

Home-School Connection #10

December 1, 2011

PARENT & CHILD EACH PICK WHAT TO FOCUS ON: Parents have final say. Students must read the HSC and write at least 3 bullets before meeting with parents.



- * **ECONOMICS** – We began to think about all the people who help produce the products we buy a product. and then on the reverse side - how much of the money we pay at the store trickles back into the hands of all those people. In class we used frozen orange juice as an example.
 - Describe all the steps taken to make, package, deliver and sell frozen orange juice.
 - Pick another object – like a pencil, or a pair of pants, etc. and talk about all the steps and groups of people needed to get it into your hands. What did this ‘exercise’ make you consider that you hadn’t before?
- * **WHERE DOES IT COME FROM:** You went on a scavenger hunt to find where on earth some products are made. In class on Friday we will collect data – 15 students each looked at 11 products. That means we should have at least _____ objects to study.
 - Did you notice a pattern of where the objects came from?
 - If you notice that a certain product is made in a certain country, does that mean that the people in the country are richer?
 - What types of natural resources were used to make the products you found? Do you think the resources were found in the country that made the product?
 - Collecting this information must have caused you to have some questions. What were they?
- ENGLISH COLONIES/TRADES:** Soon you will find out your new colonial persona and your new colonial family. You will find out if you came from a southern, middle or New England colony and you will find out the trade your family learned in order to make enough money to live.
 - What types of jobs do you think people had in colonial times?
 - Do you think they used any items made in other countries?
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- MATH:** Today you had a *Chapter 4*-fraction test. How did it go? Do you feel you understand the concepts taught in this chapter?
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TRADITIONS/COMMUNITY MEETING: This week, the theme at our grades 3-5 community meeting was *traditions*. Describe the traditions people in our class shared. Explain why people in our class like traditions. Think about other traditions we have in our school or you have in your life. What did you think of the community meeting?

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PICKING AN ANIMAL: On Friday in library you are picking one animal you want to research and write a story about. What animal do you think you will pick? Why that animal? What if someone else does that animal? What other animal might you want to focus on? Why is that? If you got the animal you want to study, why are you glad you get to study that animal?

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SCIENCE POSTERS/VIDEOS: You are done or almost done with your animal poster and now you are going to film an educational and entertaining video about the information in your poster. What types of plans do you have? Do you think you might use the green screen? If your parents don't know what a green screen is, please explain. How will you make the video both entertaining and educational? What might you learn from doing a project like this?

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PUNCTUATION/GRAMMAR/EDITING: We reviewed how writers (good writers) are like Peregrine Falcons – they have great vision. They need to have bird's eye views to see if the whole piece makes sense and they need to zoom into the small details. Before you write your animal stories, the class needs to zoom in a bit. Everyone needs to have a better understanding of punctuation (like commas and apostrophes), spelling, grammar (like verbs tenses and subject/verb agreement) and editing. This week we focused on commas and editing symbols. Describe some of the ways commas are used and show your parents the editing symbols we will use.

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TUESDAY NEWSDAY: The 5th grade is starting to get our subscription to Time For Kids (TFK) magazine.

- Why might it be a good idea for you to read this magazine?
- What did you learn from the articles this week?

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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? _____

ANYTHING ELSE: Book List recommendations, Read Aloud, Reading Strategies to help you be a better reader, recess, friendships, etc.

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

Parent Signature: _____

Comments: