



Mrs. LaFrance's Homeroom Newsletter

February 24 – February 28



Important Date/s to Remember

March 6- Robert Crown

March 10- Step Up Day at Liberty

Upcoming Tests



Monday, February 24

- None

Tuesday, February 25

- None

Wednesday, February 26

- None

Thursday, February 27

- None

Friday, February 28

- None



Friendly Reminder

As a reminder, New Lenox School District 122 has adopted E-Learning Days in lieu of closing school due to inclement weather. Our class has reviewed the E-Learning lessons with students to prepare them for a possible E-Learning day. If you would like your child to have a paper packet, please let me know.

reserved.

A PEEK AT THE WEEK

Reading: We finished up Unit 3 last week with our final assessment. Today, I will introduce the Unit 3 group project. Each group will come up with a new invention that will impact society in a positive way. They are responsible for creating a 3-D model of their new invention as well as creating a Google Slide presentation which will help them to "pitch" their idea; think Shark Tank. 😊 The students will be working on these over the next couple of weeks. A packet will be given to the students with a suggested daily schedule and organizers to help them complete the task.

Along with completing the unit 3 group project, we are also going to move on to Unit 1 which is entitled Childhood. Throughout this unit, we will be exploring the essential question: *What are some challenges and triumphs of growing up?* The Parent letter for this unit can be found below.

Wordly Wise: We will move on to unit 13 this week. Word maps are due on Friday.

L.Arts: We are taking a break from grammar to focus on the Unit 3 project.

*my*Perspectives™
Home Connection

Highlights of Unit 1: Childhood

Dear Family,

In this unit, students will investigate some of the challenges and triumphs of growing up, considering the possibilities both good and bad that lie ahead of them. Students will read a variety of texts, watch a video, and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION

As a class, in small groups, and independently, students will work to answer this question: *What are some of the challenges and triumphs of growing up?* Give your student the opportunity to continue the discussion at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question;
What are some of the challenges and triumphs of growing up?
- Do you learn more from success or failure? Does anyone learn without taking some risks?
- Why do you think coming-of-age stories are so popular in media and books?

UNIT 1 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

from <i>Brown Girl Dreaming</i>	Jacqueline Woodson	memoir in verse
“Calvin and Hobbes”	Bill Watterson	media: comic strip



SMALL-GROUP LEARNING

“Declaration of the Rights of the Child”	<i>The United Nations General Assembly</i>	public document
“Michaela DePrince: The War Orphan Who Became a Ballerina”	William Kremer	magazine article
from <i>Bad Boy</i>	Walter Dean Myers	memoir
“I Was a Skinny Tomboy Kid”	Alma Luz Villanueva	poetry



INDEPENDENT LEARNING

Your student will choose one of the following to read independently. You may want to read it as well so that you can discuss it together.

from <i>Peter Pan</i>	<i>J.M. Barrie</i>	novel excerpt
“Oranges”	<i>Gary Soto</i>	poetry
“The Boy Nobody Knew”	<i>Faith Ringgold</i>	essay
“Raymond’s Run”	<i>Toni Cade Bambara</i>	short story
“Eleven”	<i>Sandra Cisneros</i>	short story

TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What is the most interesting aspect of childhood that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *When did a challenge lead to a triumph?* He or she will write a nonfiction narrative and prepare a recitation, drawing on what he or she learned from the selections studied in this unit as well as the Performance Tasks he or she completed.



Whole-Class Learning Performance Task

After completing the Whole-Class section of the unit, students will learn how to write a nonfiction narrative. They will then write a narrative answering this question: *When did you have to use your imagination to find another way to do something?*



Small-Group Learning Performance Task

After completing the Small-Group section of the unit, your student will work with his or her group to deliver a retelling of a challenge presented in one of the selections in the section.

End-of-Unit Performance-Based Assessment

At the end of the unit, your student will pull together his or her learning by completing a Performance-Based Assessment answering this question: *When did a challenge lead to a triumph?* In response to that question, students will prepare a nonfiction narrative and a recitation.

STANDARDS

Activities and assignments in Unit 1 will help your child meet the following Common Core State Standards for reading literature, informational texts, writing, and speaking and listening. Here are some key standards students will work toward in this unit.

Reading

- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking and Listening

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Thank you for your continuing support!