



5th Grade, Group A and B, Study Guide Second Trimester

Lead Book 2 Lesson 1-4 and Book 3 Lesson 1-3

Friday, February 23rd, 2024.

Book 2 Lesson 1-4 and Book 3 Lesson 1-2 were already graded with classwork, weekly dictations, quizzes, and homework.

BOOK 3 LESSON 3

Monday March, 4th 2024.

VOCABULARY: Student should identify the words and their meanings and be able to use them in context and sentences.

WORDS

swamp	Everglades	alligators	prowl	prey	rarest	mangroves
peaks	climbers	waterfalls	sequoias	gorge	dragged	carved
		erosion	scattered			

Reference pages: Lead Book 3, Amco- pg 35 to 38.

SPELLING: Students should spell and write the words correctly. Students will be evaluated with weekly dictations and homeschooling activities, Spelling-bee contest. **Please sign them and review mistakes at home.**

Reference pages: Lead Book 3, Amco- pg 37, 39 and 40.

BOOK 3 LESSON 3

Tuesday March 5th , 2024.

GRAMMAR: Students should know how to use the tenses and structures, make sentences, identify and apply the following topics:

- Double Negatives

Examples: We **shouldn't never** go across that river. (INCORRECT)

-We **should never** go across that river. (CORRECT)

-We **shouldn't ever** go across that river. (CORRECT)

Reference pages: Lead Book 3, Amco- pg 82-83.

- Determiners (all, both, half, either, neither, each, every, other,another)

Examples:

All the people who are born in the United States are called Americans.

Reference pages: Lead Book 3, Amco- pg 84-85.

- Indefinite Pronouns

Examples:

My mom told me to stay busy, but I had **not a single thing** to do.

My mom told me to stay busy, but I had **nothing** to do.

He raised his hand, and it looked like he had an **unknown thing** to say.

He raised his hand, and it looked like he had **something** to say.

Reference pages: Lead Book 3, Amco- pg 86-87

- Punctuation Marks, Commas ,and Editing

Examples:

Have you ever been to Chicago ? I just got back from there , and I had a great time !

Reference pages: Lead Book 3, Amco- pg 88-89

- Wh-Questions With Past Tense and Present Progressive Tenses

Examples:

Who was the winner of the race?

What is the purpose of starting so late?

Reference pages: Lead Book 3, Amco- pg 90-92

- Past Tense verbs

Examples:

She **looked** all over the house for her missing earring. (PAST SIMPLE)

My mom **was saying** I can visit my grandma at 4:30. (PAST PROGRESSIVE)

They already **had finished** dinner by the time I arrived. (PAST PERFECT)

Reference pages: Lead Book 3, Amco- pg 90-92

VERBS: Students should practice, study and learn regular and irregular verbs in infinitive form, base form, simple past and past participle. Students should understand that a verb is **a word used to describe an action, state or occurrence.**

Reference verbs:

INFINITIVE	BASE	SIMPLE PAST	PAST PARTICIPLE
to be	be	was/were	been
to go	go	went	gone
to prowl	prowl	prowled	prowled
to stalk	stalk	stalked	stalked
to grow	grow	grew	grown
to keep	keep	kept	kept
to have	have	had	had
to hike	hike	hiked	hiked
to drag	drag	dragged	dragged
to carve	carve	carved	carved
to scatter	scatter	scattered	scattered

Wednesday March 6th, 2024

Book 3 Lesson 3

READING: The student will read a story and identify the main ideas in order to answer comprehension activities. Mention if there is a specific reading strategy to be graded. Practice with the following readings: **“National Treasure”**

Reference pages: Lead Amco- pg 44-46/ Comprehension 47-49

Thursday March 7th, 2024

Book 3 Lesson 3

CONVERSATION: Students are in constant evaluation with their speaking production in the English classroom. Songs, monthly ceremonies, poems and different activities are considered during the trimester. This Trimester we used the following conversation topics:

- The challenges our community is facing.
- Telling tall tales
- Unique national parks

Friday March 8th, 2024

PROJECT AND CLIL: In this project, students will have the opportunity to unleash their creativity by crafting a tall tale inspired by the legendary story of "Pecos Bill." Throughout the duration of this project, students will work on their narratives during English class sessions.

DRAFT DUE DATE: Thursday, February 22nd, 2024.

Bring the following materials:

- Colored paper
- Crayons
- Scissors
- Glue

Students have already chosen and created their tall tales, and they have analyzed the different elements of storytelling.

Rubric

Creativity and Originality	<ul style="list-style-type: none">• Demonstrates originality and creativity in the storyline and characters.• Incorporates exaggerated elements and imaginative twists.
Story structure	<ul style="list-style-type: none">• Presents a clear beginning, middle, and end.• Maintains a cohesive storyline with logical progression.
Character Development	<ul style="list-style-type: none">• Develops memorable characters with distinct personalities.• Provides detailed descriptions and character interactions.
Language use	<ul style="list-style-type: none">• Uses descriptive language to vividly portray settings and events.• Demonstrates a varied vocabulary and appropriate language conventions.
Visual presentation	<ul style="list-style-type: none">• Uses colored paper, crayons, scissors, and glue effectively to illustrate the tall tale.• Incorporates visual elements that enhance the storytelling experience.
Analysis of Story elements	<ul style="list-style-type: none">• Provides thoughtful analysis of the elements of storytelling, including plot, setting, and theme.• Demonstrates understanding of how tall tales differ from other types of narratives.

NOTE: Lead Book 3 – Lesson 3 content will be covered before the date of the evaluations, please be sure students complete any absent or incomplete activities on their book or notebooks.

Monday March 11th, 2024.

CAMBRIDGE DIAGNOSTIC ACTIVITY

At the inaugural meeting of the school year, it was agreed to implement an internal activity aimed at administering the MOCK exam for Cambridge. This procedure aims to identify areas for improvement, with subsequent invitation to students to enroll in the certification, if they wish, during the current school year. Additionally, the feasibility of postponing the exam until sixth grade is being considered, with the intention that students can self-assess their processes and perceive it as a stimulus or critical indicator for improving their academic performance.

Imprimir y recortar talón Study Guide y enviarlo con firma o mandar nota en libreta de tareas para confirmar de enterados “Descargamos y leímos Study Guide Segundo Trimestre”.

Parent's name and signature.

DD/MM/YYYY