

Learning Overview: Week of October 24th-28th

English Language Arts:

Essential Question: Why do people immigrate to new places?

Readings: *Sailing to America*, *The Castle on Hester St.*

- **Learning Goals:** Through the readings of *Sailing to America* and *The Castle on Hester St.* students will practice making predictions, recognizing similes as figurative language, look at the characteristics of Historical Fiction and practice finding details that point to a theme. They will also learn and practice singular/plural nouns and the Long e spelling.

Paragraph of the Week (POW)/completed over a 2 week span: Informational Writing

Topic: Different Ways to Exercise

- **Learning Goals:** Students will practice using a concept map to organize ideas and write complete paragraphs that include a topic sentence, supporting details and a conclusion.

Math:

Unit 2: Introduction to Multiplication

This unit introduces multiplication by immersing students in a wide variety of multiplicative situations. When solving problems that are embedded in different contexts and that invite them to think of the operation in different ways, students make use of a variety of models for multiplication, including equal groups, arrays, the number line, and ratio tables. They also apply the associative and distributive properties to develop efficient, reliable, and generalizable strategies for multiplying. They track these strategies on a multiplication table featuring products from 0 to 100 and apply what they have learned by solving problems that involve scaled graphs and story problems with multiple steps and operations.

*To better understand some of the strategies your student will learn please visit: [Bridges Math for Families](#). You can also find practice and supplementary activities through the [Bridges: Math At Home](#) Website.

Module 4 Story Problems with Graphs & Multiple Operations

Students gain experience with different types of graphs as they generate and organize data into tables, picture graphs, bar graphs, and line plots. They compare the features and benefits of the different formats. They also begin analyzing and comparing data on various types of graphs.

Religion:

SLE Review: Life-Long Learner

- **Learning Goals:** Students will go through our 4 SLE's and discuss examples of how they can show respect, responsibility, reverence and lifelong learning. They will then create a small picture that highlights their best ideas.

Science:

Unit- Animals Through Time: In this unit, students develop an understanding of how animals and their environments change through time. Fossils provide a window into the animals and habitats of the past. Analyzing the traits of animals provides evidence for how those traits vary, how they are inherited, and how they have changed over time. Students also examine how the environment can affect inherited traits and determine which animals will survive in a particular environment.

- **Mystery 6:** Why do dogs wag their tails? (*Animal Groups & Survival*)
- In this lesson, students discover why dogs' expressions, like tail wagging, are so useful when living in a pack. In the activity, Field Journal, students watch videos of different animals that live in groups to simulate observing them in their natural habitats. They discuss and record their observations, and construct an explanation of how living in groups helps these animals survive.

Social Studies:

Unit - Changing Communities

- **Learning Goals:** Students will discuss why people moved to their particular community and how it may have changed over time. They will also compare and contrast how transportation, communication and structural developments have changed over time.

Accelerated Reader (A.R.):

- **Goals:** Students continue practicing pace, prosody and accuracy during reading. Students need to read within their AR level to best practice these skills. They can read independently or with another person and are required to complete 1 book every 2 weeks.