

December 13, 2019

Mr. Dahlquist's Room

# Classroom News!



**Math–Investigations 3: How Many People and Teams? Multiplication and Division 2:** Students will solve and represent a division problem and share their solutions; Examine solutions to division problems; Discuss how using clear and concise notation helps them to keep track of their solutions and communicates their reasoning to others; Refine division strategies, they focus on the first step of their solution and how they use that first step to solve the rest of the problem. At Longfellow they **expect** you to know your facts (1-12). Please study your math facts 1-12 about 5 minutes each day, (+, -, \*, /) **\*\*If students need extra help they can come in Mon-Fri from 7:55-8:15 a.m.**

**Science- Universe: What Tools Can Help You Find a Star in the Night Sky?** Students will: Describe the importance of constellations as reference point and Use a planisphere to find visible stars on specific dates and times.

**Social Studies-** We began our study of chapter 5: Routes of Exploration to the New World on Monday. The focus question for this chapter will be: How did exploration of the Americas lead to settlement? Objectives for this chapter will include: 1) identify, organize, and analyze key facts about 8 early European explorers who led expeditions to the New World; 2) trace and label explorers' routes and identify the motives for the explorations of 8 early European explorers; and 3) predict the level of impact 8 early European explorers had on North American history. Vocabulary for this unit includes: *conquistador, Northwest Passage, contagious disease, East Indies, colony.*

The Unit 5 assessment was sent home today and is due on December 19th. Students will create a 2D or 3D monument to European Explorers. The monument should include the following:

- Human figures or visual symbols represent positive and negative impacts of the explorers.
- A plaque that explains the monument and describes the positive and negative impacts of the explorers.

**Writing/Spelling/Grammar-** We continued our work learning how to write an Argument Based Research essay. Students selected a topic, wrote a thesis statement, found 2 articles for and against their thesis, selected 2 arguments, and began finding supporting details. Students will read information on both sides of their argument and then decide to stick with their original thesis or take the other position on their argument. In spelling, students explored words with the V/CV (vowel/consonant –vowel) and VC/V (vowel-consonant/vowel) patterns. The / indicates a syllable break in the word. In grammar, we wrapped up our unit on nouns.

**Reading–** Our Treasures theme this lesson is: The Right to Vote. We will focus on facts and opinions and how to decide which statements can be proven to be true (facts) and which are somebodies personal feelings or beliefs (opinions).