

MALE 092409282018 WEEKLY COMMUNICATOR

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| | <p>MRS. MALE's CLASS September 24-28, 2018 dmale@fhacademics.org Website: www.mrsmalesclass.com</p> | <p>District website: https://msfp.fountainhillsschools.org/</p> | <p>Parent-Teacher-Student Conference Week is October 2-5. Appointments are optional but welcomed!</p> | <p>First Beyond Textbooks lessons are here! Take a look at the parent portal: https://www.beyondtextbooks.org/Parent_Portal</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 <u>2:10P EARLY DISMISSAL</u></p> | <p>THURSDAY</p> | <p>FRIDAY</p> |
| <p>MATHEMATICS 8:45-10:07 Find the Course1 Saxon math book: http://my.hrw.com</p> | <p>The Highly Proficient student can find unit rates requiring multiple steps. Task: Finish re-do of 'Vans Sale' Worksheet Test for Mastery: CFA RP.A.02 The Highly Proficient student can create and apply ratio reasoning to solve real-world problems including those involving percent or conversion of measurement units. Task: Supermarket Math Homework: Extra practice, ratio reasoning to solve real world problems (including finding unit rates requiring multiple steps). NO Saxon math homework this week!</p> | <p>Review & self-correct homework Test for Mastery: CFA, RP.A.03 New:The Highly Proficient student can solve and model a problem in story context involving multistep division with fractions and mixed numbers. Task: whiteboard sample problems SAXON CONCEPT REVIEW Power up:24 Saxon 3.24, Add & Subtract w/Common Denominators, pg.127-131 Prob.Solve – Big boards a-f and g – dry erase Daily Notes: none” Word Problem Puzzles featuring dividing fractions by fractions for homework</p> | <p>8:40-9:00 Review & self-correct last night's word problems The Highly Proficient student can solve and model a problem in story context involving multistep division with fractions and mixed numbers. Word Problem Puzzles featuring dividing fractions by fractions for homework 9:00a-10:00a: CHESS!</p> | <p>Review & self-correct last night's word problems The Highly Proficient student can solve and model a problem in story context involving multistep division with fractions and mixed numbers. CONSTRUCT a word problem that requires dividing a fraction by a fraction. We will trade problems and solve tomorrow. 8:55a-11:30a: FIELD TRIP TO FOUNTAIN HILLS COMMUNITY THEATER: NARNIA</p> | <p>Trade & solve student constructed 'dividing fractions by fractions' word problems. Overview: The Nervous System All year: 5.W.07: 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. Voluntary/involuntary response (design a Scientific Method based experiment to compare voluntary vs. involuntary responses.</p> |
| <p>10:10-10:25</p> | <p>RECESS</p> | <p>RECESS</p> | <p>10:00-10:05: RECESS</p> | <p>RECESS</p> | <p>RECESS*</p> |

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| <p>STEAM/TECH 10:26-11:16</p> | <p>STEAM: Journals; Halloween Simple Machine designs; TECH: Rocketry</p> | | <p>10:07-10:48A</p> | | |
| <p>RELA/READIN G, GRAMMAR, & WRITING 11:18-12:38</p> <p>:20 Silent Reading</p> | <p>5.W.09: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. Task: Identify Rising Action in <i>Hound Dog True</i>; compare character points of view</p> <p>Additional 5.W.05: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Task: Review & revise Respiratory System summary, editing for precise and concise language. Submit for a grade.</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> Task: Summarize Digestive system texts. See Google Classroom lesson for further details.</p> <p>Read Hound Dog True, pg.95-122, by Thursday.</p> | <p>Additional: 5.W.05: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Task: Review & Revise the 'Down the Rabbit Hole' assignment for final grade. Copy & Paste Supplied Rubric into your Google document. Use rubric to guide revisions and self-grade before submitting.</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> Task: Analyze Muscular-Skeletal System (focus: types of muscles)</p> | <p>10:50-Noon</p> <p>Additional: 5.W.05: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Task: Review & Revise 'Kindness Personal Narrative' for final grade. Copy & Paste Supplied Rubric into your Google document. Use rubric to guide revisions and self-grade before submitting.</p> | <p><u>The Highly Proficient student can organize one or more paragraphs appropriate to a writing task.</u> Thank you letters/commentaries to FHT/actors</p> <p>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. HDT - Analyze Author's Craft in Producing a Conclusion.</p> | <p>All year: 5.W.08: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. Content: Our Senses: Trompe L'oeil/ Optical Illusions Task: Create an optical illusion.</p> <p>The Senses Structure: Skin model. Due by next Thursday.</p> |
| <p>12:40-1:15</p> | <p>LUNCH/RECESS</p> | <p>LUNCH/RECESS</p> | <p>12:05-12:40 Early Release LUNCH/RECESS</p> | <p>LUNCH/RECESS</p> | <p>LUNCH/RECESS</p> |

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| 1:20-2:12 | SPECIALS | SPECIALS | 12:45-1:25 SPECIALS | SPECIALS | SPECIALS |
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| Successmaker /Study Skills 2:15-3:05 3:10p Dismissal | | | 2:10p Dismissal | | |

Video Clips for the Week (note that all the Friday videos are short)

Monday Writing - Students explain the value of revising to students

<https://youtu.be/RBKqgOvmJ8w>

Tuesday Math - Dividing Fractions

<https://youtu.be/4lkq3DgvmJo>

Friday Science, Nervous System Overview

<https://www.youtube.com/watch?v=siyl4CmBOA0>

Friday Science: The structure of Neurons

<https://www.youtube.com/watch?t=49&v=vyNkAuX29OU>

Friday Science: What happens in the brain?

https://www.youtube.com/watch?feature=player_embedded&v=s5ynZda6xr4

Friday Science: The Brain Biology behind why homework and other practice is important!

<https://youtu.be/INx0H31SRfs>

Friday: Optical Illusions

https://www.youtube.com/watch?feature=player_embedded&v=NUMWxhISvhk

Thursday: Optical Illusions (parallax)

<https://youtu.be/IBx08UYn4VU>

Looking for a 'Goldilocks Balance in our Curriculum

So much knowledge, so little time. With the introduction this year of the new framework, Beyond Textbooks, I found myself over-ambitiously overplanning and thereby overwhelming the class. I apologized the students and I apologize to you. To address this imbalance, radical changes to the amount of curricular content were made two weeks ago and this change seems to have brought the expectations of this honors class down to a good level for most of the class; a few are still doing too little, almost half seem about just right. However, we have about $\frac{1}{3}$ of our students, most who work very methodically and meticulously, who are still struggling with the homework load. I'm rather stuck right now and, although I continue to look for content that can be safely deleted from our curriculum and lighten the load, I respectfully suggest that students take these words to heart: *"Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell."* — William Strunk Jr. in *Elements of Style*

It may take a while to achieve a more perfect balance, but until then, I will continue to monitor and adjust. As a self-aid, I will ask students to begin analyzing their assignments and then they will jot a number of minutes in the corner of the front page. For example, regular Saxon math 30 problem homework (which represents cumulative practice) should take 20-30 minutes for most assignments, as will a 4 problem Beyond Textbooks worksheet (which represents a complex new concept) take about the same amount of time. Then again, a pre-printed reading worksheet (which represents a brief formative assessment of a single concept) should take only 10 minutes. For the next several weeks, I will provide a target time goal. Further we are concentrating again this week on the higher order skill of summarizing. Even though it speaks specifically to extended essays, this quote covers the gist of our goal: *Every paragraph in your essay must have a purpose. When revising, critically examine each paragraph and ask yourself whether it is necessary to your overall thesis. You may decide to cut some paragraphs. This process could be painful, especially if you have done a lot of research you'd like to include or need more words to meet a page limit, but it will strengthen your paper.*

<https://writingcenter.unc.edu/tips-and-tools/conciseness-handout/>

In the meantime, 'honors homework should take significantly more time than regular ed', as noted in the district's Honor's contract, however, that means 70-90 minutes 3-4 nights per week (not including independent reading), NOT 2+ hours. If diligent and focused effort has gone on for more than 90 minutes, please exert your parental privilege and have your child stop and get some rest or enjoy family time. Shoot me a note if you can or have your child see me first thing and we will work things out...we always do.

Let's All Work Smarter, Not Harder. dbm