Website Questionnaire

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Parents: Please check this Missing Work page EACH night!

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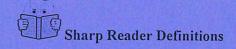# What Should My Child Be Doing Every Night in 5th Grade?

- **Complete Saxon Math Problem Set**-(30 minutes) Read the beginning of that lesson and look at the examples. Students should <u>SHOW ALL OF THEIR WORK</u>, <u>not just the answer</u>! If there is a problem that you, or your child need clarification on, look in the ( ) under the problem number. That is the lesson in which they taught those skills. On even # Problem Sets, only do the even problems and on odd # Problem Sets, do the odd numbers for homework. Feel free to work ahead!

- **Spelling**-(5-10 minutes) read the directions each night on how to complete the section. You may use the spelling notebook to help on the homework. For Language Review definitions, phrases & clauses are tested on odd weeks, types of sentences on even weeks.

- **Social Studies**-(5 minutes) read the study guide aloud at least 2 times each night. If there is someone that can quiz them on the facts, that helps. ☺ When we get into *We the People,* we won't have a study guide, so read the vocabulary for the lesson, and answer questions that we have read that day in class. Students will answer question(s) in the Review the Lesson using the Schaffer Method for both textbooks we use. <u>**TS=black, CD=red, CM=blue, CS=black**</u>   They will be tested on, but not limited to: **cause & effect, main idea, true & false, fact & opinion, sequencing, comprehension, vocabulary, summarizing, compare and contrast, context clue**

- **Reading/Novel**-(5 minutes) Read aloud half of the definitions on the Sharp Reader Definitions page (10 definitions) TWO times each night. By Thursday night, you will have read the entire page two times. Spend about 2 minutes reviewing the Sharp Reader for the novel, which we are working on in class. They will be tested on, but not limited to: **cause & effect, main idea, true & false, fact & opinion, sequencing, comprehension, vocabulary, summarizing, compare and contrast, setting, genre, character traits, context clues, literary devices (be able to give examples/identify).**

- **Science**-(5-10 minutes) read aloud vocabulary students have written in science notebook or use their flashcards to help with studying the definitions. Do this 3 days a week or as more as needed.

- **Mad Minutes/Hall of Fame**-(1-2 minutes) practice pages are in the homework folder. Use a whiteboard marker on the pages. Do at least 1 each night. Hall of Fame will stop at the end of April.

- **Reading Silently**-20 minutes or more each night. This can be read silently, aloud, partner/shadow reading, or alternating pages with an adult. Read at least 100 min. each week
  - **5th grade students should have about an hour of homework each night without including their reading minutes**.

<u>PARENTS</u>***Instead of asking your child if all of their homework is done, have them prove it to you. Go through each subject on their planner and <u>HAVE THEM SHOW YOU WHAT THEY HAVE COMPLETED</u>! Parents should be <u>initialing the planner each night</u> when they see their child's work is completed. Remember to look at the HOMEWORK CALENDAR on the WEBSITE each night to find out what we did in class and what the homework is for the day. Also check out the LATE STICKER PAGE inside their HOMEWORK FOLDER. If there is a sticker filled out **without** my initials, this means this assignment has NOT been turned in. Please look through the papers in the Friday Folder. You will notice your child might have great grades, good grades, or some that aren't where they should be. http://legacyfifthgrade.weebly.com   *Miss Feely*

Alliteration: Occurs when two or more words have the same beginning sound.
Example: Mike mixed some malt in his milk

Audience: the people an author is trying to reach through their writing.
Example: The magazine "Popular Mechanics'" audience is those interested in home improvement, automotives, electronics, and computers.

Author's Purpose: the reason an author writes. Authors write for four main purposes: to entertain, inform, inspire, or persuade.

Cause and effect: Sometimes an event or circumstance makes another event or circumstance happen. The first one is called the cause, or reason, for the second one. The second one is called the effect or result.
Example: Cause: A student did not study for a test. Effect: The student failed the test.

Character Trait: an attribute that influences a character's actions.
Example: If someone has the character trait of meanness, this could influence him/her to call others names.

Comparison: Points out the ways in which two or more things are alike or similar.

Conclusion: a decision made after considering several pieces of information. The information may include facts from the reading and ideas that the reader already had.

Conflict: the problem the characters face in the plot. The conflict can be a problem between two characters or society (man v. man) or between a character and nature (man v. nature) or within himself (man v. self).

Connotation: the idea or meaning suggested by words.

Context Clues: hints or clues an author gives to help the reader define a difficult word.

Contrast: Points out the ways in which two or more things are different.

Denotation: the exact meaning of words.

Fact: a statement that can be proven.

Figure of Speech/Figurative Language: words or phrases that have meaning different from the literal meaning, such as idioms, metaphors, and similes.

Flashback: a break in the chronological order of events in the story to go back and describe an event that happened in the past.

Foreshadow: hints or clues that tip the reader off to what is going to happen later in the story.

Genre: a category or type of writing, such as fiction and nonfiction, biography, adventure, and science fiction.

Hyperbole: an extreme exaggeration. *Example*: It is a million degrees outside.

Idiom: an expression that cannot be understood from the literal meaning of its words.
Example: He is barking up the wrong tree.

Imagery: The author's use of description and words to create vivid pictures or images in the reader's mind using the senses. *Example:* The sticky ice cream melted in the sun.

Inference: a guess or conclusion based on known facts and hints or evidence. Sometimes readers use information from experience to help make inferences about what they are reading.
Example: Dark clouds formed in the sky. Inference: It is going to rain.

Irony: The use of tone, exaggeration, or understatement to suggest the opposite of the literal meaning of the words used. *Example:* I didn't mind waiting two hours; it was restful.

Main Idea: The one idea that all the sentences in a paragraph tell about. Sometimes the main idea is state in a topic sentence; sometimes it is not stated, but implied.

Metaphor: a comparison of two things <u>without</u> using the words like or as.
Example: The man was so stable; he was a rock in the wind.

Mood: The feeling a reader experiences while reading.

Moral: The lesson that a story of fable teaches. Sometimes the moral of a fable is stated at the end of a story.

Onomatopoeia: Words in which the sounds suggest the meaning of the words.   *Example:* buzz, buzz

Opinion: A statement of someone's idea of feelings. An opinion cannot be proven. An opinion can be based on facts.

Personification: the linking of a human quality or ability to an animal, object, or idea.
Example: The wind whispered through the night.

Plot: Or storyline. The group of events that happen in order to solve the problem or conflict in the story.

Point of View: Refers to how a story is narrated.
> **First person:** the narrator is a character in the story and uses the first-person pronouns I, me, mine, we, and our.
> **Second-person**: point of view, in which the author uses *you* and *your*, is rare; authors seldom speak directly to the reader.
> **Third person limited:** the narrator is not part of the story and uses the third-person pronouns he, him, she, her and them. The reader enters only one character's mind.

Prediction: the use of facts in the story and other information you know about the world to guess what will happen.

Problem: see conflict: the problem the characters face in the plot

Resolution: the end of the story after the conflict is resolved

Simile: a comparison of two unlike things using the words like or as.
Example: the field of grass looked like the rolling sea.

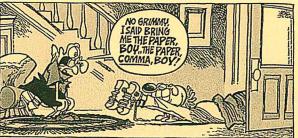**Sequencing:** the order in which events occur or ideas are presented.

Solution: the turning point in a storyline or plot. It is the part in which a decision or important discovery is made or an important event happens that will solve the story's problem or end the conflict. The solution is also called the resolution or the climax of the plot.

Supporting Details: facts, statements, examples, explanations, and descriptions that back up the main idea.

Theme: a reoccurring idea in a story.

Tone: the way an author writes that changes the mood of a reader.

Rule: Between Items in a Series
Use commas to separate items written in a series such as separate items or words, phrases and subordinate clauses and short independent clauses in a series.

Example: The mountains, the lakes, the meadows and the wildlife should be protected in this area.
Note: The conjunction AND in the above sentence for the last item in the series does not need a comma as the comma in a series actually functions as a conjunction. However, use a comma before the conjunction to avoid confusion with series of long phrases.

Rule: Between Adjectives
Use a comma to separate two or more adjectives (descriptive words) BEFORE a noun if the word order of the two could be reversed and the word "and" could be substituted for the comma.

Example: The weary, emaciated man collapsed.
The emaciated and weary man collapsed.
Note: Do not put a comma between the last adjective and the noun.
Wrong: The lazy, rebellious, boy was suspended. (Microsoft Word does not catch this.)
Right: The lazy, rebellious boy was suspended.

Rule: In Direct Address
Direct address - use commas to set off direct address. (When you write a situation where one character speaks directly to another person and uses their name.)

Example: "Jim, finish your term paper before I call your mom and tell on you," Ms. James said calmly as she reached for her cellphone.
Example: "Donna, please don't forget to call Bill about the clam shells," Wendy begged.
Example: Sarah, please stand on your desk.

Rule: To Set Off Interruptions
Interrupters - Use commas to set off introductory words and expressions which interrupt the sentence. These expressions are often called parenthetical expressions because the words themselves are not essential to the sentence and could be placed in parentheses.

Examples of introductory words and interrupters: yes, no, well, indeed, nevertheless, however, I believe, in fact , of course, in my opinion, on the other hand, to tell the truth, on the contrary.

Rule: In Dates and Addresses
Addresses and dates - Use commas to separate and enclose the separate items in dates and addresses.

Example: Florence-Carlton School, located at 5602 Old Highway 93, Florence, Montana 59833, started school this year September 4, 1990.

Rule: Compound Sentences and Conjunctions

Compound sentences - Use a comma before AND, BUT, FOR, NOR, OR in a compound sentence. Compound sentences include two or more clauses. Put a comma after a dependent clause followed by and independent clause, and place a comma between two or more independent clauses.

*a dependent clause cannot make its own sentence, independent clauses can.

Example: The menacing dog growled, and I approached him cautiously.

Rule: To Set Off Appositives

Appositives and appositive phrases - use commas to set off and enclose an appositive (a word or phrase which can be substituted for a name - do not confuse this rule for renaming a noun with merely describing a noun.)

Example: Tony Ahern, the captain of the soccer team, is in my English class.

Note: Short or one word appositives are not set off with commas such as my friend Bill or my sister Maresa.

Rule: Dependent Clauses

A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence. Often a dependent clause is marked by a coordinating conjunction.

Example: When Jim studied in the Sweet Shop for his chemistry quiz, it was very noisy.
Example: The crew could see the whale, which had surfaced just behind them.
Example: Once Adam smashed the spider, he was able to complete his homework.

Some common dependent markers are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

Rule: To Set Off Prepositional Phrases and Clauses

Prepositional phrases - Use a comma after an introductory clause or more than one phrase at the beginning of a sentence.

Example: After we won the game, we celebrated at Wagon Wheel.
Note: No comma is used when the clause is at the end of the sentence.

Rule: Letter Writing

Letters - use a comma after the greeting in a friendly letter and after the closing expression

Example: Dear Mom,
Your loving son,

Rule: To Set Off Dialogue

Incorporating quotes in sentences- Use a comma when ending a quote in which the author or idea is identified after the quote.

Example: Melville signals to the reader to accept his narrator as the spokesman of the author's own ideals. "Call me Ishmael," states the first sentence of the novel, indicating to the reader that he/she must accept Ishmael's words as Mellville's beliefs (1).
Example: The economic system of slavery, an early form of capitalism, was the cause of racism rather than the result of it," asserts Doreatha Drummond Mbalia in her book, Toni Morrison's Developing Class Consciousness (22).