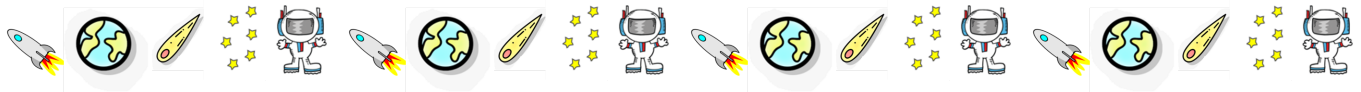


Ms. Tiffany Scott

5th Grade

Stakeholder Information Sheet

Week of March 1-5, 2021




ELA- This week in ELA, we will continue to work with *The Templeton Twins Have an Idea* (chapter book) and various scientific articles including “The Making of a Scientist” and “Scientific Thinking.” Students will use “The Making of a Scientist” to compose a response explaining the gift Richard Feynman’s father provided him. Students will also practice fulfilling a book club role and collaborating with peers regarding chapters 1-3 of *The Templeton Twins*. In addition, we will integrate information from two unit texts to compare and contrast Feynman’s father and Professor Templeton. Moving forward, students will learn about the process of scientific inquiry, practice summarizing a text, identify main ideas and key details, and make connections between the lessons Feynman’s father taught him with the process of scientific inquiry.

Math- We will conclude Module 4 in math this week! Our final topic of study will be on dividing decimal numbers. We will use our knowledge of relating decimal division to representing division as a fraction, place value, and division of whole numbers to help us divide decimals. We will then write and solve expressions that involve fractions and decimals. Students will conclude their week with a review for their Module 4 assessment, which will be on Monday, March 8th. Students will also take a Module 5 pre-test this week in preparation for the beginning of that module!

Social Studies- This week scholars will dig deeper to discover the answer to the following question; “How did the institution of slavery affect the economy of the colonies?” This answer will be discovered as we analyze various sources from -Lesson 5. We will study the “Consumption and Trade in the British Atlantic” and “Slavery in the Thirteen Colonies.” Please encourage your scholar(s) to read a nonfiction text for fifteen minutes then write a summary.

Science- On Monday will finish up analyzing results from our Dust Bowl investigations (Lesson 16 Part B) and student scientists will take Quiz #6 on Mod 3 Lessons 14-16 on Tuesday. On Wednesday and Thursday, will discuss how human activity affects a farming system (Lesson 17). We’ll end the week learning about successful farming practices in Bali during the Green Revolution (Lesson 18) on Friday.

<u>News and Information</u>	<u>Assessment Schedule</u>
<ul style="list-style-type: none"> ● Students are not allowed to wear Crocs and shoes alike, or slippers to school. Students must wear a shoe that restrains the foot completely. ● Students MUST bring a pair of headphones to school every day. ● Students should bring a water bottle to school. Students are not allowed to drink from the water fountains on campus. ● In order to wear face coverings properly, students must keep them above their nose. NO neck gaiters beginning 9/8/2020. ● Our students will take the LEAP2025 assessment this spring. Please consider accessing the Family Support Toolbox Library at Louisiana Believes for Practice Tests and other information regarding the LEAP2025 assessment (https://www.louisianabelieves.com/resources/library/family-support-toolbox-library). Your support will help your child feel confident and resilient throughout the state testing. ● Please note that students will only get a reference sheet with some conversions on it for the LEAP 2025 test so most conversions need to be memorized. 	
	<p>Monday-</p> <p>Tuesday- ELA Quiz: Informational Text; Quiz #6 on Mod 3 Lessons 14-16</p> <p>Wednesday- Math Quiz: Module 4 Topic G2 (Decimal Division); Module 4 Topics E-H Interim</p> <p>Thursday- ELA Quiz: Templeton Twins Prologue-Ch.3, SS: Formative #6</p> <p>Friday-</p> <p>Monday, %: Math Test: Module 4B, SS: Formative #7; Science Quiz #7 on Mod 3 Lessons 17-18</p>