



# Home-School Connection



October 11, 2012

5<sup>TH</sup> Edition

ANIMAL RESEARCH: We started our focus on animals! There are four groups focusing on different vertebrates. Explain what a vertebrate is and how they are different from invertebrates. Are you studying amphibians, fish, reptiles, or mammals? What have you already learned about your class of animal? What questions do you have about your type of animal? Everyone is going to study birds. What questions do you have about birds? You have started to make a Venn diagram that compares your class of animal with birds. After your chart is done, you will make a short educational and entertaining *video* about your type of animal. What do you think you might learn from making a movie about animals that you wouldn't learn if you just wrote a report?

THE ARCHITECTURE OF QUESTIONS: We began to think about how certain questions make you learn more than other questions. We started to look at the architecture and scope of questions. For example, we looked at which **words** can make questions more thought provoking than others. The top of the pyramid means they are more thought provoking.

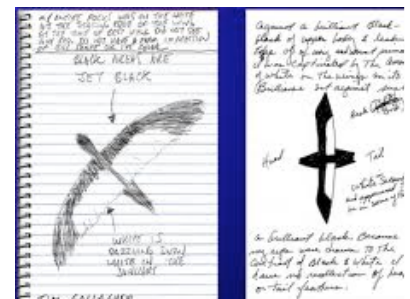
Why  
How & What  
Where, Which, When, Who  
Close ended, Yes/No answers

○ Take a question about a topic and use those words in the pyramid to show how the words you use in your question can make you learn more. For example, think about this:

1. Do you like burritos? (close ended/Yes/No)
2. Which burrito place do you like the most?
3. What is it that you think makes people like burritos?
4. Why do you think we have more burrito places in Brookline now than in the past?

○ Try to answer each of those questions and notice how long each one takes you to answer and which one makes you think the most. Then try doing that with a different topic like recess, or friendship or Driscoll, or... you think of a topic and arrange questions that start with a close ended, yes/no and then move up the pyramid, and see what happens. What topic did you try? \_\_\_\_\_

CITIZEN SCIENTISTS: You are starting to join other citizen scientists to find out what birds are showing up around your home or the school. Beginning this week, you are going to spend 2-3 days a week just sitting in one spot near your home or around the school where you often see birds. You will take notes and/or sketch bird observations and you will write down any **questions** you have about their behaviors or traits.





**TYPING POETRY:** After handwriting your first two drafts of your common object poem, you picked your favorite one or combined some aspects of both and typed your third draft. You are learning how to create and save documents in files within files, and we spent time focusing on how to use the dictionary and thesaurus in the 'tools' section of the computer. This will help you find more interesting words to spruce up your writing. Can you remember any of the words you replaced in your poem? Practice saying sentences now and replace some of the words to make what you say more vivid. See if you can do that in your daily conversations too – Reduce the times you use the same words (awesome, like, nice, stuff) over and over. Aim for more interesting words!

**MATH:** We are in the midst of our math chapter on multiplication and large numbers. We have been focusing on place value and how much you can learn about a product from rounding and then estimating the answer before you calculate. Share the example of the boy Jorge and what he learned from *estimating* how many marbles there would be if the 211 fifth graders all had 151 marbles like he did. Give at least three statements you made: Ex: Greater than 20,000 and less than 40,000. You are also beginning to learn an unusual way of multiplying large numbers if you know the square number between them. Show a parent how if you know the product for 20 x 20 (400) you can easily get the answer for 19 x 21 (399) or 18 x 22 or (396) or 17 x 23 = \_\_\_\_ etc. After you get better at using this new strategy we'll be focusing on how and why it works.

**SOCIAL STUDIES: PLACE, TIME, AND MOVEMENT:** Why are people willing to move to a whole new country? How might that connect to our focus on colonies? You picked a place outside of the United States that you could see yourself moving to. You looked in the atlas to find out information about that place (climate, elevation, population, etc.) to see how that place might work out for you. Then you had to explain how hard or not it would be to get your whole family to go there too. When colonies first began to develop in North America, there were a lot of families, like yours who had to decide whether or not to make such a dramatic move. Ask your parents what reasons they might have to move their whole family (not just temporarily) to a new country and stay there. We will compare these ideas to the colonists.

**SOMETHING ELSE?** Subject/Predicate, Yoga/Exercise, Indy Time and Indy Folders, Organization/Getting Work In, Morning Meeting topics, Our point system, Friday Try Day, Evacuation Drill... Anything else? 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 (show the homework) and library? What did you talk about? \_\_\_\_\_

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 Due: MONDAY. We made a time to do the HSC together on \_\_\_\_\_

\*Parent Signature: \_\_\_\_\_ Comments: \_\_\_\_\_

Student Rating (1-5) Please say why: YOU (Student) have to do this or it will be incomplete.

