**Language**

The students continue to create their compare and contrast essays about groups and communities between 1780 and 1850. They are using these essays to create a nonfiction book about the groups they chose to compare and contrast.

Our next focus will be on Adventure writing. Below are the success criteria in an adventure story:

**Quest**: The character sets off in search of something or solve a problem. They have a goal or job to achieve

There is an element of danger/risk

There are positive or negative effects on the main character

The setting changes as the main character travels through his/her quest

To develop creative writing skills the students are learning to demonstrate emotions or things that are changing by using descriptive language. We are also focusing on word choice to convey meaning.

Example: Tired - droopy eyes, yawning, stretching, slouching, rubbing eyes

We will be reading stories where the students will learn to identify the quest, and how the author is using descriptive language. This will help the students write their own adventure stories.

The students continue to practice spelling familiar and unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structure, word meanings and generalizations about spelling through activities within the classroom.

**SCIENCE**

The next unit that will be taught in Science will be Bridges.  The below concepts will be covered in this unit.

1. assess the importance of form, function, strength, and stability in structures through time;

2. investigate strong and stable structures to determine how their design and materials enable

them to perform their load-bearing function;

3. demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them

**Math**

The next unit we will be covering is Multiplication. Below you will find the concepts that will be covered in this unit.

Multiply to 7x7 and divide to 49%7 using a variety of mental strategies. They will have to show their understanding of these facts by being able to explain the mental strategies.

Relate multiplication on one-digit numbers and division by one-digit divisors to real life situation, using a variety of tools and strategies. (example: place objects in equal groups, write repeated addition or subtraction sentences)