# FROST
## home of the flyers
## November 13, 2017

## Monthly Calendar

**UNWRAPPED TEKS:**

**Reading:** **5.11(B) DETERMINE** the facts in text and verify them through established methods; **5.13(B) INTERPRET** factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables and diagrams; **5.11(E) SYNTHESIZE and MAKE** logical connections between ides within a text and across two or three texts representing similar or different genres; **5.11 (A) SUMMARIZE** the main ideas and supporting details in a text in ways that maintain meaning and logical order; **5.13 (A) INTERPRET** details from procedural text to complete task, solve a problem, or perform procedures.

**Language:** (24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.
**(A) FOLLOW the** research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
**(B) DIFFERENTIATE** between primary and secondary sources;

**S.S:** **(**2) The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:
**(A) IDENTIFY & ANALYZE** the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;
**(B) IDENTIFY** the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and
**(C) SUMMARIZE** the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.

**Science:** **5.6D DESIGN** an experiment that tests the effect of force on an object. **5.2A DESCRIBE, PLAN, AND IMPLEMENT** simple experimental investigations testing one variable. **5.2B FORMULATE** testable hypotheses, and **SELECT** and use appropriate equipment and technology. 5.3C **COLLECT INFORMATION** by detailed observations and accurate measuring;

**Math:** **5.3I – REPRESENT** and **SOLVE** multiplication of a whole number and a fraction that refers to the same whole USING objects and pictorial models, including area models; **5.3J – REPRESENT** division of a unit fraction by a whole number and the division of a whole number by a unit fraction, such as 1/3 ÷ 7 and 7 ÷ 1/3 **USING** objects and pictorial models, including area models. **5.3L- DIVIDE** whole numbers by unit fractions and unit fractions by whole numbers. **5.3K ADD** and **SUBTRACT** positive rational numbers fluently.

## Campers of the Week

| Flores | Gisi | Monk | Ngwolo |
|---|---|---|---|
| Colby H. | Landry H. | Brent M. | Kate H. |

## Conduct Rules and Reminders

## Words Their Way—Spelling

**Words Their Way: (15 minutes daily) - Students receive differentiated spelling list based on pretest results.**

**Mondays** - Pattern of word study for the week introduced. Brainstorm words for the pattern of the week on chart. Send teacher created word list home with students. Students will study words at home nightly.

**Tuesdays**—Review words and pattern. Students will cut and sort weekly words. Store in baggie in front of spelling composition book.

**Wednesdays**—Resort words/sort with a buddy.

**Thursday**—Resort/speed sort/library book word sort. Glue sort into Spelling notebook.

**Fridays**—Word Study Assessment - (not graded) Collect/grade/review for errors.

***Notice will be given for the GRADED spelling assessment**

# Web & Tech for Kids

www.mathfactcafe.com
www.funbrain.com/brain/MathBrain/MathBrain.html
www.aplusmath.com/Games/index.html
www.wolframalpha.com
www.tryscience.org
www.pbs.org/ktca/liberty/

www.youngwritersofamerica.com
www.http://lms.thinkthroughmath.com

## Volunteer Opportunities

- www.lcisd.org/campuses/frost/home & Frost Elementary Facebook page
- www.frostpto.org & Frost Elementary PTO Facebook page

## Important Dates

- Nov. 16th—Spirit Night—Sonic (Pecan Grove)
- Nov. 20-24th—Thanksgiving Break
- Nov. 28th—Science Major Grade; Author Visit 1:30 p.m.
- Nov. 30th– Writing Major Grade
- Dec. 1st—Social Studies Major Grade
- Dec. 4th—Reading Major Grade
- Dec. 5th—Math Major Grade
- Dec. 7th—Spirit Night—Il Primo (Kroger Plaza); Progress Reports
- Dec. 8th—Picture Retakes
- Dec. 21st—Spirit Night—Sonic (Pecan Grove)
- Dec. 25th—Jan. 8th—Winter Break
- Jan. 17th—Spelling Test Minor Grade

## Teacher Contact Info


Mrs. Gisi *Writing, Math & Science
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Ms. Flores *Writing, Math & Science
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Mrs. Monk *ELA
amonk@lcisd.org

Mrs. Ngwolo *ELA
Courtney.ngwolo@lcisd.org


## November Student Birthdays

*Colby H.—1st*
*Addison R. —4th*
*Caleb M.—10th*
*Jace N.—13th*
*William H.—17th*
*Savannah R.—17th*
*Alex M.—18th*
*Elliott M.—20th*
*Joshua L.—27th*

# Student Homework

**Online access for math and science textbooks:**

**Monday**–
**Reading**- Motivation Reading: Pgs. 27-34 due 11/16; Magazine Project due 12/1.
**Math** - Go Math pgs. 218-218 and CUBE.
**Science**–

**Tuesday**-
**Reading**- Motivation Reading: Pgs. 27-34 due 11/16; Magazine Project due 12/1.
**Math** - Go Math pgs. 229-230
**Science**–

**Wednesday**-
**Reading**- Motivation Reading: Pgs. 27-34 due 11/16; Magazine Project due 12/1.
**Math**— Go Math pgs. 235-236 & CUBE
**Science**–

**Thursday**–
**Reading**– Motivation Reading: Pgs. 27-34 due 11/16; Magazine Project due 12/1.
**Math**— Go Math pgs. 243-244
**Science**–

# 5th Grade News

Frost Elementary doors open at 7:00 a.m., the tardy bell rings at 7:30 a.m.

**TARDY POLICY**

If students are late, a tardy pass will be issued. Being tardy not only prevents your child from receiving critical information, it also interrupts the learning process.

Students are considered tardy if they are not in the teacher's class by 7:30 a.m. Students with excessive tardiness will be referred to the attendance committee for consideration of ISS and a home visit by the social worker. Three or more tardies in a year will disqualify students from attendance awards.

## Frost Uniform Dress Code Reminder

**Description:**

**Bottoms: Khaki, black or navy blue solid slacks, shorts, skirts or jumpers. Long blue denim jeans, or blue denim shorts, skorts or jumpers. All bottoms need to be of the appropriate length and fit as directed in the district dress code standards.**

**Tops: Red, white, navy blue or light blue collared shirts may be worn. Frost Elementary spirit shirts, school shirts, turtlenecks or school sweatshirts may also be worn. Solid colored shirts or tops may not have any visible logos and all shirts must be tucked into the bottoms. Viewable undershirts should be one of the uniform shirt colors. Plain white T-shirts may also be worn under Uniform Dress shirts. Leggings and tights should be red, black, blue, white or khaki.**

**Jackets: Solid red, navy blue, black, khaki or white jackets may be worn during class time.**

**Other: No backless shoes, flip flops, sweatpants, overalls, hats, caps, scarves, skate shoes or rolling backpacks are allowed.**

## Math Vocabulary

| Academic Content Vocabulary | | |
|---|---|---|
| **Tier 3 (Brick)** | | **Tier 2 (Mortar)** |
| Patterns | Area model | Represent |
| Factor | Bar models | Strategies |
| Multiple | Patterns | Model |
| Dividend | Equations | Relationship |
| Divisor | Fact families | Unit cost |
| Quotient | Estimate | |
| Regrouping | Approximate | |
| Place value | Compatible | |
| Tenths | numbers | |
| Hundredths | Quick picture | |

***Word of the Week***
***SIMPLIFY***

## Reading Vocabulary

**Metacognition- Readers listen to their thinking before, during, and after reading (Comprehension Strategy)**

**Schema- Readers make connections between text and self, other text, and the real world as they read (Comprehension Strategy)**

**Inferring- Specific strategies are used to preview and select text for independent reading (Comprehension Strategy)**

**Determining Importance-Features of non-fiction text help to understand the relationship between information and ideas (Comprehension Strategy)**

**Identify the main events in a story and put in a logical order Sequencing and Summarizing (Comprehension Strategy)**

**Questioning- Readers listen to the questions they have as they read to understand text (Comprehension Strategy)**

**Readers notice how the author crafts the events to bring about resolution of problem (rising action, climax) (Comprehension Strategy)**

## Social Studies Vocabulary
**American Revolution Vocabulary**

**Alliance**
**Boycott**
**Congress**
**Continental army**
**Debt**
**Effigy**
**Independence**
**Loyalist**
**Martial law**
**Massacre**
**Mercenary**
**Morale**
**Negotiate**
**Neutral**
**Patriot**
**Peninsula**
**Petition**
**Quarter**
**Repeal**
**Rights**
**Retreat**
**Strategy**
**Tariff**
**Treason**

## Science Vocabulary

| Academic Content Vocabulary | |
|---|---|
| **Tier 3 (Brick)** | **Tier 2 (Mortar)** |
| Experiment, Force, Design, Research | Movement, Position, Gravity, Friction, Direction, Push, Pull, Magnetism, Question, Hypothesis, collect data, trials, conclusion |

## Reading STAAR Vocabulary

**Vocabulary and Word Identification**
**Root words**
**Prefixes**
**Suffixes**
**Context Clues**
**Multiple-meaning Words**
**Synonyms**
**Antonyms**
**Figurative Language**

**Text Structures**
**Purpose for Reading**
**Author's Purpose**
**Fiction and Non-fiction**
**Narrative/Expository Text**
**Representing text/graphic organizers**

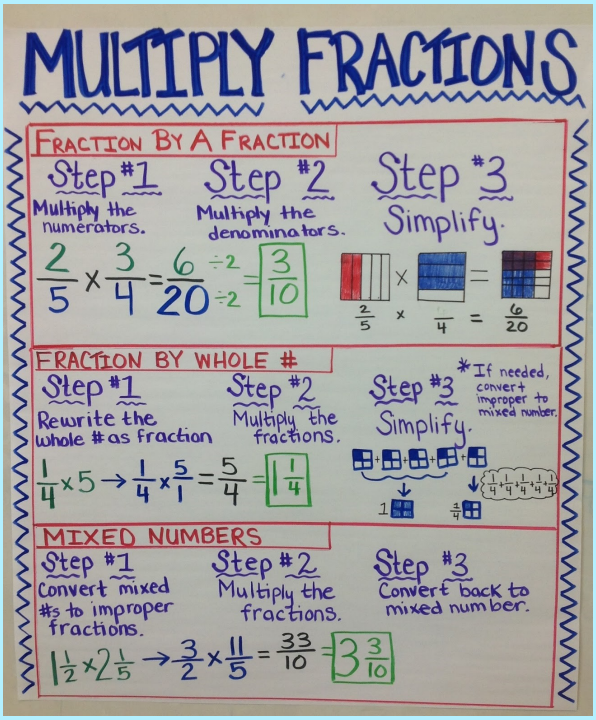
**Literary Elements**
**Character traits/relationships/changes**
**Genres**
**Literary Terms**
**Problem/Plot/Solution**
**Characters**
**Setting**

**Comprehension**
**Retelling**
**Sequence**
**Summarization**
**Background Knowledge**
**Prove your answers**

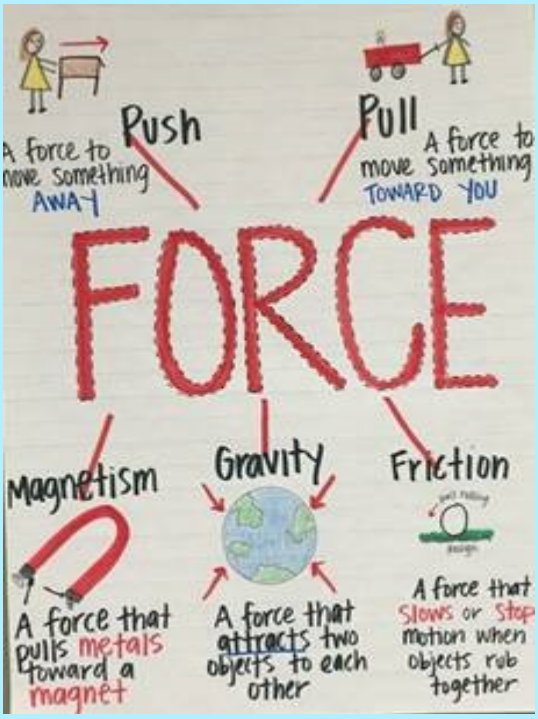
**Critical Thinking**
**Compare/Contrast**
**Main Idea**
**Inference/Drawing Conclusions**
**Making Predictions**
**Cause and Effect**
**Fact and Opinion**

***Word of the Week:***
***ARTIC***

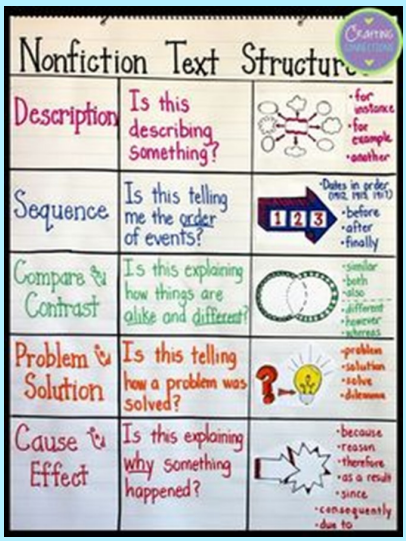
## Math Anchor Chart

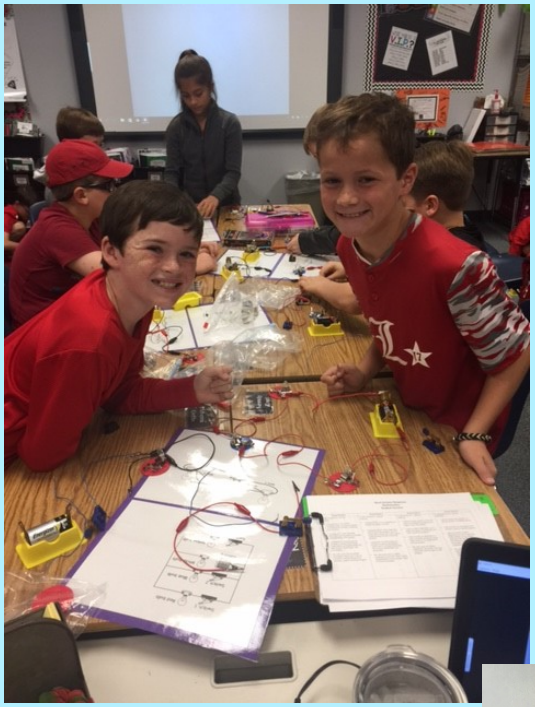
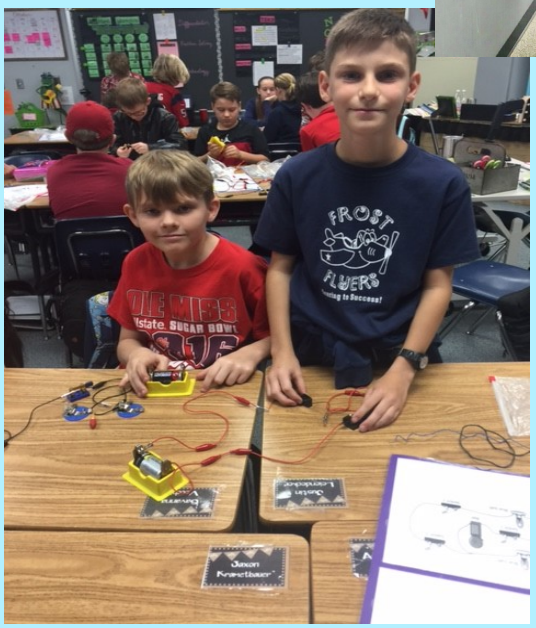
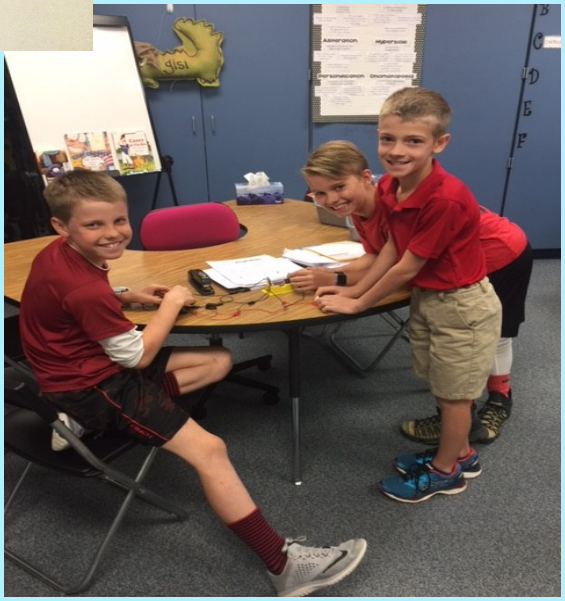



## Science Anchor Chart




## Reading Anchor Chart




## Social Studies Anchor Chart

# Building Electrical Circuits