

# 5th Grade *Weekly Newsletter*:

10th -14th February 2019

Dear Parents,

We trust that you're well. Herewith find our, **weekly plan**, **aero standards**, and some helpful **tips** and **anchor charts** to help with **extra practice**.

## Important dates/Information:

- 12th February - Sports Day

## Weekly Plan and Standards:

**Math:** NF1- Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

This week we will continue to:

- Add and subtract mixed fractions, with unlike denominators using **word problems**.

**Tips:** Make use of the following sample questions, steps, anchor charts, hyperlinks and book notes from week 20 (3rd-7th)

<https://www.youtube.com/watch?v=pynfj2bYRms&t=378s>

**Adding/Subtracting Fractions with Unlike Denominators**

Step 1: Write equation  $\frac{1}{4} + \frac{2}{3} =$

Step 2: Find multiples of both denominators  
 $4 \mid 4, 8, 12, 16, 20, 24$   
 $3 \mid 3, 6, 9, 12, 15, 18$

Step 3: Circle LCM, which is the LCD  
(Least Common Multiple)  
(Least Common Denominator)

Step 4: Re-write equation  
 $\frac{1 \times 3}{4 \times 3} + \frac{2 \times 4}{3 \times 4} =$   
 $\frac{3}{12} + \frac{8}{12} = \frac{11}{12}$

Step 5: Find Equivalent Fractions

Step 6: Write common denominators on both equivalent fractions

Step 7: Multiply numerator  $\times$  denominator by same number to get Equivalent Fractions

Step 8: Add up numerators  $\div$  Denominators the same.

Step 9: Simplify when needed.

**Subtracting Unlike Fractions with Regrouping**

$5\frac{1}{3} - 3\frac{4}{5}$

$5\frac{1 \times 5}{3 \times 5} - 3\frac{4 \times 3}{5 \times 3}$

$5\frac{5}{15} - 3\frac{12}{15}$

$4\frac{5-15}{15} - 3\frac{12}{15}$

$4\frac{5+15}{15} - 3\frac{12}{15}$

$4\frac{20}{15} - 3\frac{12}{15}$

$(4-3)1\frac{8}{15}$

$1\frac{8}{15}$

LCM: 15

Steps

1. Find LCM/LCD
2. Make equivalent fractions
3. Regroup
4. Subtract
5. Simplify/Rename
6. Box in answer!

Examples:

Tom completed  $1\frac{4}{9}$  crosswords on Friday and  $1\frac{2}{3}$  crosswords on Sunday. In total, what fraction of these crosswords did Tom finish?

Fred has  $1\frac{1}{5}$  week's worth of pay in a wallet and  $2\frac{3}{4}$  week's of pay in the bank. How many more weeks of pay does Fred have stored in the bank?

**Reading:** Determining the meaning of unknown words and phrases as they are used in a text (figurative vs. literal meanings of words and phrases)

This week we will continue:

- Infer the meaning of figurative phrases by referencing details and asking what did the author want the reader to visualize by answering a series of multiple choice questions based on unseen poems.

**Tips:** Make use of the following anchor charts and class notes to revise concepts.

Anchor Chart

## FIGURATIVE LANGUAGE

<b>METAPHOR</b>	A comparison of two unlike things that implies one thing is similar to another.
<b>SIMILE</b>	A comparison of two unlike items using the words like and as.
<b>ONOMATOPEIA</b>	Words whose sound suggest its meaning.
<b>PERSONIFICATION</b>	Giving human qualities to non-living things.
<b>HYPERBOLE</b>	An extravagant exaggeration that can't possibly be true.
<b>ALLITERATION</b>	Repeated consonant sounds at the beginning of words.
<b>IDIOM</b>	A phrase whose literal meaning is different from the implied meaning.

## Figurative Language

When you describe something by making a comparison to another thing.

### Simile

Uses the words like or as to compare two things.

"Her heart was as cold as ice."



### Metaphor

Compares two things by saying one is the other.



"She is a walking pencil always taking notes."

### Hyperbole

An Exaggeration



"I have a million things to do today"

### Onomatopoeia

Sound words.

ZAP!

Bing!

Buzz!

### Personification

Giving human qualities to objects or things.

"The ocean swallowed up our boat."



## **Social Studies:**

This week we will:

- Complete Project Citizen presentations and reflection essays.



**Tips:** Please review all tri-folds and PowerPoints for errors and make use of the rubrics provided in class to ensure your child's project has everything required.



**Writing/ELA:** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of character situations.

This week we will continue with:

- Dialogue writing

**Tips:** Make use of class notes and the following anchor charts and pictures to revise the rules and concepts discussed in class

The image shows a handwritten anchor chart on a green background, divided into two columns by a vertical blue line. The left column is titled 'Ways to Use Dialogue' and the right column is titled 'Rules for using Quotes'. Both titles are written in blue cursive. The left column contains three bullet points in pink, each followed by an example in blue ink. The right column contains five rules in pink, each followed by an example in blue ink. A small circular logo is visible in the bottom right corner of the chart.

**Ways to Use Dialogue**

- At the beginning or end of a sentence.  
"Cannon is a funny guy," said Sophie.  
Annie said, "Maya is so sweet!"
- In the middle of a sentence.  
The girl shouted, "Oh my!" and ran away.
- In a broken quote.  
"Since you didn't do your math homework," my teacher said, "you'll have to finish it at recess."

**Rules for using Quotes**

- \* For every new speaker, begin a new line.  
"I can't believe I won!" said Anna.  
"I know! What a shock," replied Seba.
- \* Commas and periods go INSIDE quotes.  
"Waking up early," said Evan, "is not cool."
- \* Use commas to separate dialogue and speaker.  
"Let's go to the mall," said Kira.
- Except when using ! or ? ←
- \* Capitalize the first letter of spoken dialogue.  
Ethan said, "My view is fab!"
- \* Indent new lines.

**5th Grade** teachers,

*Ms La-eeqah, Ms Lya, Mr Johandre, Ms Abida, Ms Bianca, Ms Louise and Mr Trevor.*