



Significant?

Home-School Connection #6

Thursday, 10/20/16

Thursday Words-day, the word is SIGNIFICANT! DUE TUESDAY!

DISCUSSIONS WE HAVE HAD...
QUESTIONS YOU MIGHT HAVE

SO MUCH DEPENDS UPON:

- How would the poem by William Carlos Williams be different if you took out the words... *"so much depends upon..."* Try it.
- Why are those words SIGNIFICANT?
- What does significant mean?
- What do those words add to the poem?
- Why should common objects we use each day get looked at and thought about?



The Red Wheelbarrow by
William Carlos Williams

so much depends
upon
a red wheel
barrow
glazed with rain
water
beside the white
chickens



WALK TWO MOONS:

Almost every day, before recess, we take some time to sit in the rug area to read

Chapter 14, Mrs. Winterbottom asked Prudence, her eldest daughter, "Do you think I lead a tiny life?"

Prudence, her 17 year old daughter says, "What?" and then asks her if they have any nail polish remover.

- What is a tiny life?
- What makes a life not tiny?
- Why would a mother ask her daughter that?
- Why didn't her daughter try to understand the question?
- Why do some parents give up their own careers to stay home?
- Can you stay at home and not have a tiny life?
- Why might Mrs. Winterbottom's question be significant to the story?

ART BARN PLAY- It was called, **TECH MESSAGE – A Brief Communication About Modern Technology**. It was a story about time travel. Two boys from the 1800's travel to 2016 to the lives of 6th graders. They are introduced to A LOT of technology.

- Do you think people are on technology too much?
- Do you think kids are on it more than adults? The opposite?

- Do you think there should be rules about limiting it? Do these rules apply to kids and adults?
- Is it hard for people to disconnect?

Individual Rights	Common Good
Want to share and get food from friends	Don't exchange food because of allergies
Don't walk in line and talk to friends in hall	Stay in line and quiet so you don't disturb other classes

INDIVIDUAL RIGHTS VS COMMON GOOD: This is a big theme this year. We brainstormed examples of tensions between individual rights and the common good. Understanding this will help us understand our U.S. Constitution. It will also help us understand the laws and rules of our classroom and the school and why some rules need to be changed.

- What are somethings you and your parents have a right (*individual*) to do but you can't because you are being asked to think of the whole group?

OWL POWER/ANIMAL CLASSIFICATION: We are starting to watch a movie called *Owl Power*. It is beautifully photographed and shows the amazing adaptations of owls. One of their most *significant* features of a barn owl is the fact that 70% of its skull is made up of its eye sockets. Human eye sockets take up 5% of their skulls.

- What do these bird facts make you wonder about the type of animal you are studying?



METAPHOR TEAMMATE DESCRIPTION AND DRAWINGS: On Monday you go into a new team based on your Revolutionary Relative. Before then, you are creating a short description and metaphorical drawing of one teammate based on traits that help your team.

- What are you going to draw? Why?
- What other types of objects could you have chosen to describe this person?
- Do this with each other. Compare your mom or dad to an object that helps you and/or your whole family in some way.

SOMETHING ELSE: Put a check \checkmark or underline the ones you talked about

- Deciduous and Conifer Trees, Monday Muse, Election Packets, Web-nesday- what did you or others do or wonder? Friday Tryday goals, Something else? _____



Rhododendron leaves

SPECIALS: Art, library, PE, Cross Country, Chinese, Music, COB, Math League...

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

Parent Comments:

Student Rating (1-5) Please say why and which topics lead to the most in-depth discussions