your family's history. Discuss where the different branches of your family originate from in the world. Have your child use a map of the world or a globe to show the places you discuss.

Other Ways of Doing Things

Talk with your child about **The Princess and the Pea**. Ask your child to write a paragraph telling of a different way to test the princess.



Go to the *eBook* to read and listen to this week's selection.

Home Letter

Off and Running
Home Letter

Dear Family,

Voting is important, no matter what the election. This week our main selection is about school elections. Throughout the week, we'll ask, "Why is determination a good quality for a politician to have?" **Off and Running** is this week's main selection. In this realistic fiction story, Miata and her friend Ana face a difficult race against two class clowns in their fifth-grade school elections. The class will also read a persuasive text, **Vote for Me!**

This week's...

Target Vocabulary: debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded

Vocabulary Strategy: Using context

Comprehension Skill: Compare and contrast—examine how details or ideas are alike and different

Comprehension Strategy: Infer/predict—use text clues to figure out what isn't directly stated by the author

Writing Focus: Narrative writing—dialogue

Activities to Do Together

Vocabulary

Read aloud this week's **Target Vocabulary** words, and ask your child to spell and define them. If your child has trouble with any of the words, look them up in a dictionary together. Talk about which words can have more than one meaning.

Who Will Win?

Talk with your child about recent political elections. Ask if he or she remembers reading campaign signs or seeing television, radio, or print advertisements. Discuss the kinds of things candidates say and do during a campaign.

What Would You Say?

Have your child write a short dialogue between a person running for office and a news reporter.



Go to the *eBook* to read and listen to this week's selection.

Home Letter

Dear Family,

This week's theme is the importance of teamwork. Our selection will help answer the question "How can being active in sports improve someone's attitude?" In the narrative nonfiction story **Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood**, students will read about how jump-roping has developed over the years from a simple game to a competitive sport. Students will also read the inspiring poems **Good Sportsmanship, Karate Kid, and Deanie McLeanie**.

This week's...

Target Vocabulary: unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying

Vocabulary Strategy: Suffixes *-ion, -tion*

Comprehension Skill: Sequence of events—understanding the order in which events in a story take place

Comprehension Strategy: Monitor/clarify—as you read, notice what isn't making sense and find ways to figure out the parts that are confusing

Writing Focus: Narrative writing—prewrite a fictional narrative

Activities to Do Together

Vocabulary

With your child, try using as many **Target Vocabulary** words as you can in sentences about teamwork.

You Wash and I'll Dry!

Talk with your child about teamwork in everyday life. Discuss how a simple chore, such as washing dishes, can be more easily—and enjoyably—accomplished with a team of two or more.

Let's Team Up

Ask your child what he or she has learned and likes best about playing team sports. Then ask your child to use these ideas to write an outline for a fictional narrative about two friends playing on the same team.



Go to the *eBook* to read and listen to this week's selection.

Home Letter

Elisa's Diary
Home Letter

Dear Family,

This week we'll ask, "How can overcoming a challenge change someone's life?" In our main selection, the realistic fiction story **Elisa's Diary**, a young girl joins forces with another student to overcome the challenges they face. The class will also read a poem by Pat Mora called **Words Free As Confetti**.

Spelling Words

Basic

ounce	haunt	August
sprawl	scowl	auction
🌀 launch	naughty	royal
loyal	destroy	coward
avoid	saucer	awkward
🌀 basketball	pounce	encounter
moist	poison	

This week's...

Target Vocabulary: officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious

Vocabulary Strategy: Suffixes *-ly, -ful*

Comprehension Skill: Theme—examine characters' qualities and motives to recognize the theme

Comprehension Strategy: Visualize—use text details to form pictures in your mind of what you are reading

Writing Focus: Narrative writing—revise a fictional narrative

Activities to Do Together

Vocabulary

Look up definitions of this week's **Target Vocabulary** words and read them aloud to your child, asking him or her to decide which word fits each definition.

I'm Really Good At...

Talk with your child about the things each of you can do well (your strengths). Then talk about the things you'd like to improve (your weaknesses).

Put It In Writing

Help your child brainstorm ways to tackle one of his or her weaknesses. Ask your child to write a paragraph explaining the plan. Work together to revise the draft and make a final copy.



Go to the *eBook* to read and listen to this week's selection.