

September 27, 2019

Mr. Dahlquist's Room

# Classroom News!



**Math**— *Unit 1 Investigation 3: Division Strategies*: Students will: Solve division cluster problems and discuss how to break apart a division problem into manageable parts; Compare division problems that involve multiples of 10 and work on strategies for solving division problems. **Unit 1 Assessment Friday**. At Longfellow they expect you to know your facts (1-12). Please study your math facts 1-12 about 5 minutes each day, Xtramath.org (+, -, \*, /) **\*\*If students need extra help they can come in Mon-Fri from 8 a.m. to 8:20.**

**Science**— *Life of Animals—How Do Particular Structures All Animals to Survive?* Students will: Recognize that different structures may have similar functions, such as feathers, scales, and hair; Describe the role of feathers in maintaining temperature and assisting aerodynamics for the flight of birds; and Identify some skin appendages of animals, such as feathers, horns, scales, nails, and glands.

**Social Studies**- Students took the Unit 1 assessment today. Results are in today's Friday folder. Please look over your child's assessment, sign it and send it back to school on Monday. The work from Unit 1 is also in the Friday folder. You do not need to send the work back to school.

This week, students began their study of chapter 2: American Indians and Their Land. In this chapter students will focus on the question: How did American Indians adapt to different environments in North America? Objectives for this chapter will include: 1) trace the migration routes of American Indians into North America; 2) summarize key features of four environments; 3) identify ways in which the Inuits adapted to their Arctic environment. Vocabulary for this unit includes the following terms: *Origin story, migrate, environment, adapt, kiva, migration, natural resources, adaptation, pictograph*

**Writing/Spelling/Grammar-This week in writing students did the following:**

Examined the mentor text "Big Sister." Students will use this as a reference as they type their first draft. Students also:

Looked through their writing notebook and reread entries.

- Selected a topic for their personal narrative story that they would like to publish.
- Planned a timeline for their story in your writing notebook
- Learned strategies for writing a great introduction to their story
- Started to type their first draft

In spelling we focused on words with /ü/ (as in prove and doom), /ū/ (as in amuse and few), and /û/ (as in hoof and hooks)

**Treasures**— Our theme in Treasures: Exploring Space. Our focus is using a Summary Chart to help ask questions about main ideas in a selection. Students should study their word list nightly for 5 minutes. Spelling will be assessed at the end of the first theme, along with the reading and grammar skills.