

# Home-School Connection #8

November 3, 2011



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



- WEATHERING AND CLIMATE HAVE AN IMPACT: We've had some quickly shifting weather recently. We had the wacky October snow storm over the weekend, Halloween on Monday was milder and then we had a field trip to Plymouth on Tuesday where it was definitely chilly. Do you know the difference between *weather* and *climate*? Weather changes each day - sunshine, rain, cloud cover, wind, hail, snow, and blizzards are all part of weather. Climate is how the atmosphere "behaves" over a period of time – over 30 years. Climates can change too. We are looking at ways to slow down climate change.
  - What are some ways you have seen how weather and climate affect the way people in 1620 lived? How about now?
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- WAMPANOAG or ENGLISH COLONY: After our Plimoth field trip on Tuesday, Mr. Fass asked you if you would rather have lived in the Wampanoag site or the English village. What did you say? Why did you say that? Use details from both places to prove your point.
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- LEARNING HISTORY THROUGH FIELD TRIPS: Going to Plimoth Plantation costs a lot and takes a lot of time, but we (your teachers) thought it was worth it because most students only get to read about colonial life in the 1600's through textbooks. We want to know your opinion. Besides having a chance to be outside in a new place, do you think you learned a lot from the trip?
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- CHOICE OF P.S. WORK: After Plimoth you had a chance to pick the kind of P.S. work you wanted to do. You could draw, write, make a 3D object, draw a map, create a cartoon strip or do something else that you designed. What did you choose to do? Why did you choose to do this? Really... be honest. Do you think you picked it based on what was easiest, most enjoyable, most challenging? What did you learn from the process or from seeing what others did?
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MATH: We are almost done with chapter 3 on factors, multiples and divisibility. On a scale of 1-5 (with 5 being the best), how well do you feel you understand factor trees, prime factors, and divisibility rules? In this chapter you created and completed a lot of mystery number puzzles. Do you like that kind of math? Do you find you like doing math with others or on your own?

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ANIMAL RESEARCH TEAMS: Our *class* began to do research on your *class* of animal. Scientists grouped animals into *classes* to make it easier to study them. First they split all animals into two groups of vertebrates (with spines) and invertebrates (without spines). Mammals, birds, fish, reptiles, and amphibians are all vertebrates. Of the million or more animal species in the world, more than 98 % are invertebrates. Invertebrates include insects, crustaceans and arachnids. They also include jellyfish and worms. It's amazing all the different types of animals there are in our world.

○ You are learning to take good notes. What helps you to organize them?

○ What have you found out about your class of animal so far? What questions do you have?

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SOMETHING ELSE? Is there something else you want to talk about? Our first Community Meeting and the new song? Lostman's River? Completions, jobs, computer lab, teams, DEAR, ideas for the River: What did you choose? \_\_\_\_\_

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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? \_\_\_\_\_

**Due: Monday: We made a time to sit and do the HSC together on \_\_\_\_\_**

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

**Comments:**