



THE ROOST REPORTER



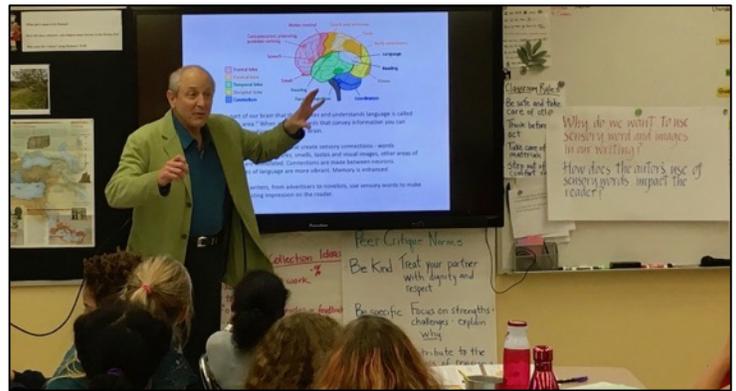
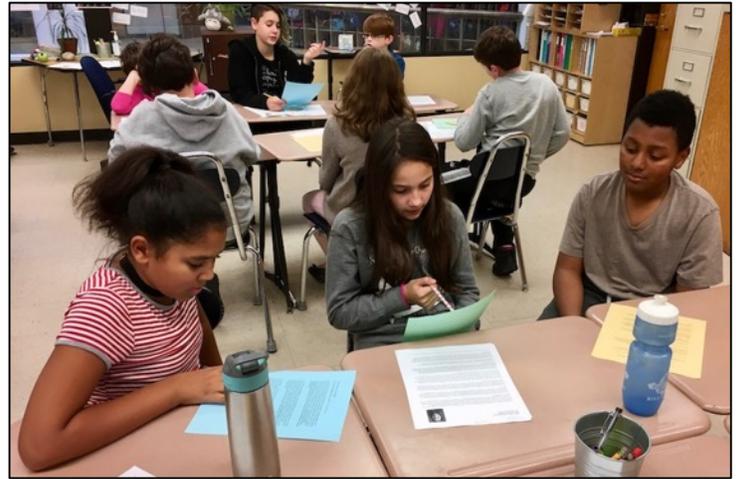
The Newsletter of Record for Sixth Grade

Nov. 17, 2017

Awakening the Senses

We are winding down our study of bridges and barriers in the ancient world and next month will be exploring what those barriers look like in 21st century Rochester. One way we've been able to explore issues of class, religion, and identity is through our Roman journal writing. By merging creative writing with research from informational texts, students have been able to present a "you are there" take on the Romanization of Britannia (England). Bringing these scenes to life means our authors need to do their research, use dialogue convincingly, and employ sensory language to make each scene come alive for the reader.

Mr. Levy came in to share why using sensory language is important to telling a story and we read about the brain-based research that shows that the right words can literally "light up" the language areas of the brain. Our sixth-graders have had the opportunity to revise their work using what they know about the value of descriptive writing and we are eager to read their latest drafts of their Roman journals and see how their revisions awaken the senses.

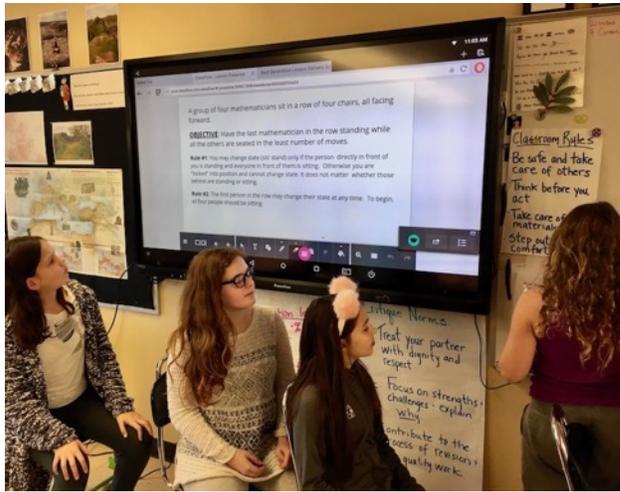


Getting to Know Our Guitars

The guitars have come out of their cases! Sixth-graders have jumped right in with not only learning the parts of the guitar, but learning the strings, and how to read notes in music. It definitely takes practice and motor memory to get it right and it is the perfect opportunity to use that growth mindset.

While we are starting slow, we will be moving toward being able to play an entire piece of music. This may require some students to put a little more time and effort into their work. Mrs. Barone encourages anyone who wants a little more practice time to grab a guitar before Advisory starts and practice finger position and note reading (we have some guitar players in class who have volunteered to help, too!).

Grappling With Models

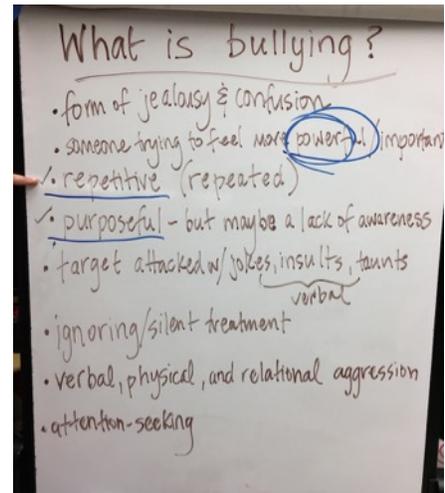


Our latest math grapple problem requires students to use rule-based logic to master a sequence of moves. In some ways, it is even more difficult than multi-step calculations that have defined our previous grapple problems! During our work with ratio, rate and percent, we emphasized the value of using visual models to represent thinking. With this grapple problem, modelling is one of the best ways to “see” the math in action. Some students physically modelled the problem, standing and sitting in accordance with rules, others used manipulatives, others drew pictures to indicate an up and down pattern. We haven’t quite figured it out – yet. Using a graphic organizer to sort-out our thinking has helped us make sense of what is asked of us and what is provided in the problem. Ask your sixth-grader about mathematical models and the last mathematician standing!



Putting the Kibosh on Bullying

- ✓ **Winter Is Coming** - No, the White Walkers aren’t marching on the Back 40, but sixth-graders have come to love *their* “playground.” As the weather changes, however, jackets/ coats, hats, gloves and (when the white stuff starts falling) boots will be necessary for outdoor recess. Start sending the gear in soon!
- ✓ **Barnes & Noble Fundraiser!** - Get the word out to friends, families, neighbors, and co-workers that our class is having a fundraising night, Monday, Dec. 4th. Look for flyers coming home after break. You can also order online!
- ✓ **Exhibition!** - Monday, November 27th at 6:00 – 7:00 p.m. in the Eisenhower Auditorium. Students should dress in black, white or gray (except “tape” crew – please dress in black and yellow!).
- ✓ **Middle School Choices** - Thank you to the families who were able to join us Thursday night. Please watch class webpage for RCSD deadlines regarding lotteries and auditions!



We’ve had some frank and courageous conversations in our class this week about bullying and how we can identify and stop it in its tracks. Through our Responsive Classroom and Ophelia Project work around bullying and relational aggression, we helped students know what it is (an imbalance of power), what it looks/ sounds like (repeated and intentional targeting through physical, emotional or relational aggression), and how to move from bystander to witness and ally. Yes, we have a class full of kind kids, but as we negotiate friendships and our last year together, the social fabric can become torn. Together we can mend it. We will also be exploring how the imbalance of power plays out in our community in our winter expedition (more on that to come soon!).

Your Sixth Grade Team

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