

## **Learning Overview: Week of October 17th-21st**

### **English Language Arts:**

**Essential Question:** Why is working together a good way to solve a problem?

**Readings:** *Anansi Learns a Lesson*, *Roadrunner's Dance*

- **Learning Goals:** Through the reading of *Anansi Learns a Lesson* and *Roadrunner's Dance* students will practice how to make predictions as a comprehension strategy. They will also learn the characteristics of a folktale and review what themes are. Lastly they will practice with different types of nouns and practice spelling words with the Long *i* & *u* spelling pattern and learn to differentiate between common and proper nouns.

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

**Topic:** How to Help the Earth

- **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 3: Ratio Tables & the Multiplication Table**

Module 3 builds on skills and concepts developed during the first two modules and focuses on new ways of seeing multiplication. In Session 1, students solve multiplication story problems and generate a list of multiplication strategies that they have learned so far. In Session 2, they begin to explore the ratio table, a model and tool that invites them to explore proportional thinking. In Sessions 3 and 4, they identify and label types of multiplication facts in a Multiplication Table. Much like work with the Addition and Subtraction Tables from Unit 1, categorizing facts helps students begin to internalize these basic combinations.

## **Religion:**

**Prayer to memorize:** Our Father

**SLE Review:** Reverent

- **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 5:** Can selection happen without people? (*Trait Variation, Natural Selection & Survival*)

- **Learning Goals:** In this lesson, students learn how people create new breeds of animals by mating (selecting) individuals with desirable traits. In the visual activity, Designer Dogs, students are shown pairs of adult dogs and three potential puppies. They study the physical traits of the dogs and look for the puppy that shares these traits.

## **Social Studies:**

***Unit - Changing Communities***

- **Learning Goals:** Students will why people moved to their particular community and how it may 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.