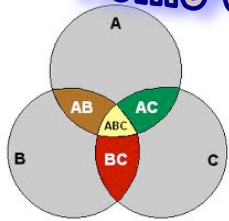


Home-School Connection #7

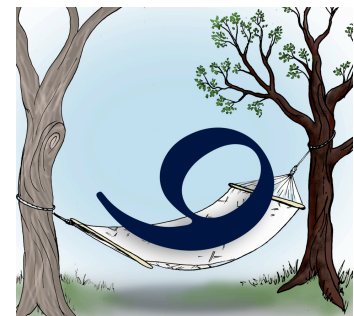


October 25, 2012



MATH: We began chapter 3. It's called *Factoring and Prime Numbers*. The Family Letter (in the Friday Folder and on our website) describes the unit and includes vocabulary and a game. We are looking at what makes numbers prime, composite, special and square. You're reviewing how to break down all numbers into their smallest parts – that's called prime factorization- How many prime numbers can you list up to 100? One way to learn them is to do the sheet I gave you called, The Sieve of Eratosthenes. What is something most prime numbers have in common? What numbers have more factors in them than other numbers? What do those numbers have in common?

NUMBER RESEARCH: We are also going to do a little research project into our class numbers. You'll think about what makes your number unique and connected to the world we live in. Describe what you know now about your number. Is it odd, even, prime, square, abundant, perfect, considered unlucky or lucky, found in songs, connected to food (dozen), an athlete's numbers (12 is Tom Brady), a phrase like: "Take Five." What do your parents know about your number or other numbers that might connect to your number?



MYSTERY ANIMAL SOUNDS: We listened to 6 mystery animal sounds. First you listened and guessed the animal, then you listened and tried to describe the sounds you heard with words. You noticed the patterns of the sounds, the pitch (high or low), and the length of the sound. Some sounds were *staccato/clipped* and some (like the wolves howling) had a longer *duration (time)*. Were you surprised at any of the mystery sounds? How was it just to sit and listen? On Friday, you're going to listen to mystery birds. As you do your own bird observations, you should pay attention to the patterns, pitch and duration of their calls. Perhaps you and your family members can work together to spot and listen to birds around your house and the calls they make. Here is a good site for different bird sounds:

<http://www.allaboutbirds.org/page.aspx?pid=1059>

ANIMAL RESEARCH: You and your group are taking notes and reading lots of information about your type of animal for a poster and a video you will make. What are you learning? What do you like about doing the animal research? Out of the 20 topics to choose from, what are you focusing on? What important and interesting information can you tell your parents about the type of animal you're focusing on?

REASONS FOR THE COLONIES IN THE AMERICAS: We are now studying when and why the Spanish, French and English colonists came to North America. What are the reasons people came over to live in a country so far from their own? We are focusing on different reading

strategies as we read from the big red textbook. Try and describe the following: Watching your own thinking, Asking Questions (share different kinds), summarizing, determining importance, visualizing and inferring. Explain how these strategies can help you make more sense of the new information.

- SLAVERY PAST AND PRESENT:** As we read about Spanish colonies in what is now Mexico, Florida and some of California, we read that they needed more workers to grow crops and do hard labor like mining gold and silver - so they began to capture and force Native Americans into slavery. You read (in the big red textbook) about people like Bartoleme de Las Casas who convinced the Spanish king to stop enslaving Native people. It worked, but then Spanish, Dutch and English colonists began to enslave people from Africa. It's a long, sad and complicated story. It was the main reason our country had a civil war. Slavery was legal in our country until the end of the Civil War in 1865. We discussed how over time citizens have helped to change laws in order to protect people from cruelty, slavery and unhealthy working conditions. During library, Ms. Neale showed us books about Iqbal Masih. He was the boy, who at the age of 10, escaped from the rug factory in Pakistan where he was forced to work in terrible conditions. Iqbal went on to let others know about children who were in these situations with no protection. Before he died, (he was shot) Iqbal helped make a difference in the lives of many children. You can read more about him and other heroes at these two sites about heroes:

<http://www.myhero.com/go/hero.asp?hero=iqbal>

<http://moralheroes.org/iqbal-masih>

- Do you ever wonder if you have the power to make important changes like Iqbal did? If you did, what do you think you would focus on?

- POETRY and TYPING:** This week we finished *Love That Dog* and you studied more of the poems in the book. You analyzed *The Tiger* by William Blake and 'Dog' by Valerie Worth. Wendy and Emmanuelle memorized Blake's entire poem! These poems were used as an *inspiration* for your place poems. Your poems are beautiful. You are learning how to compose and play with language- the way some people mix paints. How is writing poetry different for you than other types of writing? Do you feel you are getting better at it? Do you notice if composing on a laptop is different than composing in your scribbler's journal?



- SOMETHING ELSE/ SPECIALS?** Is there something else you want to talk about? Community Meeting, bird watching, Time For Kids magazine on eating bugs? Music, Art, P.E., C.O.B (chorus, orchestra, band), Chinese and library? What did you talk about? _____

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

Parent Signature: _____

Comments:

Student Rating: Say why...