

MALE011401182019WEEKLYCOMMUNICATOR

	<p>MRS. MALE's CLASS January 14-18, 2019 dmale@fhacademics.org Website: www.mrsmalesclass.com</p>	<p>District website: https://msfp.fountainhillsschools.org/</p>	<p>Congratulations to Riga and Natalie for representing us well in the Spelling Bee!</p>	<p>The 13 Colonies Musical Comedy Play will be performed Friday, February 1, in the morning (9:15-9:30ish). Precise times are pending development of the show.</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>	<p>MONDAY</p>	<p>TUESDAY</p>	<p>WEDNESDAY 2:05P DISMISSAL</p>	<p>THURSDAY</p>	<p>FRIDAY</p>
<p>MATH 8:45-10:07 Find the Course1 Saxon math book: http://my.hrw.com</p>	<p><i>Self-correct last Thursday's homework: Graph real world inequalities (pg.1 together pg.2 as independent practice).</i></p> <p>Continued from last Thursday: present, evaluate, and edit team Big Board responses. <u>The Highly Proficient student can create, solve, and graph inequalities to represent constraints in a real-world problem.</u></p> <p>Big Boards: Interpreting and graphing complex inequalities; isolating the variable.</p> <p>New task: Vocabulary (sets, interval notation, etc.) and symbols: Compound inequalities have two conditions on the 'X'.</p> <p>CFA for mastery:<u>The Highly Proficient student can create, solve, and graph inequalities to represent constraints in a real-world problem.</u></p> <p>Practice: Colonial Word Problem: Graph the compound inequalities of travel distance to Philadelphia;</p>	<p><u>The Highly Proficient student can solve an equation or inequality to choose or create a set of values that make the equation or inequality true.</u></p> <p>Task: Vocabulary for notebooks</p> <p>Task: Find the function or rule for the two step equation or inequality..</p> <p>Prepare you team ships for CAPACITY test!</p> <p>Practice: Two step equations and inequalities. Complete the function tables at the end of the PPT.</p> <p>work to complete painting problem and peer coordinate pairs puzzle as needed.</p>	<p>8:40-9:00 Self-correct homework</p> <p><u>The Highly Proficient student can solve an equation or inequality to choose or create a set of values that make the equation or inequality true.</u></p> <p>Practice: Solve inequalities worksheet</p> <p>9:00a-10:00a CHESS!</p>	<p><u>The Highly Proficient student can solve an equation or inequality to choose or create a set of values that make the equation or inequality true.</u></p> <p>Team Math: Saxon, Investigate 11, Scale Factor and creating scale models, pg. 578-581, #1-13</p> <p>Practice, pt.1: Saxon Investigate 11, Scale Factor, Ext. a, Using graph paper and a ruler, draw a scale model of your room.</p> <p>Practice, pt. 2, review worksheet featuring key BT concepts of inequalities (use your notes!)</p>	<p><u>The Highly Proficient student can solve an equation or inequality to choose or create a set of values that make the equation or inequality true.</u></p> <p>Scale/Scaling irregular shapes; <u>- I can explain why and how boundaries change.</u></p> <p>Task: With your partner, create a scale model of your colony. Glue agreed upon (from governor's council) types of wealth onto your map to represent your economy. Assemble all your colonies together into a map as indicated. See your regional governor for details</p>

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10:10-10:25	RECESS	RECESS	10:00-10:05: Break	RECESS	RECESS*
STEAM/TECH 10:26-11:16			10:07-10:48A		SORT COSTUMES.
<p>RELA/READING, GRAMMAR, & WRITING 11:18-12:38</p> <p>:20 Silent Reading</p>	<p><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><u>The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</u></p> <p>Practice: Using the 7 Boston Massacre articles/illustrations, create and illustrate your own news article about the event. The news article and illustration should convey 5W+H and clearly depict the event. Remember the rules of good paragraph structure! Due Wednesday.</p> <p>Work on your assigned colony presentation (slides & script).</p> <p>French Scene REHEARSAL - small group sessions with (1-2) student director(s).</p>	<p>Test Colonial Ship capacities.</p> <p>LAST DAY: FINISH your assigned colony presentation (slides & script). Begin presentations.</p> <p><u>The Highly Proficient student can determine and analyze the meaning and effect of advanced grade level vocabulary words and phrases in a text.</u></p> <p>Task: defining vocabulary through context. Read the provided text and define the underlined words using context. Write the definitions in your Word Wall #6.</p> <p><u>The Highly Proficient student can integrate complex or inferred information from several texts on the same topic in order to write about the topic using evidence from the text.</u></p> <p>Continue working on your original Boston Massacre article w/illustration. Due tomorrow.</p>	<p>10:50-Noon REHEARSAL</p>	<p>Colonial presentations continue. This project covered a variety of year long REla standards including these:</p> <ul style="list-style-type: none"> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. -With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task. -Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question. <p>REHEARSAL</p>	<p>Begin reading ‘My Brother Sam Is Dead’ (MBSID). On the accompanying Graphic Organizer, create titles and an illustration for each, Ch.I-VI, due Wednesday. As you continue to read, create a title and an illustration for each additional chapter.</p> <p>REHEARSAL</p>
12:40-1:15	LUNCH/RECESS	LUNCH/RECESS	12:05-12:40 LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS
1:20-2:12	SPECIALS	SPECIALS	12:45-1:25 SPECIALS	SPECIALS	SPECIALS
2:15-3:00 3:05 Dismissal	Successmaker & Study Skills	Colonial Presentations Successmaker & Study Skills	DISMISSAL AT 2:05 EARLY RELEASE	Successmaker & Study Skills	Kid Court?

This week's Math: How to graph a compound inequality SET (using '(' with $<$, ')' with $>$; '[' with \geq , and '[' with \leq)

<https://youtu.be/OV7kPL4uhOs>

<https://youtu.be/8WqIz3MYPHM>

<https://youtu.be/B7AcyOr71uA>

My Brother Sam Is Dead is a Caldecott winning historical fiction novel that is planned for our next novel study and it will be handed out this Friday. It supports our reading (literature studies) and social studies (Revolutionary War) standards. The storyline contains a powerful anti-war message, and some biblical profanity (d---; h---) that punctuates a father's anguish at the loss of a child to war. The book on our district's school board approved 5th grade reading list, but if you have concerns about the appropriateness of the book for your child, please let me know and I'll send a copy home for you to preview. I have another historical fiction novel, *The Great Little Madison*, if you would prefer an alternate reading choice for your child, but if you opt in, I assure you that we treat all issues of language and descriptions of war violence in a sensitive manner. The Accelerated Reader test for this book will count as 'novel studies' credit in Q3.

Based on a most appreciated response last week from one of our parents, I looked further into Jo Boaler, a proponent of Carol Dweck's 'Positive Mindset' approach to challenging tasks. This excerpt highlights the positive power of resilience in the face of adverse outcomes. The key word is **YET** when developing a healthy relationship with temporary obstacles and momentary failures that define a rigorous path to eventual success.

“The various research studies on mistakes and the brain not only show us the value of mistakes for everyone; they also show us that students with a growth mindset have greater brain activity related to error recognition than those with a fixed mindset. This is yet another reason why a growth mindset is so important to students as they learn mathematics as well as other subjects. Moser's study, showing that individuals with a growth mindset have more brain activity when they make a mistake than those with a fixed mindset, tells us something else very important. It tells us that the ideas we hold about ourselves—in particular, whether we believe in ourselves or not—change the workings of our brains. If we believe that we can learn, and that mistakes are valuable, our brains grow to a greater extent when we make a mistake. This result is highly significant, telling us again how important it is that all students believe in themselves—and how important it is for all of us to believe in ourselves, particularly when we approach something Challenging.” - from Mathematical Mindsets, Copyright © 2016 by Jo Boaler.

