

8 GOLD NEWSLETTER

NOVEMBER 2016

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Upcoming Events

- Nov. 8: Parent-Student Conference Day
- Nov 11: Veterans Day
- Nov 23-25 Thanksgiving break



The Magazine drive has begun -- with Mr. P stealing the mascot!



Dry Ice Fun with Mr. Mularella



Halloween Doctors!



The hiking crew

TEAM NEWS

Monadnock was a success, in spite of less than accurate weather forecasts! It was great to see so many of you, in a whole different context - it was COLD, but the views were great! Look for photos in this newsletter and on our Facebook page.

Parent-student conference day is next Tuesday - your child will bring home a packet on Monday, which lists your confirmed time. We will be in the media center, so come on in, grab a coffee and a snack, and have an engaging conversation with your child. Details are in this newsletter...

Science - Mr. Mularella

We just wrapped up our first major unit on Properties of Matter! Students had a written test on Wednesday and a measurement performance assessment on Thursday. These two grades will be factored together in order to determine each student's final grade on this standard.

You will notice in Schoology each assessment is broken down into specific measurement skills and learning goals. Students who met the requirements for a retake will have the opportunity next week to retake specific skills and/or learning goals in order to improve their final grade.

BREAKDOWN OF GRADES:

Performance Assessment

- Solid Density
- Liquid Density

These two measurement skills are used to determine the overall P.A. grade.

Written Assessment

- Mass, Volume, and Density Relationships
- Density (Sinking/Floating)
- Intensive and Extensive Properties

These three learning goals are used to determine the overall written assessment grade.

Report Grade

The overall performance and written assessment grades are combined to determine the final report card grade for the Properties of Matter standard.



ENGLISH WITH MR. PIZZUTO

We are now approaching the end of our first unit - students finished reading and annotating *Persimmon Tree*, and they are now working towards the bigger assessment pieces: the Nonfiction Navigator, Personal Poet, and the analytic essay.

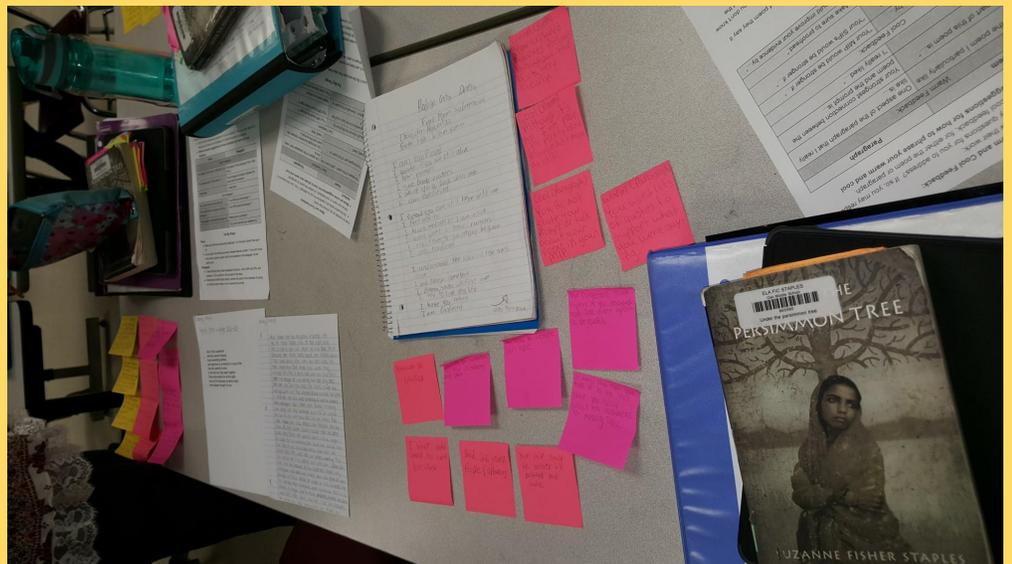
Each of these assignments is a long-term process, involving planning, drafting, and revising. Beyond the skills in research, writing, and analysis, an important part of this is pacing and advocacy -- if you see your child struggling with any facet, please encourage them to stop by for help or reach out to me so that I can approach them. Every child can be successful - our goal is to help them find that success.

Regarding the essay, students will receive their options on November 10th. The goal is for each child to select a choice which is sufficiently challenging, to help them stretch their abilities. Feel free to review the options with your child over the long weekend.

RESOURCES & KEY DATES

- Nov. 10: Poem and paragraph due in Google Classroom.
- Nov 15-Dec 2: Essay planning, writing and revising (due by end of school on 12/2)
- [The full unit calendar and plan can be found here.](#)

Our new peer feedback system - kids read their peers' poem and paragraph, and each student left four pieces of feedback - warm (positive) and cool (constructive criticism) for each piece. This gives them 12 thoughts and ideas to apply as they revise their work.



SOCIAL STUDIES WITH MR. AHLIN

It has been a fast paced month of October. During this time we wrapped up 2 units. They included both the rise and fall of the Roman Empire.

During our most recent unit, students completed campaign advertisement describing 2 ways that could save the Roman Empire from it's demise. Many of these advertisements were both informative and creative.

Looking forward to November, we will explore the history of the Byzantine Empire and explore the historical origins of the religion of Islam.



MATH WITH MS. YOUNG

We recently wrapped up our first unit, *Say it with Symbols*, and have started our second unit, *Thinking with Mathematical Models*. Students have already learned how to determine when a relationship between two variables is a function and have been introduced to function notation. The remainder of this unit we will be primarily focusing on linear functions. This past week was spent reviewing how to find the slope of a linear function, a concept that students originally saw in 7th grade. As we continue next week, we will look at writing and graphing linear equations. Throughout the unit, our main goal will be to investigate how linear functions represent different scenarios and can be used to solve problems through the use of graphs, tables, and equations.

Important Items That Are Coming Up:

The 100 x 100 Burger Problem will be assigned between November 14th and November 18th. For this assignment, students will be responsible for coming up with and presenting a solution in order to demonstrate their ability to problem solve and communicate their mathematical thinking clearly and concisely.

The *Thinking with Mathematical Models* Unit Test is currently scheduled for the week after Thanksgiving.

SUPPORT WITH MS. BARRELL

8Gold would like to welcome Mr. Jim Capuzziello, also known as "Mr. C," to our Team!

He will be working with the students in Learning Skills and be present in each of the content area classes! Mr. C. has worked at Oak for many years in various roles including as a substitute and an aide.

Learning Skills Highlights:

The students were introduced to the vocabulary of our next math unit, "Thinking with Mathematical Models". Students tested their understanding of math terms while competing in teams (boys vs. girls). Though the boys had a significant lead at the start of the game, the girls were victorious in the end. Throughout the competition, motivational music was played in the background. Students will continue to review vocabulary terms in the small group setting as we progress throughout the unit.

Do mini pumpkins float? In order to review skills including density, mass and volume, some of the students participated in a lab to determine if mini pumpkins would float in water. Each student made a prediction, tested their theory, then discussed the findings and their results with each other and the support staff.

Students continued to work on gathering textual evidence for their poems and nonfiction navigator assignments for ELA. Support was provided in both the small and large group setting.

Student **STUDENT LED CONFERENCE INFORMATION**

- **Location: OMS Media Center.** We will have some refreshments for you, as you wait to start / get started with your conference.
- **Layout & Process:** When you arrive, you can sign in on the sign-in sheet and go to one of the conference tables. Your child should have their iPad with them, as this is where they maintain their digital portfolio.
- Each **conference table** is identified by a little card that says “Station __ (number) __” on it. Also at the table are the following items:
 - an **instruction sheet** that spells out this information and gives you some specific questions to ask your child during their presentation.
 - some **paper and pencils**, should you wish to take some notes
 - a **binder of exemplars** – this has work that has earned 4s in each of our classes, for you to reference during the presentation – feel free to look through these, and use them as discussion points when looking at your child’s work.
 - a set of **four colored cards** – one per subject area. ***Should you have a question for one of the teachers, simply hold that teacher’s card aloft, and we will get to you shortly.*** Please understand that *this is not a traditional parent-teacher conference*; all four of us will not meet with every table - we will be circulating through the room, looking for those cards so that we can meet with any parents and students who have a pressing question. Please keep in mind, there may be upwards of six conferences going on at a time. The primary goal for this day is for the students to take ownership of their learning - we have spent time over the last two weeks, guiding our students through this process and had them practice what they will say; they should be able to articulate themselves clearly. That being said, we are available for questions, and will stop by for a couple minutes should the need arise. **Should you require a more traditional conference at a later date, we have a form you can fill out.** It is described below.
- During the conference, your child should present each subject area, emphasizing strengths and weaknesses in each. They should use items from their portfolios to support their points – a critical part of this is them showing their work and reviewing it with you. Please don’t hesitate to ask to see examples of their work, and to compare them with some of the examples.
- **Once your conference is over**, we ask that you complete a couple tasks...
 - there are 4 bins for the class portfolios. Your child should place each portfolio in its own bin
 - we have created a **survey about the student-led conferences**. It is **on the computer terminals** which you will see on your way out. If you could take a minute and fill one out, we would really appreciate it – this will help us refine the format for future years.
 - **Should you wish to schedule a conference with the four of us, there is also an online form for that** – on the same computers, you will see a link to the conference request form. Simply fill it out and we’ll get back to you.

[You can view our Conference Day FAQ and suggested questions here.](#)

Monadnock 2016

