

1st Home/School Connection

Thursday, September 10, 2015

*NOTE: The first HSC is longer because it includes the introduction.
Please spend around 20 minutes having a conversation.



INTRO: 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** you will understand and remember information better if you explain it to 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 thinking about and learn more about your parents. So, it's great all around. 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 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 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 or clear? 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, and Fred are. Explain the wolf/elephant posters such as: what if there were no words? Do you think the environment you're in affects the work you do? Ask your parents if they feel they work better in some places rather than others.

MEETING: Why do you think we have a greeting, a topic, job review and the bin numerator report each day? Speaking of jobs, Show your parent the attached list of jobs and describe some of them. Ask your parents about different jobs they have had in their life.

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 in the top right corner. Describe reasons points are given. What might the points be used for? What positive things can you say about our class so far?

THE LORAX: We read the book *The Lorax* and we saw the original movie. You can watch it yourself at this link: <http://viewpure.com/8V06Z0Quo0k> Some people think Dr. Seuss is for little kids because it is a picture book, but we read it to think about *ecology* and the *economy*. We reviewed the following 7 words: Goods; Service; Consumer; Producer; Entrepreneur; Natural Resources; and Profit. Discuss how these words connected to the Lorax. Do you think the Once-Ler could have made a profit without destroying all the Truffula Trees? Do you think the consumers of the Thneeds had the power to stop the problem? Talk about any tension your parents have seen between business and the environment. What choices do consumers have?

IF YOU WERE IN MY SHOES: You are creating a poster about what it is like to be in your shoes. There is a lot of writing that goes with it. 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? Ask your parents what they might write for some of the questions.

GOOGLE CLASSROOM: You are now a member of our 5S Google Classroom. Please describe it and how it is different than other ways you have worked before.

LAWS: Before you read our class Constitution, we began to talk about laws. We thought about the following: What are laws? Why do we have them? Who makes them? Who enforces them? What laws have changed (like cigarette smoking in public places) and what laws might change in the future? We also discussed how there are federal laws, state laws and local laws. In our class, the laws are really rules, but we call them laws because we are learning about government. Please ask your parents if there are any laws they think about in their life.

ON THE NEXT PAGE ARE A LIST OF SOME OTHER ITEMS WE HAVE DONE SINCE SCHOOL STARTED: : 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.. Check the ones you discussed.

- ❑ FIELD TRIP - estimating area and perimeter of the Driscoll field and your method for doing this - Estimating the length of our class standing toe-to-toe. Soon we will estimate the length of our line while lying on the ground.
- ❑ SMOOTS- You read about Oliver Smoots. Describe what smoots are and what they might teach you about measurement.
- ❑ EXERCISE- each day and why. Explain what you are working on. Also discuss how important it is to be aware of the size of your lungs and the difference between “shallow” and “deep” breathing.
- ❑ BOYA: Beginning of Year Math Assessment
- ❑ 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?
- ❑ SOMETHING ELSE? What didn’t I mention that you would like to talk about?

Due: TUESDAY. 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? What topic(s) lead to the most discussion?