

5SR Home/School Connection #3

9.26.14

HAPPY ENTRANCE TO FALL



(Please discuss at least 6 topics. Check off the ones you do)

MEASURING SHADOWS - FALL EQUINOX (Equinox means Equal night):



Explain (to the best of your ability), what fall equinox has to do with shadows and light. Describe how Glen the Globe (and his tilt) was moved around “Jack the Sun” to show how the tilt of the earth affects the seasons. Why is it summer in the southern hemisphere when it is winter in Boston?

Describe what we did on the tennis courts on the first day of fall and what we will do on the Winter Solstice- December 21st.

MATH & SCIENCE MEASURING/SMOOTS: Along with learning how to measure yourself and your shadows, you are learning different standards of measurement, such as feet, inches, yards, metric and Smoots! You read an article about Oliver Smoot and thought about how long things would be if measured in Smoots. You can find out more about him on our web-page math links or by clicking: <http://www.npr.org/blogs/krulwich/2011/10/05/141009438/whats-a-smoot>

Had your mom or dad heard about Smoots before? If your parents have spent time in another country, compare how things were measured there compared to here. You could also try measuring something in Smoots or in “you”.

MATH-ALGEBRA: We are in the midst of algebra unit. You are learning how to multiply cross number problems and to use the distributive property and inverse operations to solve them. Talk to your parents about the Distributive property and how it connects to cross number puzzles. Hint: $3 \times (2+4) = 18$ and $3(2) + 3(4) = 18$

We’re also focusing on how to solve input/output tables with multi-step rules and positive and negative integers. How are you liking algebra so far? If you want to practice some it, you can look at our webpage.

SUMMER BOOK PRESENTATIONS: You and your group put together a presentation to both summarize and give people a snapshot of the book. I asked you to do improv, rather than write a script for everyone. How did it go? What did you learn from the process of doing this? Think about what you learned **about teamwork** and think about what you learned **about the BOOK** from doing this. Discuss your ideas.

TEAMS: Speaking of teamwork, before heading into a new team, you had to write what you appreciated about each of your current teammates. Did it feel good to read what other people said about you? Why do you think I (Ms. Stark) have you do this? Was there anything in common about what people said about you? Were you surprised by what anyone wrote? When it was time to think about who you want to sit with next, what traits did you consider? What are some goals you have for yourself for your new team?

TIME FOR KIDS- DRESS CODE AND BIAS: Because of Gilda and her mom's discussion, we had an interesting conversation about how some news articles can be **biased**. Talk to a parent about how the "dress code" article in the TFK showed bias (opinion). Ask if your parents have examples of times when something they were reading or listening to was not objective. Talk about how when people run for office, they will often present information as if it is fact, when it may not be so. Or how this can happen in advertisements. Talk about being a "critical" reader- not the disagreeable kind, but the type who thinks and analyzes information.

POETRY & MEMORIZATION: You are memorizing a common object poem and some of you have started to memorize the Preamble to the U.S. Constitution. What have you been working on? What has helped you learn how to memorize? Do you like the process?

SOMETHING ELSE? C.H.A.T. (Come Have A Talk - try to explain what it is and how it works). Starting the Recycle Collection, Systems in our class that are getting better, Music, Art, P.E., Library, C.O.B., Chinese. What did you discuss? _____

Due: Monday. HSC appointment time _____

Parent Signature _____ Comments:

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