



THE ROOST REPORTER



The Newsletter of Record for Sixth Grade

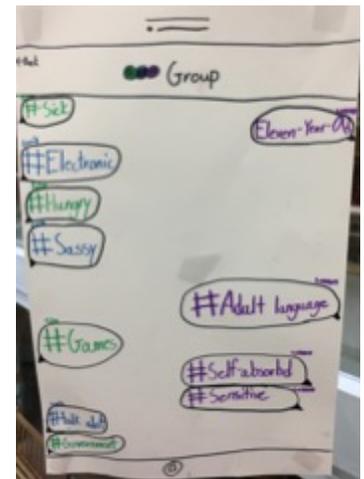
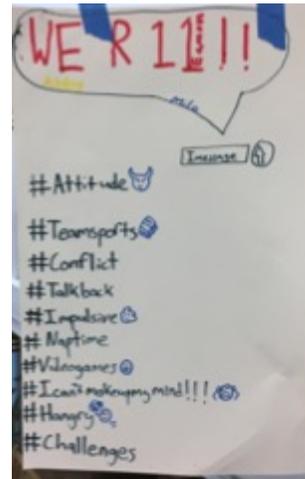
Oct. 13, 2017

#We R 11

As part of our look at identity in sixth-grade, our students had the chance to read all about themselves. Using *Yardsticks'* chapter on Eleven Year-Olds, our class found themselves nodding, giggling, and even blushing with how spot-on the developmental milestones were. Parents may be familiar with these milestones as we conducted a "spirit read" of these descriptors during curriculum night.

Understanding what's ahead developmentally for our sixth-graders helped them understand that while biology and brain science can help them see the big picture, they have a lot more control over outcomes than they might think. This was a great prelude to talking about goal setting and becoming leaders of our own learning.

Every student crafted SMART goals around an academic target and a social/ behavioral target. What makes them SMART? They are worded to be specific, measurable, action-oriented, realistic & relevant, and time bound. Here's an example: "By Feb. 9th, 2018, I will know my multiplication facts fluently enough to get 100% on three different math sprints." Another would be: "By Feb. 9th, 2018, I will have shown greater courage to share my math work by volunteering 4 out of 5 times." Why February 9th you ask? That is our deadline so students can share their progress with you at Student Led Conferences. Ask your sixth grader about his/ her SMART goals.

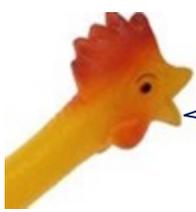


Keyboarding Practice Begins

Our students got started with Typing Club this week and will have keyboarding practice weekly to develop good habits and greater proficiency. The drills and games are designed to help kids orient to home row keys so they develop motor memory and won't need to resort to the "hunt and peck" strategy many of us have fallen into. Your child can also practice at home by using their Google accounts and logging in at gccs6.typingclub.com.

Timelines Can Be Tricky!

Sixth-graders tackled the mysteries of time this week as we explored how timelines work and why historians use them. Most students had a solid grasp of the BC/ BCE and AD/ CE naming protocols, but we puzzled and pondered over the question what is year zero – and can there actually be a year zero? Kids argued their case for and against year zero but ultimately we realized it is merely a construct (or placeholder) to help us make sense of history. We practiced with mini-timelines as crews, then expanded it to a 10,000-year timeline within the class. We even managed to do it silently! Each event represented a bridge or barrier in human history – some we will explore during the remainder of our fall expedition.



Simon Says...

- ✓ **Sneakers** - We really mean it when we say kids need to have a change of shoes for outdoor recess. Between the mud and yes, even dog poop, having a second pair of shoes matters. Students without a change of shoes are relegated to the blacktop (if a second pair of shoes is a hardship for you, please let us know and we will see what we can do about acquiring sneakers for play).
- ✓ **First Four Cities Fundraiser!** - We are making some bucks off of burritos on November 8th at the College Town Chipotle (1360 Mt. Hope Avenue). Look for flyers and online links soon!
- ✓ **Book Orders** - Our next [Scholastic book order](#) is due on Monday, 10/30.
- ✓ **Save the Date!** November 16th we are planning a middle school options evening; more details to come!

Reflecting with the Arts

The value of an arts integrated curriculum means our classroom extends to the arts and the arts extend into our classroom. Writing is a cross-curricular discipline and students write in visual arts, music, and physical expedition. It makes sense, since writing is often viewed as an art whose craft requires years of patient practice! In PE, kids are reflecting on their own bridges and barriers to help inform their upcoming dance. Written reflection provides opportunities to explore ideas, cement learning, develop perspective, and practice voice and we are grateful for our arts team's commitment to this practice.



Your Sixth Grade Team

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