



1st

Home/School Connection! Thursday, September 13th, 2012



*NOTE: This HSC is longer this week because it includes the introduction and more than one week of school.

WHY ARE YOU GETTING THE HOME/SCHOOL CONNECTION?

*Note: Home/School Connections are written in 2nd person. Meaning they're written TO YOU.

IT'S FOR YOU:

The Home/School Connection is a way for YOU to think about the interesting, challenging or fun parts of the week. Research has PROVEN that you will understand and remember information better if you explain it to someone else. In this case, your parents will be the "someone else."

IT'S FOR YOUR PARENTS:

When some parents ask how school is going, they hear words like, "Fine", "Okay", "We had recess", or worst of all..."Nothing". The Home/School Connection is a way for parents to stay informed while having an interesting conversation with YOU. As the year goes on, you will (I promise) become better able to give supporting details and a real flavor for what has been happening in our busy 5th grade class.

When is it handed out? When is it due?

- Usually you will get the HSC (Home/School Connection) on Thursdays and it's due on Mondays. This is so you can be homework free over the weekend or you can have more time over the weekend to get it done in a relaxed manner. This week it is due on Tuesday because there is no school on Monday.
- You must make an appointment with a *parent (not babysitter)* to do this. In other words, you cannot expect them to sit with you as soon as you are ready. It must be a mutually good time. I highly suggest you don't wait until Sunday evening when everyone is trying to get ready for the up and coming week.

NOTE: This week I created all the bullets (sub topics). Soon you will begin to do that too, so notice how I do them.

GETTING TO KNOW YOUR NEW CLASSROOM

- Do you feel comfortable in our room? Is it cozy? Do you know where to get materials you need? Do you like the pillows and trail-chairs? Have you noticed the lamps? Explain who Tabitha, Ezra, Glen, Reggie, Polly and Fred are.



MORNING MESSAGE

Describe what you do when you come in every morning. Explain how you greet a teacher and the types of questions you usually answer.

MEETING/GREETINGS

Explain why you think we do a greeting each day. Describe the process we are going through to make sure people know their jobs. Describe some of the jobs. Do you think the class is starting to understand the jobs better?

TEAMS/POINTS:

Due to our up and coming focus on birds, your teams are named by birds and things your team is interested in. Who is in your team? What's it called? Can you name any of the other teams? Describe what the ABCDE do on the team. How might your team help you or how might you help your team?

Describe reasons points are given. What might the points be used for? What have you noticed the class has been doing pretty well?

WRITING/READING:

You have been writing letters to your future selves (and decorated amazing envelopes) that you will open on the last day of school. You are writing a poem about changes you've gone through since you were little, and you are learning how to write so that neither you nor your reader are *bored*.

SCIENCE:

As we head into many types of science, our class is learning the art of observation. Describe some of the changes I (Ms. S) have made in the room to see if you noticed them. If you are doing this after Friday, explain what we did with the chair and what you noticed about it once you had a chance to look at it carefully. Explain how these skills might help as we launch our study of birds.

MATH:

We started the year measuring how long our class is if we stand toe to heel and if we lie down head to toe. We then used that data to help us measure the length of halls in our school. You worked in pairs to measure using different measuring tools. We got a range of answers. We will focus on terms like range, mode, median and mean as we use our data to figure out how long the hall really is. When we did this project, did it feel like we were doing math?

Think Math – Chapter 1: We have started our first chapter of Think Math. It's called, *Algebra Machines and Puzzles*. We are noticing that much of algebra is using known information to figure out what is not yet known. We are also noticing patterns and rules in math that help you solve problems. Please show your families the family letter. You and your parent *can* (it's optional) try the activity. You tried something called a Beat Your Score (BYS) to see how well you know your math facts. What did you notice as we did that?



SOCIAL STUDIES:



We are starting our focus on U.S. History and our government. We are learning that to understand government, ***you have to try to understand the tension between individual rights and the common good.*** What do you think that means? Can you give examples in our school of when that tension arises?

You are learning about the three branches of government and how our classroom has branches too. Ms. Homer and I are the executive branch – I am the president and Ms. Homer is the Vice President. We enforce the laws. You are the legislative branch (you make and amend laws) and Ms. Cook and Mr. Youkilis are our Supreme Court. They are the judicial branch of government. They help decide if a law has been broken and the consequences for it. You had time to think about why we have laws and what life would be like without laws. You were then introduced to our Classroom Constitution created by Founding Fourth and Fifth graders. It's on the back of this sheet. Some of you would like to leave the laws as they are; some of you want to amend them. How about you?

SPECIALS: What's going on in your specials? Music, Art, P.E., C.O.B (chorus, orchestra, band) and Chinese? What did you talk about? _____

SOMETHING ELSE? _____. Is there something else you want to talk about? The book you are going to review, the computer lab and typing, completions, recess, yoga and exercise?

I chose to talk about:

Due: Tuesday. We made a time to sit and do the HSC together on _____



<p>Parent Signature: _____</p> <p>Comments:</p> <p>-----</p> <p>Student rating of how it went: 1-5 (5=best). Why did you rate it like that?</p>

