



Fifth Grade Parent Newsletter #5

This week we are reading “Shutting Out the Sky” by Deborah Hopkinson. Our reading skill focus will be cause and effect relationships. Our grammar focus will be common and proper nouns.

We will focus on some vocabulary words in this story. It would be helpful if you will reinforce the meaning of these words at home with your child. Please practice these words at home as well. Let’s have a great week!

Vocabulary Word	Meaning
advice	an opinion about what should be done
advised	gave advice to; offered an opinion
circumstances	conditions that accompany an act or event
elbow	to push with the elbow; make your way by pushing
hustled	hurried along
immigrants	people who come into a country or region to live
luxury	something pleasant but not necessary
newcomer	a person who has just come or who came not long ago
peddler	a person who travels about selling things carried in a pack or in a truck, wagon, or cart

Spelling Words:

they’re	you’ve	weren’t	needn’t	there’d
they’ve	mustn’t	what’ll	doesn’t	hadn’t
could’ve	would’ve	should’ve	might’ve	wouldn’t
who’ve	shouldn’t	who’d	this’ll	couldn’t

Challenge Words:

there’ve	mightn’t	what’ve	those’ll	there’ll
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SCHOOL to HOME

Connections

Chapter 3 Fractions and Mixed Numbers

Dear Family,

In this chapter, your child will learn more about fractions and mixed numbers. The work will include:

- adding and subtracting unlike fractions and mixed numbers
- understanding the relationships between fractions and division expressions
- expressing fractions, division expressions, and mixed numbers as decimals
- solving real-world problems involving fractions and mixed numbers

Activity

This activity will give your child a chance to verbalize what he or she has learned about fractions. Show your child any two fractions, for example, $\frac{3}{4}$ and $\frac{4}{5}$.

- Ask your child to compare the two fractions to find which one is greater.
- Explore with your child whether it is easier to compare fractions by:
 - a) making their denominators equal and then comparing their numerators ($\frac{3}{4} = \frac{15}{20}$ and $\frac{4}{5} = \frac{16}{20}$), or
 - b) rewriting each fraction as a decimal, and then comparing the decimals ($\frac{3}{4} = 0.75$ and $\frac{4}{5} = 0.80$).

Vocabulary to Practice

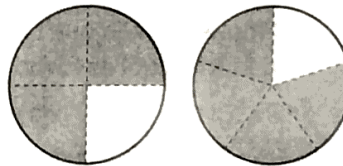
The **least common multiple** is the least number among all the multiples that two or more numbers have in common.

The **least common denominator** is the least common multiple of two or more denominators.

Equivalent fractions are fractions that have the same value.

A **division expression**: $6 \div 3$ or $3\overline{)6}$

A **mixed number** is made up of a whole number and a fraction, for example $3\frac{1}{2}$.



$$\frac{3}{4}$$

$$\frac{4}{5}$$

Which is greater?