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| Mrs. Hunter’s Homework and Weekly Information,  (Sent home Tuesday, January 28, 2020)  **\*Parent’s initials \_\_\_\_\_\_\_\_\_\_\_\_**  Please check the school’s web site for more information about special events and updates |
| Monday,   * PD Day |
| Tuesday,   * UNB math centers by UNB students |
| Wednesday,   * Science specialist will doing an experiment with the students today |
| Thursday,   * Math fractions and decimals practice due back tomorrow * Today we will be practicing our measurement and nutrition skills and making smoothies. |
| Friday- Hand in homework page(s)   * Today we will have a progress test on decimals and fractions. Many students are needing additional practice with equivalent fractions and are still developing strategies for determining which fraction is greater when they do not have the same numerator of denominator. * Today we will be doing presentations for each other on our chosen artists and sharing the art pieces (replicas) we have made. I will put many of them in the front hall display cabinet. |

This is the last week that the class will be in my classroom all day for English instruction. They will be going to Mrs. Armstrong’s room for French. They will be returning for math instruction daily in my classroom.

**N8 Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially and symbolically**.

Move flexibly between decimals and concrete and pictorial representations (sets, regions, units of measure)

Use a grid (or other model) to identify and explain equivalent decimals

Represent a given decimal in multiple ways using place value knowledge (i.e., equivalency, partitioning)

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| Hunter’s Homework and Weekly Information,  (Sent home Monday, January 20, 2020)  **\*Parent’s initials \_\_\_\_\_\_\_\_\_\_\_\_**  Please check the school’s web site for more information about special events and updates |
| Monday,   * Read and log daily * Lesson 2 Fractions practice questions due Friday |
| Tuesday,   * equivalent fractions test today |
| Wednesday,   * Read and log * Today we will begin comparing and ordering fractions |
| Thursday,   * Math fractions practice due back tomorrow * Today and tomorrow we have a guest science teacher |
| Friday- Hand in homework page(s) including your completed reading log below   * Hand in your yellow duo-tangs with equivalent fractions tests signed. |

Grade Five Reading Log

Please read 30 minutes daily. Parents initial.

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| --- | --- | --- | --- |
| Title (s) | Pages | Date | Initials |
|  |  | Jan. 20 |  |
|  |  | 21 |  |
|  |  | 22 |  |
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When to Use a Comma Homework

While reading this week, find sentences with commas. Read the list of when to use a comma. See if you can find one example of 5 different ways a comma can be used. Add the example sentence you have found in the space under the models. Challenge yourself to find an example of all ten!

1. Every word in a **series or list**, except the last, is followed by a comma.

* *Her friend was a fast, accurate, cheerful worker.*
* *I ate toast, jam, eggs and milk for breakfast.*

2. **Dates and places.** Commas are used to separate the day of the month from the year, and the day of the week from the month. It is also used to separate the name of a city from the province.

* *Friday, February 20, 2008.*
* *Fredericton, New Brunswick*.

3. A comma is needed after the salutation of a letter and after the closing of a **letters**

* *Dear Jenny,*
* *Yours faithfully,*

4. Commas are used to separate the words **yes and no** from the rest of a sentence.

* *No, I don’t.*
* *Yes, I can.*

5. Place a comma after the **connective** that starts a sentence

* *So, they went to the movies in the afternoon.*

6. Commas follow signal words, connectors, or **interrupters** at the beginning of sentences. These words that do not change the meaning

* *However, As a matter of fact*, I believe, So

7. When there is a direct **quotation** in a sentence, a comma sets off the spoken words, unless there is a question mark or an exclamation point already there.

* “I hope he will be here soon,” said Mike.

8. Use a comma after an **appositive**. Place commas around words that mean or describe the same person or thing. *This slight interruption offers additional information or explanation.*

* *Mr. Saunders, our principle, is not here.*
* *I spoke to your mom, Mrs. Fisher, today.*
* Mary, the golden haired girl, won the medal.

9. Place a comma before **conjunctions (joining words)** that join two main clauses.

* *Chris wanted to eat the whole pie, but he knew he had to share*
* *John switched on the oven, and he made a cake*

*10*. The **name** of the person spoken to is marked off from the rest of the sentence by a comma or a pair of commas.

* *Jim, put the glasses out.*
* *John, You are a hero!*
* *Did you know, Sam, that it’s cold outside?*

Students have chosen a book to read at home this week, either the Best Christmas Pageant Ever or The House Without a Christmas Tree, or a book that has been approved. Choose to do one of the four question each night. All four will be completed by Friday.

1. **Chapter \_\_Connections**- Write three sentences describing something that the book reminds you of. It could be your personal life, something that you have read or seen.
2. **Chapter \_\_\_Words**- Find 2 new and interesting words or phrases. Copy the sentence that it is in. Find the definition in the dictionary.
3. Page \_\_\_Word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sentence copied from the book. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Page \_\_\_Word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Sentence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Chapter \_\_\_ Discussion Questions-** Write two questions you have about today’s reading that will be discussed by the class.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Chapter\_\_\_

**Summary**- What were the three most important things that happened in this part of the story?

**Reading Comprehension Questions**

(to help parents chat with thier child after they read)

* Does this make sense?
* Where does it tell me that?
* What happened after that?
* How did the writer start/end the story?
* What does this remind me of?
* Why do I think that happened?
* What did I learn from reading this book?

**Examples of some higher level questions are:**

* What questions do I have about what I read? (self-monitoring)
* What details does the author give me? (finding the facts/analyzing
* What does this make me think of? (Connecting/making connections)
* What happened next? (what’s the order? Sequencing)
* What do I think will happen next? (Thinking ahead-predicting)
* Can I picture what is happening? Using clues and inferring)
* What’s my opinion about this part?(evaluating)
* What are the most important points? (getting the point-synthesizing)

I will do What is Expected

* I will not argue (A)
* I will not interrupt (I)

Week of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Raine**

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| Time of Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Arrival until recess |  |  |  |  |  |
| Recess until noon |  |  |  |  |  |
| Noon until Dismissal |  |  |  |  |  |

**Making Connections** to what books I read at home and write in my reading log -Due Friday, Feb. 24

Reading #1 What happened in the reading is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connection-This reminds me of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading #2 What happened in the story is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connection -This reminds me of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_