

MALE010701112019WEEKLY COMMUNICATOR

	<p>MRS. MALE's CLASS January 7-11, 2019</p>	<p>District website: https://msfp.fountainhillsschools.org/</p>	<p>dmale@fhacademics.org Website: www.mrsmalesclass.com</p>	<p>WELCOME BACK! YOUR LAST SEMESTER OF ELEMENTARY SCHOOL BEGINS NOW!</p>	<p>Bring a book every day. The best way to improve your reading skills is to read, read, read.</p>
<p>8:30 Pledge Greet</p>	MONDAY	TUESDAY	WEDNESDAY <u>2:10P EARLY DISMISSAL</u>	THURSDAY	FRIDAY
<p>MATHEMATIC S 8:45-10:07 Find the Course1 Saxon math book: http://my.hrw.com</p>	<p>1.5 <u>The Highly Proficient student can create, solve, and graph inequalities to represent constraints in a real-world problem.</u> Task: Review inequalities terms and symbols. Practice: Graphing inequalities worksheet. Finish measuring ship's capacity..</p>	<p>2.5 <u>The Highly Proficient student can create, solve, and graph inequalities to represent constraints in a real-world problem.</u> Task: write an algebraic equation to represent a real life inequality: Review: 5.M.G.B.04 - The Highly Proficient student can classify two-dimensional figures in the hierarchy based on properties. Practice: Saxon Math, 7.64, Classifying Quadrilaterals, pg. 333, #1-30.</p>	<p>8:40-9:00 Self-correct homework. 3.5 <u>The Highly Proficient student can create, solve, and graph inequalities to represent constraints in a real-world problem.</u> Practice: Prob. of Week (POW) 9:00a-10:00a CHESS!</p>	<p>Benchmark2, 5th grade math test. 4.5 <u>The Highly Proficient student can create, solve, and graph inequalities to represent constraints in a real-world problem.</u> Big Boards: Interpreting and graphing complex inequalities; isolating the variable. Practice: Graph real world inequalities (pg.1 together pg.2 as independent practice).</p>	<p>CFA for mastery:5.5 <u>The Highly Proficient student can create, solve, and graph inequalities to represent constraints in a real-world problem.</u> <u>The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</u> Share your summary (assigned Monday) of the character you portray in the play. Hand in Boston Massacre assignment.</p>
10:10-10:25	RECESS	RECESS	10:00-10:05: Break	RECESS	RECESS*
STEAM/TECH 10:26-11:16			10:07-10:48A		

MALE010701112019WEEKLY COMMUNICATOR

<p>RELA/READING, GRAMMAR, & WRITING 11:18-12:38</p> <p>:20 Silent Reading</p>	<p><u>The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</u></p> <p>Research, organize, & summarize: - Focusing on the character your are portraying in the play, use research from at least 3 sources to explain how s/he was same/different from how s/he is portrayed in our play. Include at least two pictures and be sure to cite sources. Due Friday.</p> <p>¼ <u>The Highly Proficient student can analyze multiple sources of the same event or topic, noting important similarities and differences in the point of view they represent, and evaluate the effectiveness of the accounts.</u></p> <p>Task: Read sample #1, 2, & 3 sources about the Boston Massacre and answer the questions. Due tomorrow..</p>	<p><u>The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</u></p> <p>Research, organize, & summarize: - Focusing on the character your are portraying in the play, use research from at least 3 sources to explain how s/he was same/different from how s/he is portrayed in our play. Include at least two pictures and be sure to cite sources. Due Friday.</p> <p>2/4 <u>The Highly Proficient student can analyze multiple sources of the same event or topic, noting important similarities and differences in the point of view they represent, and evaluate the effectiveness of the accounts.</u></p> <p>Task: Read sample #4 sources about the Boston Massacre and answer the questions. Due tomorrow.</p> <p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5</p> <p>13 Colonies Play rehearsal</p>	<p>10:50-Noon</p> <p>3/4 <u>The Highly Proficient student can analyze multiple sources of the same event or topic, noting important similarities and differences in the point of view they represent, and evaluate the effectiveness of the accounts.</u></p> <p>Task: Read sample #5, 6, & 7 sources about the Boston Massacre and answer the questions. Due tomorrow.</p>	<p>By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. Task: Analyze Boston Massacre sources.</p> <p>4/4 <u>The Highly Proficient student can analyze multiple sources of the same event or topic, noting important similarities and differences in the point of view they represent, and evaluate the effectiveness of the accounts.</u> https://www.beyondtextbooks.org/Preschool-5th/Fifth_Grade/Reading/Standards/5.R.RI.06/Teacher_Submitted_Resources/Sites/Boston_Massacre_(Primary_vs_Secondary_Sources)</p> <p>Task: Review responses to the attached 7 sources about the Boston Massacre.</p>	<p>13 Colonies Play rehearsal</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>

MALE010701112019WEEKLY COMMUNICATOR

1:20-2:12	SPECIALS	SPECIALS	12:45-1:25 SPECIALS	SPECIALS	SPECIALS
2:15-3:00 3:05 Dismissal	Successmaker & Study Skills	Successmaker & Study Skills	DISMISSAL AT 2:05 EARLY RELEASE	Successmaker & Study Skills	Kid Court?

Monday Math: Graphing and solving inequalities

<https://youtu.be/W87ymSALLiM>

Monday REIa: Choosing and using multiple resources

https://youtu.be/6_O6m4FDkxQ

Tuesday REIa: Summarizing and attributing sources

<https://youtu.be/duu7NEJ9kGE>

Tuesday REIa: How to perform in play

<https://youtu.be/duu7NEJ9kGE>

Thursday Math: Simplifying before graphing inequalities (isolating the variable)

<https://youtu.be/xvkPZJrTPa0>

<https://youtu.be/oElmCg5fcWU>

13 COLONIES PLAY

Our play has been introduced, casting is complete and rehearsals are underway. Our rehearsals include basic theater etiquette like focusing attention and respect on the actors who 'have the stage' or the student director who is leading a performance notes session. There will be grades, rewards and consequences associated with these life skills as we progress through the next 6 weeks. If you by chance have some specific clothing items that you no longer need, we are looking for:

- black/dark brown flat or low heeled boots - long ladies' skirts (stripes, florals, paisleys translate well to colonial times) - vests of any color or style - ruffled or lacy shirts - red or blue or black blazers. If you have any of these items you are willing to donate or lend, please send them in with your child, with thanks! If you have time to help supervise rehearsal groups in any of the listed time slots, starting this week, please contact me.

Parents are welcome to attend our Musical Comedy Review performance: Mrs. Male's Class's Play will be Friday, February 1st, and will begin sometime around 9:45-10:15-ish (our start time is dependent on the other three classes' run times) in the 5th grade team room. Details will be finalized late in January, but family members are invited to attend!

The Modern Evolution of Mathematics

We have successfully passed the mid-point of the last year of your student’s elementary school career. Renowned Stanford University mathematician and author, Keith Devlin, recently shared some thoughts on why the focus of mathematics looks different today than it did in previous decades and he explains why a deeper approach to something called number sense is important in the 21st century. Here are a couple of highlights from his article published in Edge:

“When I graduated with a Bachelors degree in mathematics from one of the most prestigious university mathematics programs in the world (Kings College London) in 1968, I had acquired a set of skills that guaranteed full employment, wherever I chose to go, for the then-foreseeable future—a state of affairs that had been in existence ever since modern mathematics began some three thousand years earlier. By the turn of the new Millennium, however, just over thirty years later, those skills were essentially worthless, having been very effectively outsourced to machines that did it faster and more reliably, and were made widely available with the onset of first desktop- and then cloud-computing. In a single lifetime, then, I experienced a dramatic change in the nature of mathematics and how it played a role in society.

Compared to the rigid, rule-based, right-or-wrong precision of the math taught in my schooldays [1960s], number sense (and mathematical thinking) do seem fuzzy and imprecise. But the fuzziness and imprecision is precisely why that is such an important aspect of mathematics in an era where the rule-based precise part is done by machines. The human brain compares miserably with the digital computer when it comes to performing rule-based procedures. But that human mind can bring something that computers cannot begin to do, and maybe never will: understanding.

The well-known mathematics educator Marilyn Burns, in her 2007 book, *About Teaching Mathematics*, describes students with a strong number sense like this: “[They] can think and reason flexibly with numbers, use numbers to solve problems, spot unreasonable answers, understand how numbers can be taken apart and put together in different ways, see connections among operations, figure mentally, and make reasonable estimates.”

If you would like to read the entire article, follow this link:

<https://www.edge.org/response-detail/27097>