

Morning Message Map

5th Grade

Morning message is a perfect opportunity to reinforce and introduce important reading, writing, and language skills. If you find your students just can't master similes, or need more help with commas, put it in your message! If you want your fifth graders to write more descriptively or add style to their narratives, model it in your message. Seeing these skills every morning will help your students master the necessary tools to improve their reading and writing skills. Below is a suggested schedule of important skills and tips, which can be incorporated into your message each week.

First Nine Weeks, Weeks 1-2

Skills

- **SL 1**-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SPI 0501.8.7** Identify similes, metaphors, personification, and hyperbole in context.
- **SPI 0501.1.11** Determine word meanings within context
- **SPI 0501.1.13** Select appropriate synonyms, antonyms, and homonyms within context.
- **SPI 0501.1.10** Select the best way to correct incomplete sentences within context.
- **SPI 0501.1.7** Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.

Sample Message:

August 11, 2011

Dear Fifth Graders,

I have really enjoyed getting acquainted with you this week. We have a mountain of work to complete today, but we can't forget to practice our knew classroom procedures, too. It is essential we master these procedures. So we can stay safe and learn. If we do well, we might be able to enjoy some recess. The sun is shining and begging us to come out and play. Let's get this fabulous day started!

Sincerely,

Suggestions for using these skills:

- Identify the week's vocabulary in an eye catching way with a star, rectangle, etc. Students can take turns using thesauri to locate synonyms and antonyms for the words. Use the vocabulary in each message to help reinforce skills.
- Students can look for grammatical mistakes, usage errors and suggest ways to fix these problems.
 - Do we have a sentence fragment in this message? What are our options to correct it?
 - Is that the correct "knew"? Can you think of some other homonyms?
- Use literary devices to model descriptive and vivid writing.
 - Do we have an example of personification in our message? What else could the Sun do instead of beg? Can you think of another example of personification?
- **TCAP Writing Tip:** Introduce style in narrative writing through literary devices and descriptive words. In the first week, introduce hyperbole and discuss its effect on the message. Use these literary devices daily in your meeting, and ask

students to locate the devices and give their own examples. Morning message is a perfect opportunity to model effective and descriptive writing.

- **TCAP Writing Tip:** Begin modeling complex sentences the first day of school. Ask students to identify well written sentences and correct short, boring sentences with adjectives and adverbs. Make a habit of asking students, “What works in this message, and what can we do to improve it?”

First Nine Weeks, Week 3

Skills

- **SPI 0501.1** Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.
- **SPI 0501.1.2** Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.
- **SPI 0501.1.5** Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.
- **CC Language L 3** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **SPI 0501.8.3** Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).
- **CC Language L 4** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **CC Speaking and Listening SL 3-** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SPI 0501.3.6** Rearrange sentences to form a sequential, coherent paragraph.
 - **Continue to incorporate important skills from prior weeks, depending on your own class’s needs. Many skills, such as vocabulary, are repeated each week.**

Suggestions for using these skills:

- Write messages in an incoherent order and have students rearrange sentences in a logical order.
- Subject verb agreement can be a challenging skill. Have students make corrections in your message, which is another opportunity to incorporate vocabulary.
- Omit, or use commas and colons incorrectly. Students can take turns correcting the mistakes, and explaining why they make those corrections.
- Give students opportunities to share, discuss, and explain their ideas. Conversation during morning message is crucial in improving communication skills.

First Nine Weeks, Week 4

Skills:

- **SPI 0501.1.8** Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).
 - **SPI 0501.3.8** Select vivid and active words for a writing sample.
 - **CC Language L 4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - **SPI 0501.1.7** Identify correctly or incorrectly spelled words in context including the correct spelling of plurals and possessives.
 - **CC Language L 1-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking .b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses .c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.
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- **Continue to incorporate important skills from prior weeks, depending on your own class's needs. Many skills, such as vocabulary, are repeated each week.**

Suggestions for using these skills:

- Immerse your students in verbs this week. Begin your week with just one skill (for example, perfect verb tense) and add others skills as the week goes on. Integrate this week's vocabulary words to model the proper use of those verbs.
- **TCAP Writing Tip:** Strengthen your verbs by adding adverbs, which can make writing more vivid. Students who struggle with thinking of strong verbs can make weaker verbs such as, walk, run, and talk better with an adverb.
- At the bottom of your message, write a multiple choice question using verbs. Use this as an opportunity to reinforce this skill and practice test taking skills.

First Nine Weeks, Week 5

Skills:

- **SPI 0501.3.11** Rearrange paragraphs in a narrative writing selection in sequential and chronological order.
- **SPI 0501.1.7** Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.
- **SPI 0501.1.1** Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.
- **SPI0501.1.16** Determine the correct meaning/usage of multiple meaning words within context.
 - **Continue to incorporate important skills from prior weeks, depending on your own class's needs.**

Sample Message:

September 6, 2011

Dear Benevolent Buddies,

We have plenty more to learn today so I advice we hustle we can't play until we has completed our work. We'll be as busy as bees until lunch!

Our story this weak is about immigration. This story is true and has exposed us to new facts, which makes the genre: _____. We ____ learned an immense amount of information about immigration and ellis island.

Best wishes,

Suggestions for using these skills:

- Rearranging paragraphs can be a tough skill and can be practiced daily in morning message this week. In a message with multiple paragraphs, put the paragraphs in illogical order and ask students to correct it. Make this skill more challenging as the week goes on.
 - Are these paragraphs in logical order? What are the clues that tell us they are incorrect? Looking for clues will help tremendously with standardized testing.
- **TCAP Writing Tip:** Have students identify the simile and come up with their own, which would work in context. Literary Devices are an easy way to add style to a personal narrative.
- Advise and advice are vocabulary words for this week. Discuss part of speech with students.
- Identify vocabulary words in a colorful way and have students look up synonyms, etc. Discussing these vocabulary words consistently can help student recall.
- Incorporate past skills such as homonyms and verbs to reinforce skills.

First Nine Weeks, Week 6

Skills:

- **SPI 0501.8.8** Identify the effect of sound within context (i.e., **onomatopoeia**, alliteration, rhythm, rhyme, repetition).
- **SPI 0501.8.7** Identify similes, metaphors, personification, and hyperbole in context.
- **SPI 0501.3.4** Identify the sentence irrelevant to a paragraph's theme or flow
- **SPI 0501.3.11** Rearrange paragraphs in a narrative writing selection in sequential and chronological order.
- **SPI 0501.1.4** Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach}).

Sample Message:

September 13, 2011

Dear Fabulous Fifth Graders,

Brrr! Its as cold as an igloo in this classroom. The air conditioner usually treats us so well in here. I always appreciate it but my fingers and toes are becoming numb this morning. Are you cold, two? July is a hot month. I suggest we all bring sweaters tomorrow.

We don't have no support class today but we will get some recess after our Science quiz on potential and kinetic energy. As you recall _____ energy is the energy of motion. Can you share an example?

Sincerely,

Suggestions for using these skills:

- Integrating Science and Social studies is a great way to get in those crucial skills when you are short on time. Use a good TCAP source for a multiple choice question at the bottom of your message to practice testing taking skills and review the content.
 - If kinetic energy is the energy of motion, what is potential energy? What are some examples?
- When practicing identifying irrelevant sentences, start with the obvious early on in the week and make the irrelevant sentences more subtle as the week goes on. It is important that the students can apply this skill in their own writing and on standardized tests.

- **Why** is this sentences irrelevant? Is there a way we can make it relevant?
- **TCAP Writing Tip:** Model the use of sound with alliteration, etc. Students can identify and distinguish between onomatopoeia and other forms of sound.
 - How does alliteration, or onomatopoeia improve this writing sample?
How can we incorporate this into our narratives?
- Continue to give students an opportunity to correct grammatical mistakes and usage errors .
 - Where do we need commas? How do you know we need a comma?

First Nine Weeks, Week 7

Skills:

- **CC LanguageL 4-**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **SPI0501.3.13** Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.
- **SPI 0501.1.7** Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.
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