

# 5<sup>th</sup> Grade Weekly Updates

Week of September 18-22

## Announcements and Reminders

September 20- Grandparents Lunch 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> grades (5<sup>th</sup> grade lunch time is 12:30)

September 22- MemPops after school 3-5pm

September 27<sup>th</sup>- School Pictures

October 6- End of 1<sup>st</sup> quarter; begin Fall Break

## Mrs. Totty – Science & Social Studies

This is week 3 of social studies. We will be focusing on the settlement of Early Tennessee. We will discuss how settlers arrived in Tennessee and where they decided to live. We will have a test on Friday. The test will cover both the vocabulary and the content taught. Our writing project- a story about Daniel Boone is due on

**Wed. Sept. 20<sup>th</sup>.**

**Homework on Monday-** definitions of the following terms (these are found in the **purple** glossary in the textbook): Battle of King's Mountain, Cumberland Compact, James Robertson, John Donelson, Overmountain Men

## Important Dates for Science/Social Studies

**Wednesday, Sept 20- Daniel Boone project due**

**Friday, Sept. 22**- Test on Vocab Words and content from the week

**September 25-29** Back to science for the week.

**Week of October 2<sup>nd</sup>**- Science Mastery connect

## Mr. Wardlow – English Language Arts

**5.RL.KID.2** Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.

**SWBAT** identify key details IOT determine the theme or central idea of a story, drama, or poem.

**SWBAT** identify theme/central idea and key details IOT compose a summary.

**Stories:** “A Simple Plan” and “Rescue” (Poetry), pg. T218 “Stage Fright” and “Catching Quiet” (Poetry), pg. T237 “Foul Shot” (Poetry), pg. T239

### **Vocabulary: Week 6**

1. **pungent**- having a sharply strong taste or smell
2. **capricious**- given to sudden and unaccountable changes of mood or behavior
3. **atrocious**- of poor quality, extremely bad
4. **cordial**- warm and friendly
5. **jalopy**- a battered old car
6. **immigration**- the action of coming to live permanently in a foreign country
7. **makeshift**- serving as a temporary substitute
8. **encroaching**- intrude on a person’s territory
9. **migrant**- a worker who moves from place to place to do seasonal work
10. **mussed**- to make something untidy or messy
11. **panorama**- a wide view of the whole region
12. **cacophony**- a harsh, discordant mixture of sounds
13. **optimism**- hopefulness and confidence about the future or the successful outcome of something
14. **taut**- stretched or pulled tight
15. **remnants**- a small remaining quantity of something
16. **stagnant**- showing no activity

- 17. **strikers**- a worker who is taking part in a strike
- 18. **anguish**- severe mental pr physical pain or suffering
- 19. **untethered**- to free from; release
- 20. **salvage**-to save something for further use

**Noredink:** Identifying Verbs in a sentence

**Commonlit:** One Without the Other

Theme Assessment on Friday

## 5<sup>th</sup> Grade Weekly Updates

Mrs. Barringer- Math
<b>Important Dates</b> 9.18- Study Guide for Topic 3 comes home 9.20-Math Computation 9.25- Topic 3 Study Guide Due/ Math Mastery Connect in class 9.27- Topic 3 Assessment 9.28- Math Computation 10.6- Vocab Assessment Topics 3 & 4

### Topic 3 Fluently Multiply Multi-Digit Whole Numbers

5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations. Assess the reasonableness of answers using estimation strategies. (Limit multiplication problems so that the product does not exceed thousandths. Limit division problems so that either the dividend or the divisor is a whole number.)

Lesson 5: Multiply 3-digit by 2-digit numbers by adding partial products or by using the standard algorithm.

Lesson 6: Use knowledge about place value and multiplying with 2-digit and 3-digit numbers to multiply with zeros.

Lesson 7: Use properties and the standard algorithm for multiplication to find the product of multi-digit numbers.

TN- Lesson 1- Multiply three-digit numbers by three- and four-digit numbers.

Lesson 8: Use models and strategies to solve word problems.

Lesson 9: Critique the reasoning of others by asking questions, looking for flaws, and using prior knowledge of estimating products.

Multiplication of multi-digit numbers is our focus for Topic 3. Multiplication Fact Fluency is IMPERATIVE for success on this skill. Please practice nightly for 5-10 minutes.

Students may complete IXL Lessons at home using any computer. Passwords have been distributed. The list of lessons for the week of 9.18-9.22 are: D 12, D 13, G 1, G 2

**These are not mandatory,** simply extra practice.

## How does my student log in?

1. [www.edugoodies.com.scs](http://www.edugoodies.com.scs)
2. Clever
3. C. Magbee's Page
4. IXL
5. Sign In
6. Hover on Learning
7. Select Recommended By Your Teacher to see lessons.

The code word for Mrs. Barringer this week is Partial Products. Do partial products help you? Do you prefer the algorithm?