

5th Grade, Group A and B, Study Guide 1st Trimester Lesson 1-4

Thursday, November 3rd, 2022.

Lessons 1-2 were already graded with Book 1 test, classwork, weekly dictations quizzes and homework.

CONVERSATION: Students are in constant evaluation with their speaking production in the English classroom. Songs, and different activities are considered during the trimester. Spoken activities, conversation activities, participations.

Thursday, November 10th

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

WORDS

differently believed college stood up Johannesburg lawyer unfairly outraged against punished secretly married overthrow apartheid happening speeches sneaked scorching suddenly boomed growling struggling compassionately guzzled hungrily stalked snarled spotted jackal afterwards decided teased plains filled flowing themselves instead surf-ari reaches string crowds wildlife caves calmer offers surrounds skilled endless weighs trunks challenges tusks creatures poachers roam herds breeding issues crop stomped spicy beehives peaceful digging

Reference pages: 3, 19, 35, 51.

SPELLING: Student should spell and write the words correctly. Student will be evaluated with weekly dictations and homeschooling activities. Please sign them and review mistakes at home.

Reference pages: 3, 19, 35, 51.

Friday, November 11th**GRAMMAR:**

- Students should identify the use of possessive nouns. When there is only one owner we use the (') before the **s**.

Examples:

- * Mario has a car. This is Mario's car.
- * The dog has a ball. This is the dog's ball.

But when we have more than one owner, we use the (') after the **s**.

Examples:

- * The students have notebooks. The students' notebooks.
- * The parents have a car. The parents' car

- Students are able to identify the correct capitalization of words. All proper nouns begin with capital letter. Remember that proper nouns are the specific names of people, places, things or animals. When a sentence begins, we should write capital letter at the first letter.

Examples:

- * **V**enezuela
- * **D**urbin
- * **A**xel
- * **T**he cake is delicious.

- Students should identify plural nouns. In regular plural nouns, we use some rules.
 - We add an -s to form the plural of most of the nouns: lpads, frogs, books.
 - Add **-es** to nouns ending in ch, sh, x, z, s, ss. Example: branches**es**, witches**es**, churches**es**, taxes**es**.
 - If a noun ends in a consonant and **y**, change y to **i** and add **-ies**. Example: Ladies, cities.
 - If a noun ends in a vowel and y, add at the ending **-s**. Example: Boys, toys.
 - If a noun ends in f, change the f for **v** and add **-es**. Example: **leaves**.

- In irregular plural nouns, we have specific ways to change a noun into plural.
 - mouse-mice
 - foot-feet
 - tooth-teeth
 - child-children
 - ox-oxen

- goose-geese
- man-men
- woman-women

- Dates. Dates are always written with the ordinal numbers (first, second, third, fourth, etc..). First we write the month (with capital letter), then the ordinal number and finally the year.

Example:

December 24th, 2000. (12/24/2000)

January 1st, 1999. (01/01/1999)

- Students are able to use correctly the possessive adjectives.

Pronoun	Possessive Adjective
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

- Possessive adjectives indicate a form of possession or a sense of belonging to a person, place, thing or animal.

Examples: My dog ate my sandwich.

Hey, is this your pencil?

- Past tense. We use past tense to talk about something that already happened and finished completely.

In an affirmative sentence we use the verb in the simple past form. Example: Yesterday I **went** to the school.

In an interrogative sentence we use the auxiliary **DID** at the beginning. Remember that the verb goes in the base form. Example: Did you give her a new cellphone?

In a negative sentence we use the auxiliary DID and the negative NOT. Remember that the verb goes in the base form. Example: He did not read the new Harry Potter's book.

- Present Perfect: It is used to show an action that happened in the past that is directly related to the present, such as actions that are still continuing or that indicate a change over time. The structure of present perfect is: Auxiliary Have(I/you/we/they) or Has(he/she/it) + verb in past participle. Example: Moises has begun the career.

I have never eaten in that restaurant.

- Numbers in written form: Students are able to identify and write the numbers. First we write the thousands, then the hundreds, then the tens and finally the ones. Example:

1, 458 One thousand, four hundred fifty-eight.

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 bend	bend	bent	bent
To beat	beat	beat	beaten
To become	become	became	become
To begin	begin	began	begun
To bend	bend	bent	bent
To bet	bet	bet	bet
To bid	bid	bid	bid
To bite	bit	bit	bitten
To blow	blow	blew	blown
To break	break	broke	broken
To bring	bring	brought	brought
To build	build	built	built

Monday, November 14th

READING: The student will read a story and identify the main ideas in order to answer comprehension activities. Students will need to read two or three times the same reading in order to have a better comprehension.

Reference pages: 12, 13, 14, 28, 29, 30, 44, 45, 46, 60, 61, 62

PROJECT: In this Project, students will create and give a solution to decrease the level of traffic in the big cities. Students already made a research about some problems that traffic causes in the citizens. Then, students will think on a solution and they will present it to the class. The project is in teams and students have been working on it during the English Class.

Rubric



Name: _____

Score: _____

Rubric: Group Presentation

	5	4	3	2	1
Description of the problem: Giving background information	You presented at least 4 facts to explain what the challenge is and why it is a problem.	You presented at least 3 facts to explain what the challenge is and why it is a problem.	You presented at least 2 facts to explain what the challenge is and why it is a problem.	You presented at least 1 fact to explain what the challenge is and why it is a problem.	You did not present any facts about the challenge or give any background information.
Presentation of a solution to the problem	You clearly explained the solution your team came up with and explained why and how your solution will work in great detail. You used a visual aid.	You partially explained the solution your team came up with and explained why and how your solution will work in detail. You used a visual aid.	You vaguely explained the solution your team came up with and explained why and how your solution will work in little detail. You used a visual aid.	You used little detail to explain the solution your team came up with and did not clearly explain why and how your solution will work. You used a visual aid.	You did not present a clear solution, you did not explain how it would work, or you had no visual aid.
Teamwork	Every person in the group participated equally in the presentation and treated each other respectfully.	Every person in the group participated in the presentation and treated each other respectfully.	Most people in the group participated in the presentation and treated each other respectfully.	Only part of the group participated in the presentation and treated each other respectfully.	Only part of the group participated in the presentation and the group did not treat each other respectfully.
Answering Questions	You were able to answer 4 questions from the audience.	You were able to answer 3 questions from the audience.	You were able to answer 2 questions from the audience.	You were able to answer 1 question from the audience.	You were not able to answer any questions from the audience.

Name: _____

Score: _____