

Home-School Connection #3

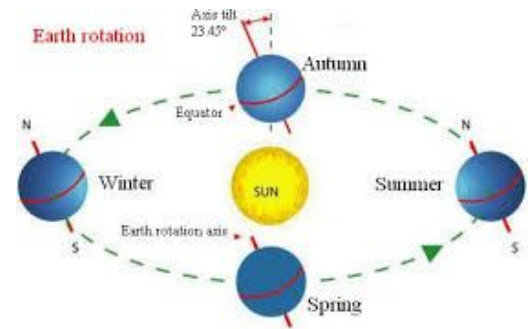
9/22/16



FALL EQUINOX:

Our executive director, Kyra, was our SUN. She stood on Tabitha as we learned about the fall equinox. (Equinox means equal night)

Kyra stood on the table and pointed a flashlight at Glen the Globe (and his tilt) while I (Ms. Stark) moved around "the sun/Kyra" to show how the tilt of the earth affects the seasons as the earth *revolves* around the sun. Talk about why summers are warmer, winter is colder and fall and spring are kind of in between. Find some models like a pencil and an orange to show why there are more hours of daylight in the summer than in the winter and why the fall and spring have equal the amount. Try to explain the difference between rotate and revolve. We practiced this movement in class.



NEXT: Explain how we measured a classmate and then compared the length of the classmate to the length of his or her shadow. Was the shadow around the same size as your classmate? Why do you think this is?

Ask your parents how much they pay attention to sunrise and sunset times or seasons. Were they taught about this in school? Do you remember how we wondered how many earths could fit in a sun? What other questions do you have?

POETIC VS. SCIENTIFIC:

This week for Monday Muse, you walked in the room to find a mystery object covered in a blanket. You guessed it was a chair. Why? The blanket came off and (gasp) it was a chair. You observed carefully. You had to notice the materials, shape, size, etc. You gave it the name *Woody Hephaestus*. We compared it to a blue chair. Pick a chair in your house near you now and look carefully at it. What do you notice about it that you never noticed before?

Next we began to write about something scientifically (fact) and poetically (opinion). There was a rainstorm as we did this, so we turned off the lights and listened. You had to describe the rain factually and poetically. Share some of what you wrote. Last, but not least, you picked an object at home to describe. We are turning some of those descriptions into poems. Explain what a "word bowl" poem is. You could try one now using some words from this HSC!

Page 2 - HSC

BIRDS:



We began to study birds. You discussed what you know and wonder about birds, and then we talked about what makes a bird a bird. Try to remember any of the 8 features of a bird. Discuss why a plane and a bat are not birds. Share or describe your first "bird observation sheet"

Describe the starling murmuration and/or show it to your family. It's on our website. Ask your parents about bird experiences or bird knowledge they have. Do they have a favorite bird? Perhaps you can learn more about birds together.

SOMETHING ELSE?

Pick at least 3 of the topics below. Put a check next to the ones you discussed:

- ☐ MATH AND BRAINS: Describe some of the movies we saw about how brains can grow with learning and with making mistakes. Ask your parents if they were taught that some people are "math people" and some people aren't. How did they feel about math growing up. Why is that?
- ☐ ALGEBRA/FUNCTIONS/PATTERNS/PEMDAS: Discuss what you wondered about or learned as you did the 4 (fours), the number visuals, the string and cuts problem, and the triangular worms. Try to explain what all of these have to do with **a function**.
- ☐ READ ALOUD: We began one of my favorite books of all time called, Walk Two Moons by Sharon Creech. Describe it so far. Ask your parents about a book that they read when they were young, but they would still love now.
- ☐ FRIDAY TRY - DAY: Discuss *the measurable* goal you made for yourself for this coming week. Ask your parents about a measurable goal they *might* try.
- ☐ WEB-NESDAY- What did you and/or others do or wonder this week? What might you do in the future?
- ☐ SPECIALS: Art, PE., Chinese (met new teacher!) , Music, COB, Library:

Due: MONDAY: We made a time to do this on:_____ Parent Signature _____

Parent Comments:

Student Rating (STUDENT WRITES THIS) (1-5) Please say why and which topics lead to the most