



### Middle School October News

Haines School -- 247 W. 23rd Place -- 773-534-9200

ELA - Ms. Grober (301)

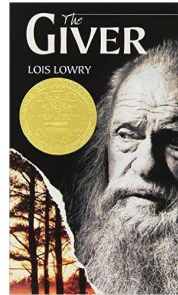
Mathematics - Mrs. Sumita (303)

Science - Ms. Khawam (304)

Social Science - Ms. Twillie (302)

*"Families are a valuable asset to a child's education."*

### English Language Arts



**6th graders** in Rooms 301, 302, and 308, in honor of the celebration of Hispanic Heritage Month, will be reading their first novel, *Esperanza Rising*, by Pam Muñoz Ryan (historical fiction). Esperanza is living the good life on her family's ranch in Mexico, when she and her mother must escape from Mexico and settle in a camp of migrant farm workers during the Great Depression, she finds poverty, hard work and discrimination. Esperanza becomes involved in California migrant workers' rights, and saves her mother in the process. As with many immigrants, Esperanza must transition from a comfortable life back home to a life of poverty in the US—a land that many immigrants see as wealthy and prosperous. Students will interview someone and write their history.

**7th graders** in Room 301 are reading their first novel: *The Giver* by Lois Lowry. *The Giver*, a utopian and dystopian novel, follows the story of 11-year old Jonas who is chosen to become the new Receiver of an egalitarian society. In this futuristic society, there is no pain, fear, war, and hatred. Students will create their own utopian society, design a collage explaining the theme of novel, and write a literary analysis paper.

### ELA READING SKILLS AND STRATEGIES:

- Critical analysis
- Critical thinking
- Cultural connections
- Internet skills
- Literary analysis
- Making inferences and drawing conclusions based on text evidence
- Map Skills

- Online research
- Visualization of Text
- Using a Climax Chart
- Using Literary Language in both speaking and writing
- Writing summaries of narrative text
- Working in collaborative groups
- Analyzing Character Development
- Identifying and explaining literary symbolism

## Math

**6th grade students** are continuing their learning about fraction operations and understanding why the procedures behind the algorithm actually work. We'll quickly review the importance of converting from fractions to decimals and percents -- again gaining a basic knowledge of why the procedures work. After we finish this, we'll move on to working with all rational numbers and being able to identify a rational from an irrational number. Importantly, we'll also use the number line to compare the value of both rational and irrational numbers.

Sixth graders should continue working to organize themselves for success in the mathematics class! This includes maintaining their binder to include all of their materials (so that nothing is inadvertently left in their locker, in their desks or at home!). They also will continue to take notes daily and talk to each other with respect so that we can learn from each other.

**7th graders** are finishing up their unit on Shapes and Designs and will quickly transition to our unit entitled Variables and Patterns. In this unit, students continue their work from last year linking representations of linear relationships in equation, table and graph form. They also will spend time learning how to "read" a graph and understand the "story" it tells.

## Science

**6th graders** are starting new unit on **Rocks and Minerals**. This unit should take only 3 weeks. In this unit, they are learning about different types of rocks and their formations. Despite the fact that sixth graders started new unit, every Friday, we will focus on preparation for science fair. I would really like for our sixth graders to participate in school science fair this year. Please support your students with this very important project that will be conducted at home.

**7th graders** are starting new unit in **Ecology**. In this unit, students will learn about the complex relationships that exist between living and nonliving things in an ecosystem. Ecosystems become disrupted when physical environment changes, or when non-native species are introduced, indicating the complexity and difficulty of predicting outcomes of ecological changes. They will study the relationships between living organisms and the physical environment and paying particular attention to the interactions is a great emphasizes for students to understand the ecosystem with its habitats. Every Friday, I will work with students to prepare them for school wide science fair. Please support your students in anyway you can. They will need lot of support as majority of science fair will be conducted at home.

## Social Studies

**6th graders:** Have settled into the day to day operations of middle school. We completed our first unit: Geography of the World. Sixth graders have demonstrated mastery of finding accurate locations using latitude and longitude. Sixth graders will be introduced to the first civilizations of Mesopotamia in the Fertile Crescent region. Students will end this unit with a writing assignment where they become the hero or heroine of their very own epic poem or story. As we complete our Mesopotamian unit we will head for Africa: Everything out of Africa.

**7th graders:** Room 304 continues learning about the sequencing of primary source documents and secondary source. We are finishing our brief review of early American civilizations and explorers. Later this month we will learn about the Colonization of North America. Students will begin the Jamestown unit using the Document Based Question (DBQ): Early Jamestown: Why Did So Many Colonist Die? Upon completion of the DBQ analysis students will complete an essay in which they answer the question using primary source documents to support their thesis.

**Reminder**

Encourage your child to read daily.

**Important October Dates**

Quarter 5th - Student Progress Reports sent home

October 8th - Columbus Day No School

October 19th - Fall Picture Day

Week of October 29th - School Spirit Week