



## 4th Home-School Connection

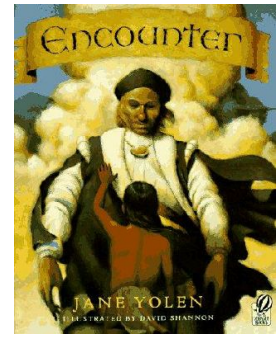
October 4, 2012



- POETRY and a COMMON OBJECT:** We have been focusing on how to write both *scientifically and poetically*. Last week you described an object scientifically; this week we are focusing on how to write poetically. You received a collection of Common Object poems – including two poems by former 5<sup>th</sup> graders. As we looked at them, we discussed poetic techniques such as personification, metaphors, similes and alliteration. If you have a moment, show your parent some of the common object poems and point out where you see those techniques. I will put the poems online too. You are memorizing one poem by Friday for our first poetry recital and now you are writing your own common object poem. You will be writing *at least three drafts* of it. Why is that? The reason is because it's important to play with poetry, move words around, (like the puzzle game) to see how different words- crunchier words -make your poem more vivid.
  - Which poem are you going to recite on Friday? Why did you pick that one? Does that poem have similes, metaphors, alliteration or personification?
  - What did you choose to write your poem about? Why did you pick that?
  - Is your first draft in 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> person? What about the 2<sup>nd</sup> draft?
  - How might writing poetry help you be a better writer for other types of projects?
- DIGGING INTO READING:** Thoughtful authors deserve thoughtful readers. As we read different kinds of texts, you are learning to slow down, focus and leave tracks of your thinking. Poetry takes a lot of thinking. As Jackson said, “Sometimes poetry can be vague and you need to decode it.” That is why I pulled out a shovel (see photo above) to show you how you really need to DIG IN to what you read. Can you explain the different codes for questions? (huh?) (R.S.) (D/W) (V.W.)?
  - How has it been for you so far trying to leave tracks of your questions and ideas?
  - Do you see it as something you are getting better at?
  - How can this strategy help you become a better reader?
- LUNCH BOX DISCOVERED:** On Thursday-Words-Day, our word of the day was “Discover”. We discussed what we have *discovered* recently and soon after that, it was time for snack.
  - What were you thinking when I announced that I had ‘discovered’ the perfect lunch box for me? It was one of my favorite colors, had the kind of food I liked, and it had no name on it, Some of you had a feeling I was up to something, but some of you were wondering, “Has Ms. Stark lost some of her marbles? Does she really think that she can just claim that lunchbox? Wendy said it was her lunchbox – even if her name wasn’t on it, could Ms. Stark just discover it like that? I then pointed out that you have no school this Monday in honor of Christopher Columbus. He is known as the person who discovered America. When he arrived, the Taino people were living there, but he put the Spanish Flag down and claimed the land for Spain.



- Summarize the book 'Encounter' (see picture) about the Taino boy who tries to warn his people against Columbus and his crew. Describe the pictures and how the story is told *from the point of view* of the boy. How might one of Columbus' crew have told the same story? How about Columbus?
- Ask your parents what they learned about Columbus when they were in school. If your parents came from another country, ask them if they know who he was and what he is known for. Or, talk about famous explorers from their country and how these explorers were described in school. We are going to talk more about how our country went from no 'owners' to colonies to one country. We also talked about primary and secondary sources. Why is that important to think about as you read books about history?



- MATH: We've started Chapter 2. It's called, *Multiplication and Large numbers*. You are learning how to solve multiplication problems with larger numbers, multiples of 10 and by breaking down larger numbers into area models (like floor plans). You are, I hope, seeing how knowing these strategies will help you see if your answers are *reasonable*. You are also learning more about expanded notation and place value. Today Ms. Homer and I did the waltz to show how you should 'waltz' your commas while writing large numbers.
  - How is it going so far? How might strategies like these help you in real life?
  - Would it help if you knew your math facts better?

- PRESIDENTIAL JOB APPLICATION: On Tuesday Newsday, in honor of the Wednesday night Presidential debate and the up and coming Presidential Election, you read a job description of the President of the United States. You then wrote a letter describing why, in the future, based on the job description and your own goals, you would make a good President. Some of you chose to write about why you would not want the job.
  - What did you write about? Why did you write what you did?

- READING PRESENTATIONS and PUBLIC SPEAKING: Your presentations were impressive. Each presentation had its own style, explained the main problem and parts of the story and was clear and interesting to hear.
  - What did you learn from giving the presentation? What was the hardest part? What would have made it better?

- SOMETHING ELSE? Team Posters, CHACK (chatting and snack), BAS Assessments, The book *Penny Pencil*, Morning Greetings and Headline stories, and new lunch seats... What did you choose to talk about? \_\_\_\_\_

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

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Due: TUESDAY (No school for Columbus Day). We made a time to do the HSC together on \_\_\_\_\_  
 Parent Signature: \_\_\_\_\_ Comments: \_\_\_\_\_

Student Rating (1-5) Please say why:

