

Fortnightly 6th Grade Newsletter: 4th week of January

Language Arts

January Reading Calendars are due Wednesday, February 2!

We have begun our journey to Africa! We started thinking about perceptions versus reality: of Africa and of the USA. We will examine the difference between perception and reality and use this as a lens in our study of Africa.

Next week we will finish reading *Safari Journal* in class and students will begin visiting learning stations. Students will have a menu and a rubric to guide their station work. One station will explore African folktales from a reading and writing perspective. Another station will guide students as they read assigned novels (or nonfiction books). A third station will focus on the genre of journals. A fourth station will allow students to delve into the past, present and future of Africa and discover their own "Truth About Africa".

Students will begin work in class and continue this work at home throughout the month of February. Please ask to view the menu, rubric, and deadlines for this project. Each student will end up with an African journal that will include work from all core classes.

Math

We are making the shift from similarity/proportional ratios to transformation (translations, rotations, and reflections). Students will ultimately create an African design based on the three transformations that they will turn into a poster. The African animal that students are studying in science class will be integrated into the poster as well. 100 Math Points are due by March 8th! Math points have been factored into the cumulative grade at this point out of 50 points because we are about halfway through the trimester. This is a snapshot of what the grade would be at this point if it were calculated, not a final grade that is set in stone.

Science

This week students have shifted from Geology to Biology and will be exploring the interrelationship of the two topics such as: natural history of life/how organisms have changed over time with evidence from the fossil record, the format of the scientific classification system with its relation to the above, and how patterns in

physical world such as geography, climate, and changes in positions of the continents have lead to where we find life currently and in the fossil record.

At this point if students have not finished Part 1 of the “Rock Cycle Webquest” they should be scheduling time after school or working on the concept maps at home after downloading CMaps. The other parts are of the Webquest are homework and should be turned in as soon as possible as all are due before the end of the 2nd Trimester.

For the African Unit, in their exploration of Biology, students will be assigned, by picking one out of a hat, one African animal. They will then conduct research into what the animal looks like with height and weight, how it fits into a food web, the animal’s current range on the African continent, and how it are classified with what those words can tell us about the animal. These will be included in the African Journal of which all core classes are contributing.

Social Studies

We will be starting a new unit, Africa, this week and I cannot wait to take the kids on a safari! There will be a project in social studies on an African country coming up. Watch for details on the Google calendar and in your child's green notebook. As a class we will be going over Africa on a grand scale and each student will be give a country to research, more information coming. Projects will be starting in February and ongoing.

The Bamidele African Dance group will be here on Feb 7, 2011, to kick off the Interdisciplinary unit on Africa. The entire school will have an assembly and then the 6th grade will have a African Dance workshop. This will be the third time that Bamidele will be here. The students will be exposed to a great cultural experience with these artists.