



1st Home/School Connection!

Thursday, September 11th, 2014



***NOTE: This HSC is longer this week because it includes the introduction. Please spend around 20 minutes having a conversation. Pick the topics you are most interested in discussing.**

INTRODUCTION – PAGE I

WHY ARE YOU GETTING THE HOME/SCHOOL CONNECTION?

*Note: Home/School Connections are written in 2nd person.
Meaning, they're written TO YOU (5th graders).

IT'S FOR YOU:

The Home/School Connection is a way for YOU to think about interesting, challenging, or fun parts of the week. Research has **PROVEN** that you will **understand and remember** information better if you explain it to someone else. In this case, your parents will be the “someone else.”

IT'S FOR YOUR PARENTS:

When some parents ask how school is going, they hear words like, “Fine”, “Okay”, “We had recess”, or worst of all...”Nothing”. The Home/School Connection is a way for parents to stay informed while having an interesting conversation with you and YOU get to rethink what you have been learning and thinking about. As the year goes on, you will become better able to give supporting details and a real flavor for what has been happening in our busy 5th grade class. If you read, what I just wrote, underline the word flavor.

When is it handed out? When is it due?

- Usually you will get the HSC (Home/School Connection) on Thursdays and it's due on Mondays. This is so you can be homework free over the weekend or you can have more time over the weekend to get it done in a relaxed manner.
- You must make an appointment with a *parent (not babysitter)* to do this. In other words, you cannot expect a parent to sit with you as soon as you are ready. It must be a mutually good time. I highly suggest you don't wait until Sunday evening when everyone is trying to get ready for the up and coming week.

GETTING TO KNOW YOUR NEW CLASSROOM



- What do you like about our room? What makes it cozy? Perhaps talk about the couch and trail chairs. Have you noticed the lamps? Why do you think we have them? Explain who Tabitha, Reggie, Betty, Hubert, Glen, Uni, the Unicorn Table and Fred are. Explain the wolf/elephant posters such as: what if there were no words?

MORNING MESSAGE, MORNING MEETING AND CHAT:

- MESSAGE: The morning message is designed to help everyone stay organized *and connected* as we launch our day. Describe what you do each morning and how the systems help the class.
- MEETING: Why do you think we greet each other every day by name and number and why do you think we have a topic and say our job?
- JOBS: Show your parent the attached list of jobs and describe *some* of them. Do you think they help our classroom run better?

TEAMS/POINTS:

- Due to our up and coming focus on birds, your current teams are named by different bird groups. Who is on your team? What's it called? Can you name any of the other teams? Here is an African proverb: "**If you want to go fast, go alone. If you want to go far, go together.**" How does this quote connect to why you sit in teams? How might your team help you or how might you help your team? If you read this, put a smiley face next to the word POINTS.
- Describe reasons points are given. What might the points be used for? What have you noticed the class does well?

ELA- English Language Arts (Writing and Reading)

- LETTER: You have been writing letters to your future selves (and decorating envelopes) that you will open on the last day of school. You are learning how to write so that neither you nor your reader (in this case they are both you) are bored. Explain that we have an anti-boredom rule in our class. *Describe some of what you wrote. Ask your mom or dad what they might put in their own letter to their future self.*

- SHOES: You are creating a poster about what it is like to be in your shoes. Why do you think it is important for other people in our class to know what it's like to be in your shoes, and why do you think you should know about them?
- SUMMER BOOK PRESENTATIONS: You and your group are presenting the title, author, genre, summary, adjectives and review of the book. It is not easy to summarize, we will learn more strategies this year, but doing it together might help you get started. What has worked well so far with your group?
- BELOW ARE A LIST OF SOME OTHER ITEMS FROM THE WEEK: Spend around 10 minutes discussing one or more of the topics. While you are having the conversation, please discuss HOW the topic connects to you and/or WHY it might be important to learn about it. Check the ones you discussed.
 - FIELD TRIP- estimating area and perimeter of field and explaining your method of figuring it out.
 - SCOTTISH VOTE AND THE PRIMARY;
 - CALEB AND KATE and JUICY WRITING:
 - ORGAIZATIONAL OGRES/ORGANIZING DESKS, BINDERS, etc.
 - RIVER TABLE
 - FROGGIES
 - JINGLE FOR BIN NUMERATOR REPORT
 - EXERCISE
 - WHY GOOD QUESTIONS SHOW DEEP THINKING
- SPECIALS: What's going on in your specials? Music, Art, P.E., C.O.B. (chorus, orchestra, band) and Chinese? What did you talk about?

Due: MONDAY. We made a time to sit and do the HSC together on _____

Parent Signature: _____

Comments:

Student rating of how it went: 1-5 (5=best). Why did you rate it like that?