

MALE 090309072018WEEKLY COMMUNICATOR

		<p>MRS. MALE's CLASS September 3-7, 2018 dmale@fhacademics.org Website: www.mrsmalesclass.com</p>	<p>District website: https://msfp.fountainhillsschools.org/</p>	<p>Beyond Textbooks Parent Portal: https://www.beyondtextbooks.org/Parent_Portal</p>	<p>New Acronyms: BT: Beyond Textbooks CFA: Common Formative Assessment (quiz) POW: Problem of the Week</p>
8:30 Greet/Pledge	Monday	TUESDAY	WEDNESDAY <u>2:10P EARLY DISMISSAL</u>	THURSDAY	FRIDAY
<p>MATHEMATICS 8:45-10:07</p> <p>Find the Course1 Saxon math book: http://my.hrw.com</p>	<p>Week 2 of 2: The Highly Proficient student can interpret a context to construct an equivalent expression using the greatest common factor, least common multiple, and the distributive property. Review GCF vs. LCM vocabulary (Factoring/Primes, Factor Tree; lesson 19, pg. 99) GCF/20; LCM/30</p> <p>Additional & Yearly Standards: Power up:14 Saxon 1.14, Number Lines; Negative Numbers pg.73-77</p> <p>Problem Solving: whiteboards Practice set: a-l/together</p> <p>Daily Notes: Vocab.(positive numbers, integers, opposites)</p> <p>Written Practice, #1-30</p>	<p>8:40-9:50 Week 2 of 2: The Highly Proficient student can interpret a context to construct an equivalent expression using the greatest common factor, least common multiple, and the distributive property. Key Vocabulary: Equivalent; 'simplify vs. solve' (Divisibility, lesson 21, pg.112) 'I have, who has?' distributive property matching.</p> <p>Additional & Yearly Standards: Self correct hmwk 14 Saxon 2.15 Problems about Equal Groups, pg.78-81</p> <p>Prob. Solve: whiteboards Daily Notes: Identify the 4 steps of problem solving Practice set: a&b: whiteboards</p> <p>Homework: GCF/LCM & Distributive Factor practice sheet.</p>	<p>The Highly Proficient student can interpret a context to construct an equivalent expression using the greatest common factor, least common multiple, and the distributive property. Key vocabulary: polynomial' Factored vs. factor. Mastery Quiz: Common Formative Assessment</p> <p>Additional & Yearly Standards: Cumulative MATH TEST #2</p> <p>Hand in hmwk 15 Power up 16 Saxon 2.16, Rounding Whole Numbers; Estimating, pg.82-86 DAILY NOTES: Vocabulary (round; estimate) Problem Solving: together Practice set: a-o, together</p> <p>Written Practice, #1-30</p>	<p>Self correct hmwk 16</p> <p>PODS: Projects of the Day</p> <p>(AND TARGETED SMALL GROUP RETEACH, AS INDICATED BY CFAS)</p> <p>Continue Airplane Experiments. Discuss data and outcomes. Based on previous outcomes, review, repair, rewrite, and <u>redo</u> experiment.</p> <p>Switch plans and planes and test repeatability of your experiment plans.</p> <p>Share data and outcomes.</p>	
10:10-10:25		RECESS	9:50-10:05: RECESS	RECESS	RECESS*
10:26-11:16		STEAM/TECH	10:07-10:48A		

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<p>RELA/ READING, GRAMMAR, & WRITING 11:18-12:38</p> <p>:20 Silent Reading</p>		<p>Final Test: Dictation #3</p> <p>Week 2 of 2: The Highly Proficient student can determine implicitly stated themes and summarize a story, drama, or poem using evidence from the text.</p> <p>Task Analyze poems about kindness/unkindness. Identify the ways each author implicitly states (suggests) his/her theme.</p> <p>Day 2 of 5: The Highly Proficient student can demonstrate a strong command of conjunctions, prepositions, and interjections and explain their function in writing.</p> <p>Task: complete the story worksheet: http://www.k12reader.com/prepositions/add-the-prepositions.pdf Add vocabulary to Google Classroom word wall: preposition, prepositional phrase; modifier.</p> <p>No Grammar Homework this week!</p>	<p>(5 days) <i>The Highly Proficient student can use commas to separate items in a series, introductory phrases or words, tag questions, and direct addresses.</i></p> <p>Task: Proofread and correct the paragraphs for commas.</p> <p>Yearly: <i>The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</i></p> <p>Task: Write a three paragraph personal narrative about how KINDNESS is important at our school. Include an ANECDOTE about a time when kindness, or lack of kindness changed a person's day.</p> <p>Day 3 of 5: The Highly Proficient student can demonstrate a strong command of conjunctions, prepositions, and interjections and explain their function in writing.</p> <p>Task: Complete the sentences using prepositional phrases worksheet.</p>	<p>Week 3 of 5: <i>The Highly Proficient student can write an informational text to thoroughly examine a topic using relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p> <p>Task:</p> <p>Day 1 of 5: The Highly Proficient student can demonstrate a strong command of conjunctions, prepositions, and interjections and explain their function in writing.</p> <p>Task: Add prepositions to Google Classroom word wall. Write a poem on the theme of KINDNESS. Use at least 6 prepositional phrases.</p>	<p>Complete Math, Investigate #1 PODS (Project of the day sessions): Finish Math Investigation 1, 'Focus on Frequency Tables, Histograms & Surveys. Pg.54-57. #4&8 and Ext. a-d.</p> <p>Post your work, including TWO 'presentation worthy' graphs (birth months and 'favorites survey') before you go to lunch.</p>
<p>12:40-1:15</p>		<p>LUNCH/RECESS</p>	<p>12:05-12:40 Early Release LUNCH/RECESS</p>	<p>LUNCH/RECESS</p>	<p>LUNCH/RECESS</p>
<p>1:20-2:12</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, then Study Session</p>	<p>1:30-2:05 Successmaker, then Study Session</p>	<p>Successmaker, then Study Session</p>	<p>COMPARE & SHARE PRODUCTS OF THE PODS!</p>
<p>DISMISSAL 3:10</p>			<p>EARLY RELEASE AT 2:10</p>		

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Tuesday Math: GCF vs LCM

<https://youtu.be/Jv2yULYpQy4>

Tuesday Grammar: Prepositions of place

<https://youtu.be/qOGsVnNjOWE>

Wednesday Math: The Distributive Property in Arithmetic:

<https://youtu.be/VZ0jG3W53nE>

Wednesday Grammar: Using the Comma for Clarity

<https://youtu.be/fddY4q3Yc8U>

Thursday (+accelerated) Math: The Distributive Property in Algebra:(key +accelerated point at :10::30)

<https://youtu.be/v-6MShC82ow>

Hello families - As we move forward with this 5th grade year, I continue to puzzle over balancing available time to maximize learning without burnout. To that end, I am reorganizing the structure of our week. Monday through Thursday will be focused on math, reading, writing, and language arts (grammar, dictation, vocabulary, etc.) only. Science and/or Social Studies (AZ standards based) will be exclusive features on Friday, which has always had a major component of enriched project-based team learning in my classroom. Our Science & Social Studies lessons will focus on related discovery projects and other team based learning. During this team learning time, I will pull out students for short but targeted 'reteach' small groups for those who earn less than 4-5 correct on weekly 'Common Formative Assessments' (CFAs) and the week's activities will be designed with a mind's eye towards enrichment of AZ 5th grade standards. To keep homework requirements a bit more under control, each 'Early Release' Wednesday will feature a shorter math assignment (i.e., NO Saxon Written Practice, #1-30, on Wednesdays). With Science and/or Social Studies shifted to Fridays, that leaves Mon-Thu. afternoons free for 1.) daily Successmaker individualized progress and 2.) 20-30 minutes of homework practice before we depart each day. I hope this new plan will help create a more efficient the 'practice' (a.k.a., homework) distribution for all!

This week, our Reading and Writing lessons focus on poetry about kindness versus bullying. The key point with which I hope to enlighten students is that being kind is an active interaction with others and sometimes being kind is as easy as inviting a lonely person to join you and your friends at your lunch table. Similarly, extending the hand of companionship to someone who is being bullied can often break the pattern. We are very lucky that this group of students seem to be an innately nice group of children. That means they are prime candidates for moving into more active roles of kindness and providing a helping hand to a child who might otherwise be the victim of bullying. The two excerpts below are from www.stopbullying.com and they show the social-emotional focus of this week's lessons. The academic focus is per AZ Reading & Writing standards, as indicated in the communicator.

To support the Reading/Writing assignments this week, I have posted some (positive) 'kindness' and (insightful) 'effects of bullying' poems in Google Classroom. You are welcome to take a look and even discuss these poems with your child. These poems will be our featured reading for the week; there is no new novel until next week. **'Hound Dog True', by Linda Urban, is a book about small acts of courage and we will delve into that novel next week.**

from www.stopbullying.gov: Kindness Matters

While being kind might sound easy, it is complex. If kindness was simple, then everyone would be kind and no one would experience meanness and bullying. Imagine a world where kindness is the norm. Is it possible to create homes, schools, and communities where kindness is the norm? The answer is, yes – but to make this imagined world a reality, we need to teach, model, and reward kindness.

Being kind means that you think about the needs and concerns of others. Kind people volunteer, help others, and think about bigger issues that affect their communities. Compassionate thinking and generous actions demonstrate kindness.

Unfortunately, many schools respond to negative behaviors such as bullying with punishment, which is thought to reduce or eliminate such behaviors. After years of research on “zero-tolerance” to end bullying and violence, we know that these punishment-based approaches do not work. Given this knowledge, it makes better sense to focus on teaching and modeling pro-social behavior, like teaching kindness.

Stand Up for Others

When you see bullying, there are safe things you can do to make it stop.

- Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.
- Be kind to the kid being bullied. **Show them that you care by trying to include them.** Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they aren't alone.

Not saying anything could make it worse for everyone. The kid who is bullying will think it is ok to keep treating others that way.

