

Learning Overview: Week February 20th-23rd

English Language Arts:

Essential Question: How do people figure things out?

Readings: *The Inventor Thinks Up Helicopters, Ornithopter*

- **Learning Goals:** Through the reading of *The Inventor Thinks Up Helicopters* and *Ornithopter*, students will practice finding evidence to decipher an author's point of view how, similes are used, and practice reading poetry such as limericks and free verse. They will also focus on alliteration and rhyming to create poetic pieces. Lastly, they will practice digraph spellings for this week's spelling words and how to create possessive nouns using apostrophes.

Math:

Unit: 5- Multiplication, Division & Area

Unit 5 returns to the study of multiplication, especially as it relates to division. Students again build arrays but use them to model and solve division and multiplication problems. Story problems play a major role in the first two modules, helping students to connect their everyday experiences with division to more formal mathematical concepts. As they solve and pose story problems, students encounter two different interpretations of division—sharing and grouping—and have numerous opportunities to build an understanding of both. Much of the work in Modules 2 and 3 revolves around fact families, while Module 4 features an introduction to Area, a topic revisited in Unit 6.

*To better understand the strategies your student will learn, please visit [Bridges Math for Families](#).

**You can also find practice and supplementary activities through [Bridges: Math At Home](#)

Module 2: Multiplication and Division Families

- **Learning Goals:** Throughout the four sessions in this module, students continue to explore two interpretations of division— sharing and grouping—by solving story problems that elicit one interpretation and then sharing and discussing their work as a class. The teacher also introduces fact families—sets of related facts that further help students understand the connection between multiplication and division.

Religion:

Studio 3:16

Lesson: Luke 21:25-28, 34-36

Anxiety: Dear God, help me

- **Learning Goals:** When anxiety derails Shevin's recording session with Cassandra, they learn what Jesus meant when he told us not to become drowsy from the anxieties of life.

Science:

Unit- Stormy Skies

In this unit, students investigate and predict the weather through careful observation of the clouds and wind. Students also learn to differentiate between weather and climate and use models to reveal global climate patterns.

Mystery 3: Where is the best place to build a snow fort? (*Seasonal Weather Patterns*)

- **Learning Goals:** Students explore seasonal weather conditions across different regions. They investigate how weather patterns can be used to predict future weather. In the activity, Snow Fort Weather, students organize daily temperature data from three snowy towns into a table so that they can compare weather conditions and predict which town is most likely to have the best weather for a snow fort festival next year.

Social Studies:

Unit - California Native Americans

- **Learning Goals:** This unit explores different Native American tribes found across California. We will explore why they lived in certain areas and how they used local resources to provide food, clothing, housing, tools, weapons, and ceremonial items.

Accelerated Reader (A.R.):

- **Goals:** Students continue practicing pace, prosody and accuracy while reading within their AR level. *They are expected to complete 1 book and comprehension quiz every 2 weeks for a total of 6 books per trimester.*