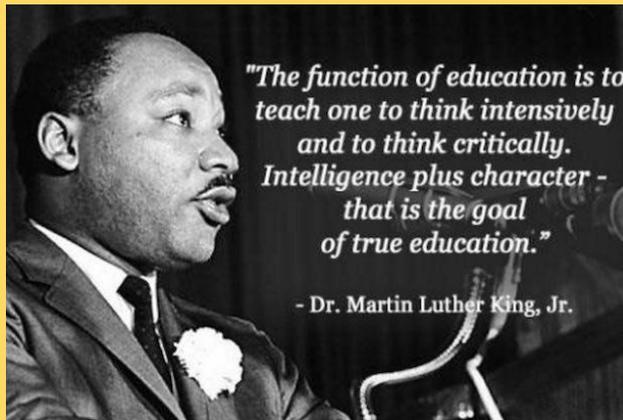


# 7 Gold's Newsletter

January 2018



## 7 Gold Communication



Feel free to contact us at anytime with questions, concerns, or other important information. Your student's homeroom teacher will be your point of contact over the course of the year.

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## Upcoming Dates

**3/1/18 from 1:15pm-2:15pm You are Invited to Display Day!**

On Thursday, March 1st, we invite all 7 Gold parents and guardians to come in to school and see what your student has been working on in their team classes! Your child will be your guide as they lead you through a shortened version of their regular schedule. Together, you'll travel to each of their four classes, spending 15 minutes in each subject. During this time in each classroom, the student will show you the projects and activities that they've engaged in over the course of Trimesters 1 and 2 thus far. We hope to see you there!

**3/7/18- MCAS Grade-wide trial testing** ⇒ Timing TBD

**4/24/18, 4/25/18 - MCAS Grade 7 ELA testing** ⇒ Timing TBD

**4/4/18, 4/7/18 - MCAS Grade 7 Math testing** ⇒ Timing TBD

## **Math**

In Math, we have been working on “Comparing and Scaling” unit this month. In this unit, we have learned about ratios, percents and proportions and how to use these concepts to solve real life applications for commissions, markup, sales tax, tips, discounts and profit. We will also learn about unit rates, rates and how all of this relates to proportional relationships and constant of proportionality. This unit will finish in the next few weeks. Afterwards, we will be starting our new unit “Moving Straight Ahead”, in which we will learn about connections between equations, tables and graphs. We will also be talking about slopes, solving equations by applying the distributive property, and working with the order of operations.

## **Science**

In Science, we completed our Human Body projects and final assessments. The students learned how to take notes in a program called Noodle Tools, they created Keynote presentations, and used their graphic organizers to make the connections between body systems and producing energy at the cellular level. Everyone has the opportunity to make up any part that did not meet the standard. We have started our study of Genetics and the students did a simulation acting out Gregor Mendel’s investigations with pea plants in his garden. We have just started working on using Punnett squares to determine the possible offspring outcomes of the parent alleles crosses. We will be creating genie babies to explore probability and removing the DNA from the cells of strawberries in the next few weeks. We continue to strive to make the greater connection between how structure relates to functions and how the levels of organization connect. Stay tuned for more science links.

## **Social Studies**

In Social Studies we are beginning our exploration of the continent of Africa. Students are developing their study skills to learn the location of countries in each region. They are also engaged in analyzing thematic maps and photographs to discover important insights into the physical features, climate, vegetation, population density, and economic activity of Africa. We will begin learning about the Apartheid Era in South Africa, and use that as a jumping off point to explore other ways in which people can resist discrimination.

## **English Language Arts**

Recently in ELA, students completed the Short Story unit. In this unit, we did a blend of creative writing, and analytical writing. I saw incredible growth in the students’ analysis over the course of the unit and am truly so proud of them!

Up next, we have the Voice unit! In this unit, we study what makes for a powerful writing voice (action verbs, sensory words, showing not telling, and specific examples). We’ll look at writing voice through speeches, songs, poems and This I Believe essays. Ultimately, students will apply their understanding of what makes a strong writing voice by creating their own “This I Believe” essay. This narrative writing assignment is based off of NPR’s series that began in the ‘50s. In these mini essays, students will articulate a belief that guides their everyday life and discuss the moment that these beliefs became important to them. To get us thinking, we’ll have a variety of engaging class activities such as “walk to the line if you agree that...”, as well as whole class discussions about which values (from a list) students think are the “most important” to have in the context of society, family, and friends.

## **Learning Skills**

This month in Learning Skills, we have worked a great deal on analysis and how to explain our understanding of a topic in a clear and cohesive way. In addition to that, with the support of our Speech and Language Pathologist, students have learned about how to make inferences while reading grade level texts. In Trimester 2 and 3, students are introduced to more writing assignments across all subjects. To support students through each of these tasks, students are provided with graphic organizers, sentence starters, and checklists specific to each of these assignments. With these tools, students learn how to organize their ideas and develop their writing effectively. Lastly, we have also worked on proofreading and editing our writing, independently, with peers, and teacher conferencing. These strategies for improving our writing are a work in progress and will continue to be practiced throughout the school year.