

MALE032503292019WEEKLY COMMUNICATOR

	<p>MRS. MALE's CLASS March 25-29, 2019 dmale@fhacademics.org Website: www.mrsmalesclass.com</p>	<p>District website: https://msfp.fountainhillssc.hools.org/</p>	<p><i>"Do not judge me by my success, judge me by how many times I fell down and got back up again."</i> — Nelson Mandela</p>	<p>Friday, April 5, 2019, 2:15p-2:35p: Male/Miller Q3 Honors Awards - look for invitations this week</p>	<p><i>"Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him". —Maya Angelou</i></p>
<p>8:30 Pledge/Greet</p>	MONDAY	TUESDAY	<p>WEDNESDAY <u>2:10P EARLY DISMISSAL</u></p>	THURSDAY	FRIDAY
<p>MATHEMATICS 8:45-10:07</p> <p>Find the Course1 Saxon math book: http://my.hr.w.com</p>	<p><i>5th gr. Test Prep/Review Task: find the missing denominator when adding fractions. Complete and hand-in today.</i></p> <p>6th grade Pre-Lesson, Statistics http://www.mathantics.com/section/lesson-video/basic-probability Task: Saxon, Investigate 10, Experimental Probability, pg. 470-474; #1-8 and Ext. a-c. Complete as much as you can in class. Remainder is homework.</p> <p>Practice: Finish Saxon, Inv.10 as described above.</p>	<p>Self-correct homework Review: R6 B4, #21</p> <p>5th gr. Test/Review Task: dividing fractions and mixed numbers:</p> <p>Practice: Multi-Choice word problems:</p>	<p>8:40-9:00 Self-correct homework Review: R6 B4, #43</p> <p>5th gr. Test Prep/Review Task: multiplying fractions in word problems</p> <p>Practice: Fraction word problems.</p> <p>9:00a-10:00a CHESS!</p>	<p>Self-correct homework Review: R6 B4, #65</p> <p>New Concept: Statistics. The Highly Proficient student can create a statistical question given a context and develop a data set with a given measure of center, spread, and overall shape, and determine how additional data points impact these measures.</p> <p>Task: Intro statistical data vocabulary and survey question writing strategies</p> <p>Practice: Use the survey question you produced during the lesson to collect data from at least 20 subjects and create a graph of your data.</p>	<p>Self-correct homework Review: R6 B4, # 76</p> <p>Task: Saxon, Investigate 11, Compound Probability, pg. 523-527; #1-14 and Ext. a-g. Work in teams to complete this assignment. https://youtu.be/xLKOMWRwFYc</p> <p>Practice: no homework unless you need more time to complete today's lesson.</p>
<p>10:10-10:25</p>	RECESS	RECESS	<p>10:00-10:05: Break</p>	RECESS	RECESS*
<p>STEAM/TECH 10:26-11:16</p>	Anti-bullying video prep	<p>NO TECH TODAY 'Be Kind' survey Test Prep: https://youtu.be/RcGyVTAoXEU</p>	<p>10:07-10:48A</p>	Meringue cookies II	Anti-bullying video

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<p>RELA/READING, GRAMMAR, & WRITING 11:18-12:38</p> <p>:20 Silent Reading</p>	<p>Finish your Opinion Editorial on 'Electives We Need at FHMS' then begin the next assignment described below.</p> <p>5.L.01f - The Highly Proficient student can organize one or more paragraphs appropriate to a writing task. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Task: In Google Classroom: "AZ Merit Writing, Informative Essay". Follow the instructions and reflect on all the components that make up good writing to complete this assignment.</p> <p>Practice: Miscellaneous Language review: proofreading spelling, punctuation, tense, and grammar.</p>	<p>5.L.01f - The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</p> <p>Task: Review annotated writing samples. See Google Classroom attachment.</p> <p>Practice: Miscellaneous Language review: Figurative Language</p>	<p>5.L.01f - The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</p> <p>Task: Review business vs. friendly letter structure; write a thank you letter to the native performers from last Friday.</p> <p>Practice: Miscellaneous Language review: proofreading spelling, punctuation, tense, and grammar.</p>	<p>5.L.01f - The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</p> <p>Task: Summarize yourself using figurative language.</p> <p>Practice: Miscellaneous Language review: transitional phrases; prepositional phrases.</p>	<p>Analyze your Google Classroom writing samples for strengths and opportunities.</p>
<p>12:40-1:15</p>	<p>LUNCH/RECESS</p>	<p>LUNCH/RECESS</p>	<p>12:05-12:40 LUNCH/RECESS</p>	<p>LUNCH/RECESS</p>	<p>LUNCH/RECESS</p>
<p>1:20-2:12</p>	<p>SPECIALS</p>	<p>SPECIALS</p>	<p>12:45-1:25 SPECIALS</p>	<p>SPECIALS</p>	<p>SPECIALS</p>
<p>2:15-3:05</p>	<p>Successmaker & Study Skills</p>	<p>Successmaker & Study Skills</p>	<p>DISMISSAL AT 2:05</p>	<p>Successmaker & Study Skills</p>	<p>Kid Court</p>

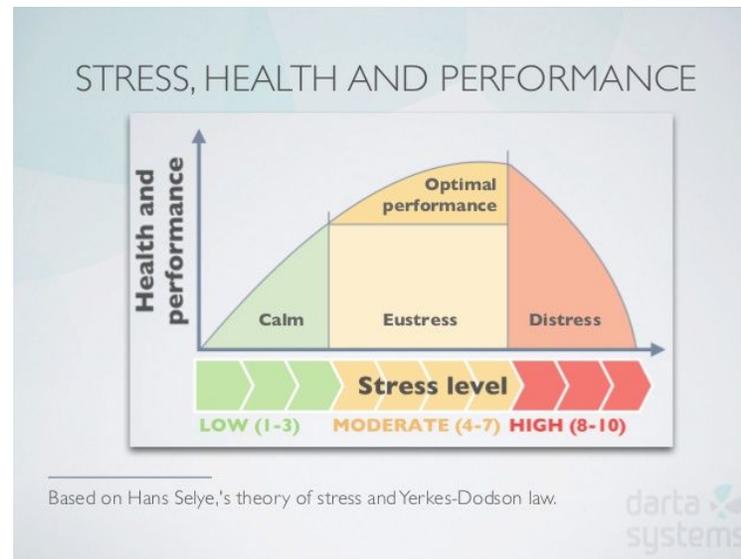
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Test Prep: April brings AZ Merit to Arizona and many students face the prospect of ‘the BIG tests’ with negative stress, no matter how prepared they might be. The links and graphics below offer a renewed perspective on how the human mind actually needs stress to perform at its optimum. The key is our individual perspectives.

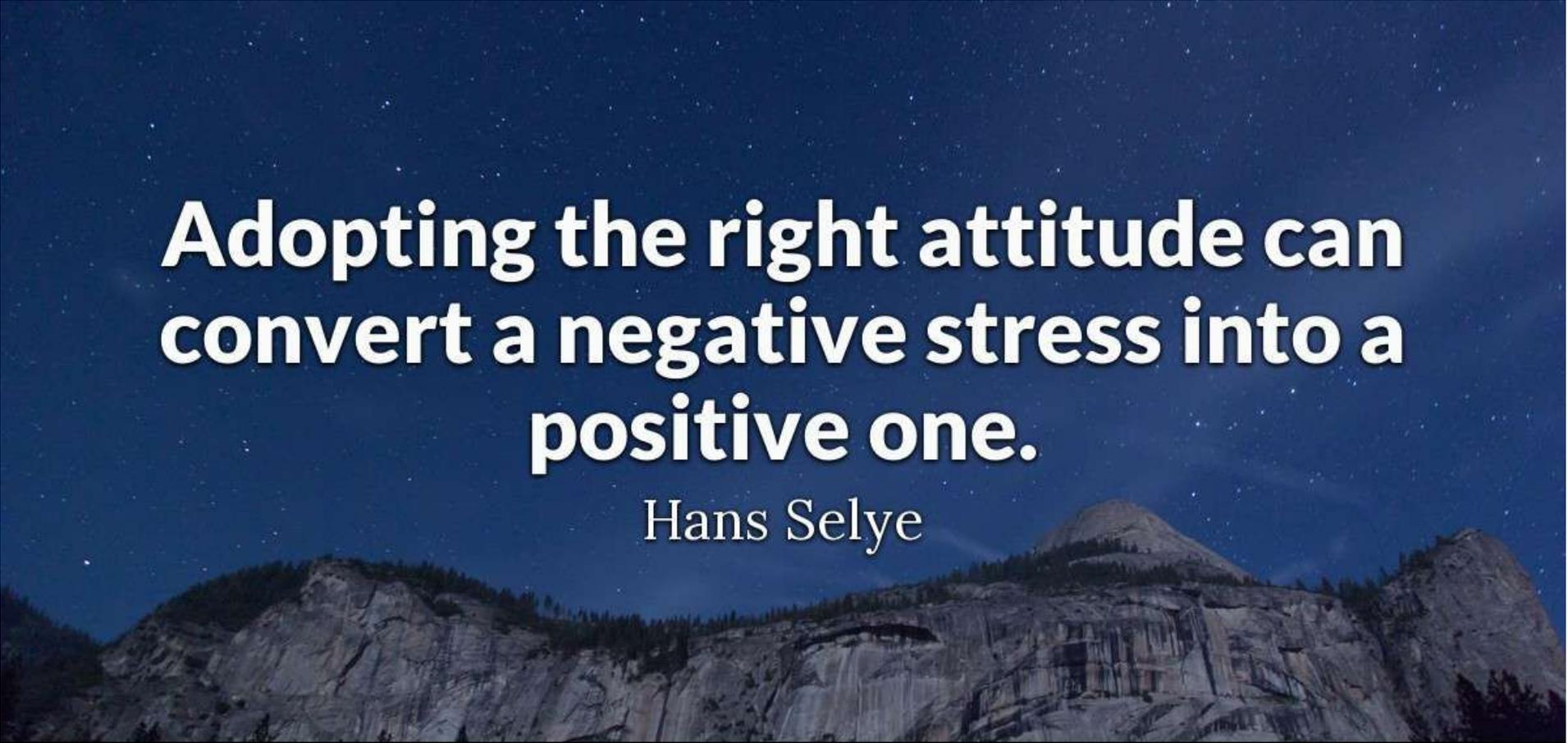
“Man should not try to avoid stress any more than he would shun food, love or exercise.” -Hans Selye, *Brainy Quote*

Although it has a 700 year history in the physical sciences, ‘stress’ is a relatively new term in the realm of psychology. Hans Selye’s concept of Eustress, i.e., positive stress, has bumped along outside the human psych. radar for the last half century, but it has gained broad new interest in the last dozen years. Expect to see much more about this renewed concept after the upcoming annual international conference in St. Petersburg, Russia this coming June. For those who follow modern mental health practices, ‘positive mindset’ is an off-shoot of the original idea of ‘eustress’.

This link contains a fourteen minute TedTalk video encapsulation of the value and power of reframing our view of the stress-filled 21st century world. I promise that it is worth the time! <https://youtu.be/RcGyVTAoXEU>



The video link above was excerpted from this link, a more extensive comparison of the benefits of eustress to the damage of unmanaged distress. <https://positivepsychologyprogram.com/what-is-eustress/>



**Adopting the right attitude can
convert a negative stress into a
positive one.**

Hans Selye



For even more information on positive stress, not only for student testing, but for all types of life situations these articles are enlightening:

<https://www.stresseducation.org/#home-1>

<https://www.habitsforwellbeing.com/eustress-vs-distress/>

<https://www.stress.org/about/hans-selye-birth-of-stress>

<https://www.developgoodhabits.com/eustress-distress/>