

MALE120312072018WEEKLY COMMUNICATOR

	<p>MRS. MALE's CLASS DECEMBER 3-7, 2018 dmale@fhacademics.org Website: www.mrsmalesclass.com</p>	<p>District website: https://msfp.fountainhillsschools.org/ Beyond Textbooks site: https://www.beyondtextbooks.org/Parent_Portal</p>	<p>GIVING OPTIONS AT FHMS: Donate Jars of Peanut Butter for Extended Hands Food Bank; Be a Santa for a Senior - See the giving wreath at the front office</p>	<p>Fun for young shoppers = Funds for our school at FHUSD PTO Holiday Shop, December 3-7</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 Mrs. Male is out after 10:00a</p>	<p>TUESDAY</p>	<p>WEDNESDAY 2:10P EARLY DISMISSAL</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><i>Note: We will work on the writing assignment first this morning, then move on to math</i></p> <p><i>Review: The Highly Proficient student can find unit rates requiring multiple steps.</i></p> <p>Task: Review unit measures and general review. Saxon #81, 'Arithmetic with Units of Measure', pg.421- 425</p> <p>Practice: #1-5, 9-20, and 23-30 (we will do #6-8 and 21-22 together tomorrow).</p>	<p>Self-correct math hmwk</p> <p>6/10:The Highly Proficient student can create and solve a one-step equation to represent a real-world problem.</p> <p>Task: One-step equation Review</p> <p>Practice: Solve Real World Equations wksht.</p>	<p>8:40-9:00 Self-correct math hmwk</p> <p>7/10:The Highly Proficient student can create and solve a one-step equation to represent a real-world problem.</p> <p>Practice: POW, solve and also create word problems wksht</p> <p>9:00a-10:00a: CHESS</p>	<p>8/10:The Highly Proficient student can create and solve a one-step equation to represent a real-world problem.</p> <p>Task: One Step Equations Video</p> <p>Practice: On a slide, create a real world problem that can be solved by a one-step equation that contains at least one variable. Produce your formal presentation of your problem as a Google Classroom slide*. On a separate page, write up an answer key. *If you have connectivity problems at home, use paper and pencil.</p>	<p>9/10:The Highly Proficient student can create and solve a one-step equation to represent a real-world problem.</p> <p><i>Task: Solve as many of your classmates' word problems as you can!</i></p>
<p>10:10-10:25</p>	<p>RECESS</p>	<p>RECESS</p>	<p>9:50-10:05: RECESS</p>	<p>RECESS</p>	<p>RECESS*</p>
<p>STEAM/TECH 10:26-11:16</p>			<p>10:07-10:48A</p>		

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<p>RELA/READING, GRAMMAR, & WRITING 11:18-12:38</p> <p>:20 Silent Reading</p>	<p>26/40: The Highly Proficient student can create a five paragraph essay that defends their position on a given topic or text providing effective, relevant reasons that are logically and purposefully ordered and supported by facts and details, includes a topic sentence, effective reasons, relative information, and a strong conclusion.</p> <p>Inclass task: Create a 5 paragraph essay on the THESIS, “Essays require careful construction and precise structure.” Day 6. Write an effective, well constructed concluding paragraph. Use the sample and examples in Google Classroom and reflect on your body paragraph about how to write a concluding paragraph.</p> <p>RELA Review The Highly Proficient student can analyze and summarize two or more main ideas of a text and explain how they are supported by key details. 15/20: The highly proficient student can describe the geography, culture, and economics of the three colonial regions. The highly proficient student can describe how the colonists and Native Americans viewed, adapted and used the environment.</p> <p>Task: Working with your regional teams, read about your assigned Colonial Region in your Harcourt Social Studies book. Work on the graphic organizer, and contribute</p>	<p>Seatwork: Easy Grammar(EG) Review #1 Yearly: The Highly Proficient student can determine and analyze the meaning and effect of advanced grade level vocabulary words and phrases in a text.</p> <p>27/40:The Highly Proficient student can create a five paragraph essay that defends their position on a given topic or text providing effective, relevant reasons that are logically and purposefully ordered and supported by facts and details, includes a topic sentence, effective reasons, relative information, and a strong conclusion.</p> <p>Inclass task: Create a 5 paragraph essay on the THESIS, “Essays require careful construction and precise structure.” Day 7. Publish FINAL essay, self-grade based on Rubric, then submit.</p> <p>RELA Review: The Highly Proficient student can analyze and summarize two or more main ideas of a text and explain how they are supported by key details. 16/20: The highly proficient student can describe the geography, culture, and economics of the three colonial regions.</p>	<p>Seatwork: Easy Grammar(EG) Review #2 10:50-Noon Yearly: 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.</p> <p>28/40: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences Task: Day 1 of 2: Using your “essay on the structure of an essay” as an outline guide, write a five paragraph essay about a topic of your choice. Day 1: brainstorm, draft/create thesis, outline topic sentence, and details; produce a rough draft. You will have 60 minutes in class. Complete this phase as homework as needed, but try to budget your time - you are practicing writing, ‘routinely [for] shorter time frames.’</p> <p>Mrs. Male is at Beyond Textbooks PLC from 12:30p-4:00pm - REPORT TO YOUR</p>	<p>Seatwork: Easy Grammar(EG) Review #3 Yearly: 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.</p> <p>29/40: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences Task: Day 2 of 2: Using your “essay on the structure of an essay” as an outline guide, , write a five paragraph essay about a topic of your choice. Day 2: Develop your draft through revising and editing; complete your final publication. You will have 60+ minutes in class. Budget your time!</p> <p><u>Introduce 13 Colonies Play</u></p>	<p>RELA Review: The Highly Proficient student can analyze and summarize two or more main ideas of a text and explain how they are supported by key details. 17/20: The highly proficient student can describe the geography, culture, and economics of the three colonial regions. The highly proficient student can describe how the colonists and Native Americans viewed, adapted and used the environment.</p> <p>Task: Working with your regional teams, read about your assigned Colonial Region. Complete the graphic organizer, and contribute to the collaborative 13 Colonies Timeline. See Google Classroom for details. G.O. & timeline are due Friday. Day 3 of 3.</p>
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	to the collaborative 13 Colonies Timeline. See Google Classroom assignment for details. Day 1 of 3, G.O. & timeline are due Friday.	<p><u>The highly proficient student can describe how the colonists and Native Americans viewed, adapted and used the environment.</u></p> <p>Task: Working with your regional teams, read about your assigned Colonial Region. Complete the graphic organizer, and contribute to the collaborative 13 Colonies Timeline. See Google Classroom for details. Day 2 of 3, G.O. & timeline are due Friday.</p>	DESIGNATED 5TH GRADE TEACHER AFTER SPECIALS.		Review script together, then rehearse for next week's play auditions.
12:40-1:15	LUNCH/RECESS	LUNCH/RECESS	12:05-12:40 Early Release LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS
1:20-2:12	SPECIALS	SPECIALS	12:45-1:25 SPECIALS	SPECIALS	SPECIALS
<p>Successmaker & Study Skills 2:15-3:05 3:10 Dismissal</p>		STARreader Test	DISMISSAL AT 2:10 EARLY RELEASE		KID COURT?

Monday Writing: Revising to improve your essay

https://youtu.be/GS_KCGqic9U

Monday Writing: Editing to improve your essay

<https://youtu.be/SKoQGexi5yU>

Thursday Math: One Step Equations with addition and/or subtraction

<https://youtu.be/l3XzepN03KQ>

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As the second quarter comes to a close, your student is within one semester of reaching the end of his/her elementary school career. These are some events/assignments to expect:

- We are wrapping up the last Q2 sets of math, reading, and writing standards as prescribed by Beyond Textbooks' calendar. During the week of 12/10, expect benchmark tests for both math (5th grade as well as 6th grade) and reading (5th grade). As BT does not have a writing test, the 'Essay about writing an effective essay' will be used as the final Q2 writing grade. I can't thank you enough for your patience and constructive input as we navigate this brand new (for FHUSD) program!
- Having completed the assigned novel, *'George Washington's Socks'*, **there will be no additional assigned novels this quarter, so please invest time these last 3 weeks into completing 20 points of independent reading.** Congratulations to all who have already earned their 20 points and are working on (or have completed) their 20 additional bonus points!. The description of 5th grade honors class independent reading expectations is attached, in case you wish to review. Note that 20 points = 100%; 18 points = 90%, etc., but I hope all will try to get as close to or above 20 AR points; research supports the value of robust independent reading habits.
- Our reading this quarter will continue to focus on the colonial period of American history and after Winter Break, we will continue on into Revolutionary War times. The 5th grade will feature a social studies immersion week at the end of January and along with a variety of other TBA activities, our class is preparing a musical comedy play. Scripts will be handed out this week and auditions will be held next week. This is the description of the play as described by 'Bad Wolf Press', the authors:

"Hosted by George and Martha Washington, our musical review of early American history covers the period from before the arrival of the Europeans through the signing of the Bill of Rights . This is the show that will have your kids eating American History for breakfast. Maybe even lunch. Everyone seems to show up, from Leif Erickson, the Iroquois, and Ponce de Leon to Ben Franklin, Sibyl Luddington and The 13 Colony Singers. Keeping all the characters in line are the History Police, crashing the party whenever it looks like the shows has started to "mess around with history.""

Bad Wolf was started in 1995 by lyricist John Heath and composer Ron Fink. Their shows are filled with facts (i.e. mandated curriculum) but the story and the humor combined with music and rhyme do their stuff to help your kids understand and retain what they need to remember. It's their patented formula: Entertaining Story + Music/Rhyme = Subject Mastery.
- Meanwhile, during the week of 12/17:
 - STEAM members will host a 'Stone Soup', herb tasting gathering for the class. If you would like to contribute vegetable stock or a can or two of vegetables/beans, I'll have a specific allergen safe list in next week's Weekly Communicator.
 - All work, including AR independent reading tests, must be submitted by Wednesday, 12/19, please.
 - Thursday, December 20th will feature a 'family recipe invitational' party - if your family has a traditional recipe that your students would like to share, please let me know if and what you might like to contribute.
 - Friday, December 21st is a half day, so the plan is to wear pajamas, build blanket forts, and read favorite stories (holiday or otherwise) for the morning.

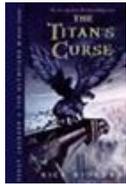
Accelerated Reader Supported Mandatory Independent Reading for **Each Quarter: 20 AR pts. at 4.0+book level.** Developing & maintaining the habit of independent reading is important, particularly to support an Honors path!

* Use Accelerated Reader's www.arbookfind.com to choose a book¹

The book must have a **minimum book level (BL) of 4.0** and the **AR points (AR pts.) per book must be at least 6.0.**

Here is an example of what you will see when you search for a book in www.arbookfind.com:

The Titan's Curse



Riordan, Rick✓✓

AR Quiz No. 114711 EN Fiction

IL: **MG** - **BL: 4.2** - **AR Pts: 10.0**

AR Quiz Types: **RP, VP**

Rating:

When the goddess Artemis disappears while hunting an ancient monster, a group of her followers joins Percy and his friends in an attempt to find and rescue her before the winter solstice, when her influence is needed to sway the Olympian Council. Book #3

* read at least 20 points worth of books before Noon on December 15th (the date 2nd quarter grades close).

* take all AR tests on or before Noon on December 14th (the date 2nd quarter grades close).

*Completing this assignment will earn a grade of 100% for independent reading for the quarter.

*Independent reading represents up to 20% of your quarterly reading grade -take it seriously!

*Students who read 'above and beyond' this minimum independent reading requirement can earn up to 100 extra bonus points!

¹ AR points for class novels, such as *The Lion, the Witch and the Wardrobe*, earn separate 'literature studies' grades.