

Team 31 and Community 28 November Newsletter

Dear Families,

It was a pleasure meeting with you and discussing your child's progress during our fall conferences. We appreciate all of the support that you are providing your children at home. There will be another round of conferences in the springtime, however, please do not hesitate to contact us if you have questions about anything.

We have been hard at work! Check out what we have been up to!



Reading

In reading, we have been exploring ways that nonfiction text gets more complex. The kids have been reading nonfiction books in class and have identified main ideas and supporting details. The kids have explored various text structures, such as chronological, compare and contrast, cause and effect, and problem/ solution. This is challenging work. Being able to identify a nonfiction text structure will help the kids determine what is important information and aid in overall comprehension. It is important for the kids to balance their fiction and nonfiction reading. Many children favor one genre over the other and are significantly stronger reading the preferred genre. I will encourage the children to read more of their less preferred genre in order to ensure a balance so that they can practice *different* reading strategies.

Reading at Home:

As discussed during our fall conference, children should be reading for approximately 30 minutes every night. This is their homework. One strategy you can try with your child is using audiobooks. Listening to a book on tape has many benefits. It can develop reading fluency, promote listening comprehension, and can engage reluctant readers. It is important for the children to be following along with the text while they are listening. Audiobooks can be downloaded from the library. You could also put the closed captioning on the television. The kids will be reading while watching their favorite shows!

Math

In math, we have been tackling many forms of multi-digit multiplication. This has included

- Multiplying by powers of ten (ex: 41×10 , 3.6×100)
- 2- and 3-digit numbers by 1-digit numbers (ex: 24×6 or 412×8)
- 2- and 3-digit numbers by 2- and 3-digit numbers (ex: 97×21 , 418×567)
- decimal multiplication (ex: 4.21×62)

Students have learned how to solve these problems using more than one strategy, including an area model such as this one:

	41 x 12	
	10	2
1	1x10=10	1x2=2
40	40x10=400	40x2=80

$$10 + 2 + 400 + 80 = 492$$

Students have also been learning the standard algorithm and will continue to practice this in December.

We have been learning about conversion equivalencies (1 meter = 100 centimeters, 365 days = 1 year) and how we can use multiplication to convert an amount to another measurement or unit.

Questions to ask your child:

- How would you solve this multiplication problem?
Can you show me the strategy you like?

Questions to ask your child:

- What reading strategies are you learning in class? Can you show me?
- What techniques do you see the author using? Why do you think the author did that?
- What do you think about the text?

- How do you decompose (break up) the numbers for an area model?
- How does estimation help before solving multi-digit multiplication? How would you make an estimation for this expression?
- What conversion equivalencies have you been learning?

Writing

In writing, the kids have been writing feature articles. The feature article unit has been very popular among the children. They are writing about a topic of their choice that they feel they know a lot about. This is not a research paper. The kids will write research papers later this year. The feature article will present like a magazine article. The kids will also create infographics using the website, Piktochart. The Piktochart portion of the article will be completed at home. The kids will have time to explore the website and ask questions about how to use it in class. The infographics will then be posted in a shared spreadsheet so that the kids can share their work with others. Next, we will start a literary essay unit.

Questions to ask your child:

- Can you show me your writing on Google Classroom?
- Can you show me a strategy that you tried in your writing? Why did you use that strategy?

Science and Social Studies

In Science, we learned about the water system. Students learned about water on Earth, saltwater and freshwater, and distribution of water. We learned the phases of the water cycle and how Earth's water has been "recycled" through this process.

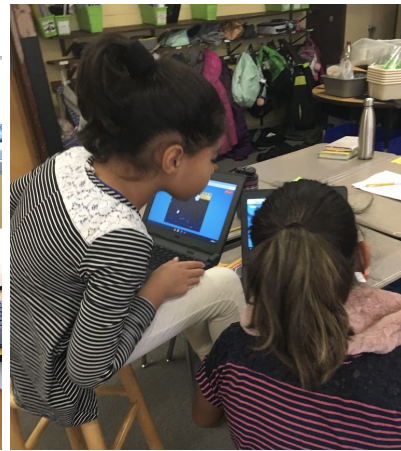
We also talked about access to water by reading, watching, and discussing the effects of water pollution, lack of wells and plumbing, and waterborne diseases. The kids were very thoughtful and aware of the effects limited or unhealthy water would have on one's health, education, income, family, mobility, and ability to read and write. The students then learned about what are important components of a water filtration system, such as efficiency, cost, and removing color and particles. The kids were given the goal of cleaning "dirty water," made of tea, dirt, and corn starch. They experimented with the materials before creating a water filter and testing it, and then considered improvements to their design.

In Social Studies, we have been learning about the early explorers of North America. We first examined artifacts an archeologist might find from this time and asked why the explorers might have had this artifact. We also discussed the explorers' various motivations for exploration. Then, we've been learning about specific explorers and learning who funded their trip, where they traveled, what did they find, and what impact did they have on the land or people there. Students explored a variety of explorers before picking one to research more. Students have been using class books and resources as well as Epic books to research and note-take. We reviewed research skills, including recording your sources, writing phrases instead of sentences, using non-fiction text features such as a table of contents or an index.

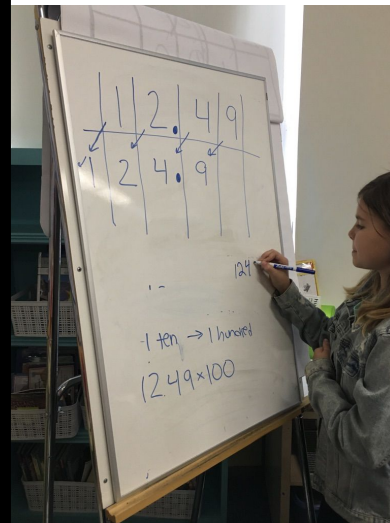
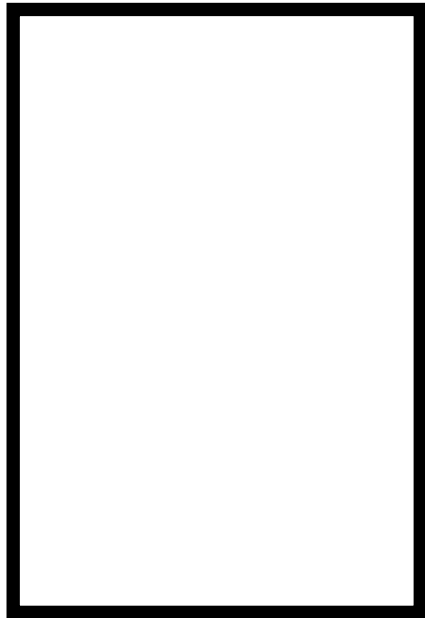
	<p>Questions to ask your child:</p> <ul style="list-style-type: none"> • Can you show me your Science and Social Studies Google Classroom? • What did you notice or wonder when you learned about people’s access to water? What was a “big takeaway” you had? • Who is your explorer? What have you learned about him?
<p style="text-align: center;">Circle</p> <p>Circle time has been going very well. During a circle, a talking piece is passed around so that each member of the circle has the opportunity to speak and be heard. In Team 31, the kids have established norms for the circle time, shared their values, identified ways they are unique, all while listening to one another. Community 28 has established the same structure for circle time, and has been focusing on empathy and kindness. The kids have been sharing great examples and connections.</p>	<p style="text-align: center;">NEWS</p> <p><u>Half Day</u> (12 pm) on Wednesday, Nov. 21st. Lunch will not be served.</p> <p><u>Pasta Dinner:</u> Saturday, Dec. 1st from 4:00-7:30</p> <p><u>Early Release</u> (1 pm) on Thursday, Dec. 6th. Lunch will be served.</p> <p><u>Care and Share:</u> Thank you everyone for your donations so far this year! After Thanksgiving, we will be collecting boxes of Pancake Mix.</p>

Feel free to reach out to contact us with any questions or concerns about your child. Check out the pictures on the next pages! Have a wonderful Thanksgiving!

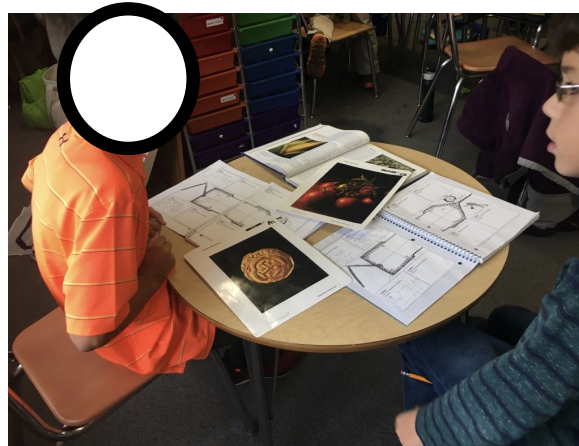
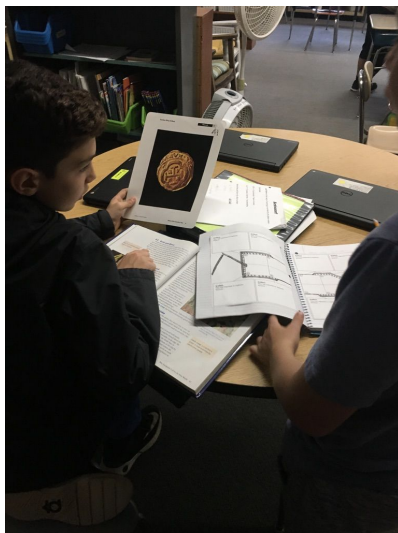
Sincerely,
Michael Pearson and Julia Hurley



Coding



Hard at work using place value to multiply by powers of ten



Examining and Classifying Artifacts from Early Explorers



Fun at recess!

Congrats to Flyers for making Super Bowl!!



Community 28's Board Game Day



Programming Human Robots during Genius Hour

