



# THE ROOST REPORTER



*The Newsletter of Record for Sixth Grade*

*Oct. 6, 2017*

## Identity and the Arts



The arts teachers at GCCS are amazing. They have found a way to not only integrate our Bridges & Barriers theme into the arts, they have helped to make the content accessible and personal.

In the visual arts, students are about to embark on a self-portrait project that will allow them to practice their pencil drawing and mixed media techniques, but define their portrait through the use of color, found objects, attire and artifacts that help define who they are. We studied the self-portraits and symbolism of Mexican master Frida Kahlo and next week, Ms. Lockner will share the works of Chuck Close to gain further inspiration. Just as Frida Kahlo reflected her identity in her portraiture, our sixth-graders will get to determine how to share what's on the inside in their works of art. We are excited to share their final products at exhibition night.

In music, Mrs. Barone continues to lead conversations around stereotypes of music and stigmas that are often attached to them. Students have been asked to identify a school-friendly song they would like to share with the class. Students should also be able to explain the genre of music, what stereotypes/ stigmas might be attached to it, and why they like the particular song. It's been fun to hear what the kids have selected - our tastes range from folk to pop to R&B to rap and rock n' roll!

Finally, in the dance studio with Mrs. Johnson, our class is gearing up to take our expedition content and choreograph it to the concepts of identity, prejudice, and the "other." The collaboration of the Neolithic Era, the projection of power of the Roman Empire, and the barriers of the 20<sup>th</sup> and 21<sup>st</sup> centuries will all figure prominently into our dance. Save the date - exhibition night is Monday, November 27<sup>th</sup>. We're looking forward to sharing how identity and the arts intersect!



## Grammar Matters!

Adverb or adjective? Interjection or preposition? The parts of speech got their day in the limelight as we focused on reviewing these terms and practiced using them in a variety of fun ways. Mrs. Jones led the students through a series of lessons around the parts of speech, their use, and application in sixth-grade writing. We played a few fun games and capped it off with a Mad Libs style re-telling of the Three Little Pigs. Grammar, usage, and mechanics are part of our literacy instruction and sixth graders will soon be moving into punctuation usage, with an eye on dialogue and comma rules in service to our narrative writing project starting this month.

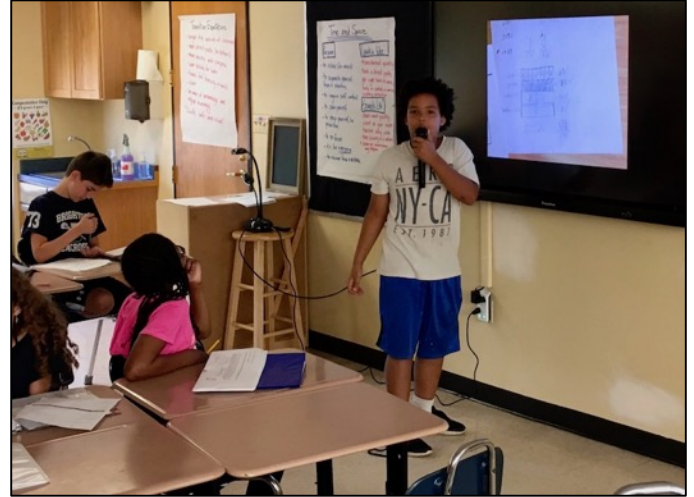
You can support your young grammarian by asking him/ her to review work for quality sentence and paragraph construction, from spelling to capitalization to proper placement of a period. You'd be surprised what gets past them the first time around!



Simon Says...

- ✓ **Tech Time** - Students will need their earbuds/ headphones soon. Please send in for next week.
- ✓ **Homework** - Be sure to read and sign the Weekly Reflection that came home with your student this week. It counts as the first HW assignment of next week. Feel free to leave us feedback regarding any missing or late assignments.
- ✓ **NO School** - No school for kids Monday, Oct. 9 (Columbus Day).
- ✓ **Ah - CHOO!** We are going through tissues a lot faster than we had imagined. Please consider adding a box to your next shopping list and sending them in to our class. Thanks!

## Thinking Like Mathematicians, Part Two



Part of being a sixth-grade mathematician means being able to grapple with a challenging task and using the right tools in your math toolbox to solve the problem. Our weekly grapple problem was called fruit salad and students were asked to solve it using their Habits of a Mathematician. Try this out yourself:

*"A fruit salad consists of blueberries, raspberries, grapes, and cherries. The fruit salad has a total of 280 pieces of fruit. There are twice as many raspberries as blueberries, three times as many grapes as cherries, and four times as many cherries as raspberries. How many cherries are there in the fruit salad?"*

Students were given time to "unpack" the problem and grapple with it. They then had a chance to talk to folks at their crew table about strategies and things they were stuck on. Finally, a clue was provided to get a few students over the hurdle of starting. It was fun to watch kids have "Eureka!" moments and get closer to solving the problem. We then invited mathematicians to share their work and strategies (there were several ways to solve the problem).

Ask your sixth-grader to share his/ her work with you (it's in the math binder they brought home; math assessment Tuesday, they should be reviewing their old work in preparation!). We will be moving onto rate and percentage next in math. Look for another grapple problem soon!

Your Sixth Grade Team

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