

# 7 Red Open Pod

March 21, 2016

# Agenda

- Welcome - Mrs. Mellin
- Relay for Life Info
- Math - Mr. Fletcher
- Social Studies - Ms. Pepe
- Science - Mrs. Clark
- Language Arts - Mrs. Elterich
- Upcoming Dates

# Relay for Life: May 7 at Staples from 2-8

Personal Connection: My journey (2 minutes)

Hope for big showing: both fundraising and attendance at the first event right here.

Message to students

Message to you: Shirts and chaperoning

Gratitude: change, other donations, and interest.

shopasf.com      Logowear 1st item in the dropdown menu

In the comments section write:    BMS    Grade 7    HR 235    XL

# Math

Paul Fletcher

# Topics to close out the year.

Chapter 3 - 5 Test

Geometry: Angles

Continue Geometry: Nets, area, and perimeter of 2-D shapes, scale drawings

Surface area, volume, and cross sections of 3-D objects

Statistics: Representing data in different ways, Sampling/populations

Probability: Possible outcomes, events,

End of year Assessment??

# Progress so far

Homework

Quizzes

Test preparation

Test Taking

Test Results

# Mathematical Practices

- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
- 6) Attend to precision.
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

# Honors Algebra - Ms. Sicbaldi

- Just completed: a unit involving piecewise functions... big test last week!!!
- New unit of study: absolute value functions
- Students will be working on a project during SBAC week
- General Info:
  - HW assignments are on Schoology
  - Grade are on Home Access Center
  - Extra help is offered every morning in the World Language office
- Students need to bring calculators to class every day



# Social Studies

Alyssa Pepe

# Social Studies

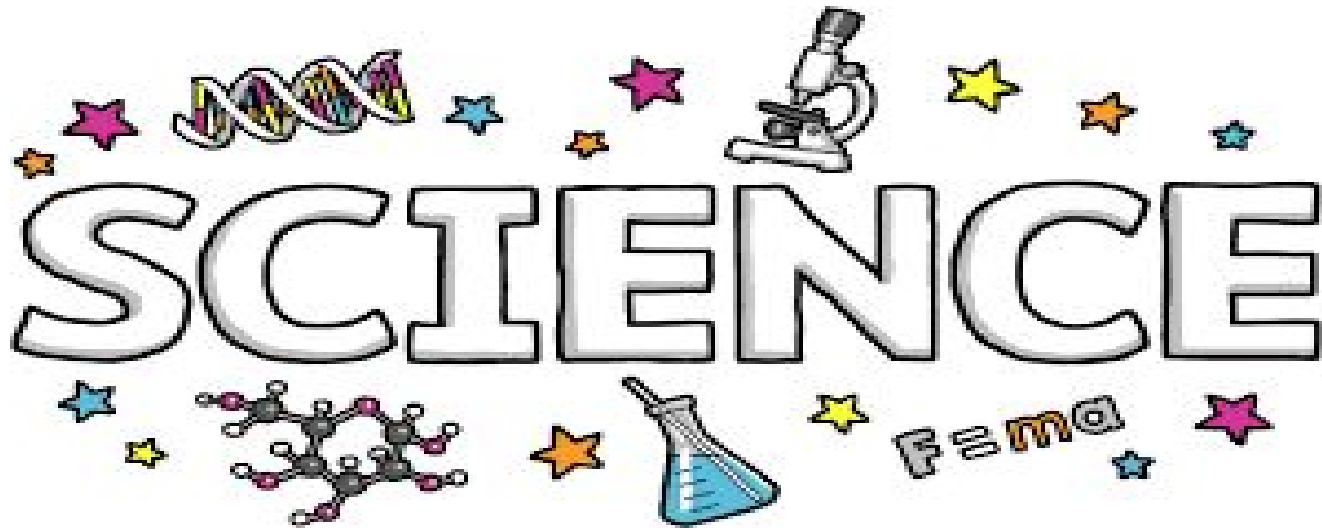
## Curriculum

- Finishing Modernization and Progress Unit
  - **Test** April 5th
  - Argumentative **essay** to follow: Does modernization always mean progress?
- Global Citizenship Unit
  - Reading **Bomb** by Steve Sheinkin
  - **Research Project**: How can global citizens ensure that new technologies are being used to benefit society?

# Social Studies

## Skills:

- Reading
  - **Annotating**, notetaking
- Research
  - Developing **questions**
  - Finding **answers**
- Argumentative Writing
  - Developing **claims**
  - Supporting claims with **evidence**
  - **Explaining** the connection between the evidence and claim
- Presentation
  - Presenting capstone **project**



Karen Clark

X1558

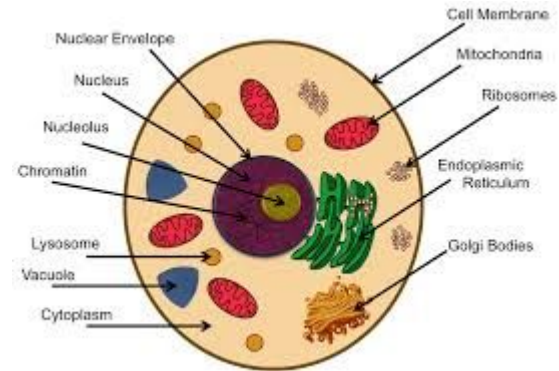
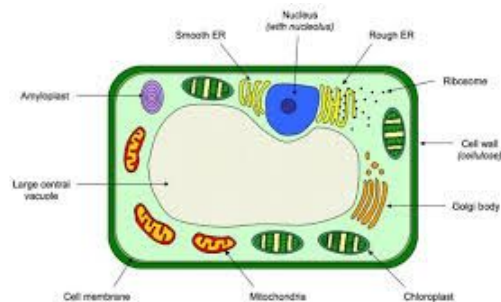
[kclark@westport.k12.ct.us](mailto:kclark@westport.k12.ct.us)

# What's going on in Science these days...

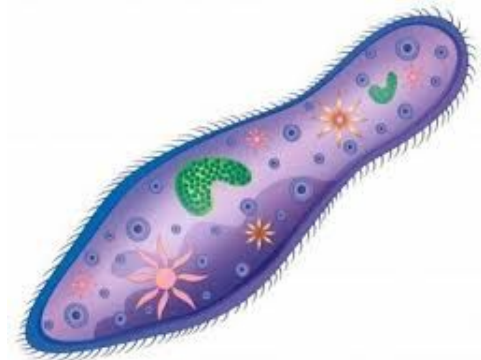
- Finishing “How to Use Microscopes”
- What are Cells and their Organelles?



- Compare the structure of different cells; plant, animal and bacterial
- Cell Theory and the history of the discovery of the cell.



- We will use microscopes to look at; animal cells, plant cells and Protista
- The microscope skills progress to the point where they can focus on a moving “animacule” in pond water.

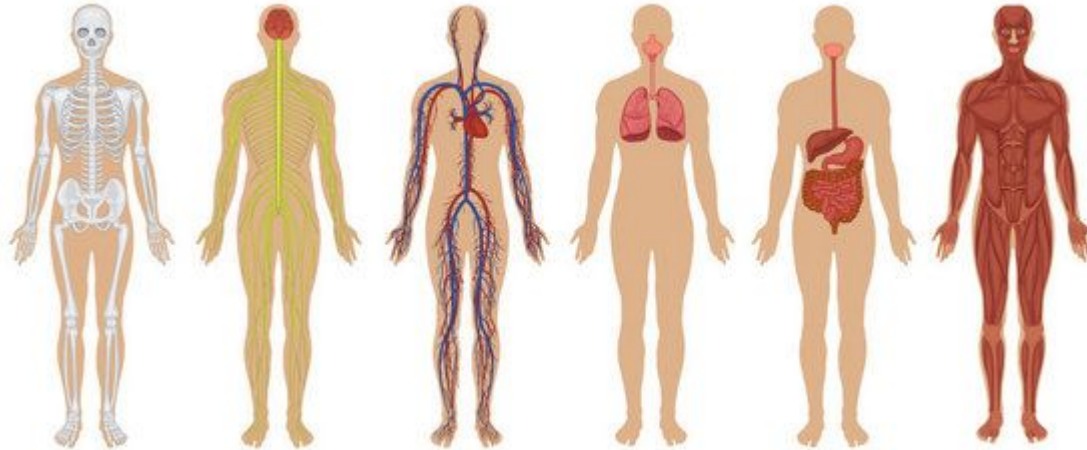


# Body systems will follow cells...

- Cardiovascular
  - Pulmonary
    - digestive
- Musculoskeletal



- Body Systems; cardiac, pulmonary, digestive and musculoskeletal
- Normal everyday function versus illness



# Language Arts

Emily Elterich

# Writers' Workshop: Writing about Reading

Choice

Freedom to explore ideas  
(with support)

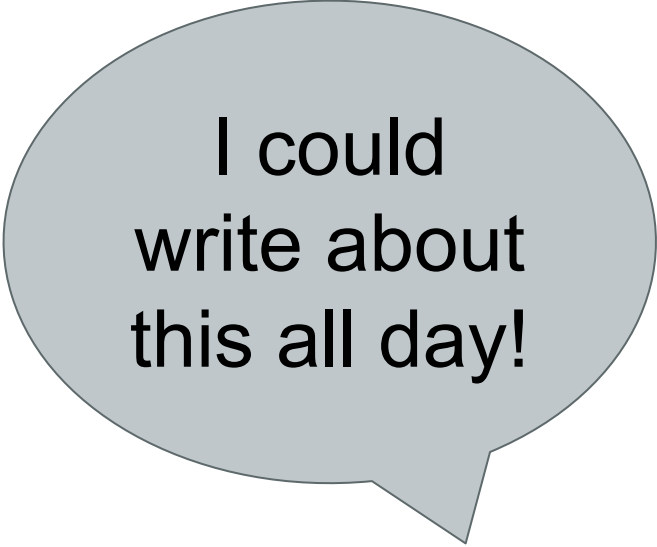
Recursive revision

Deeper literary analysis

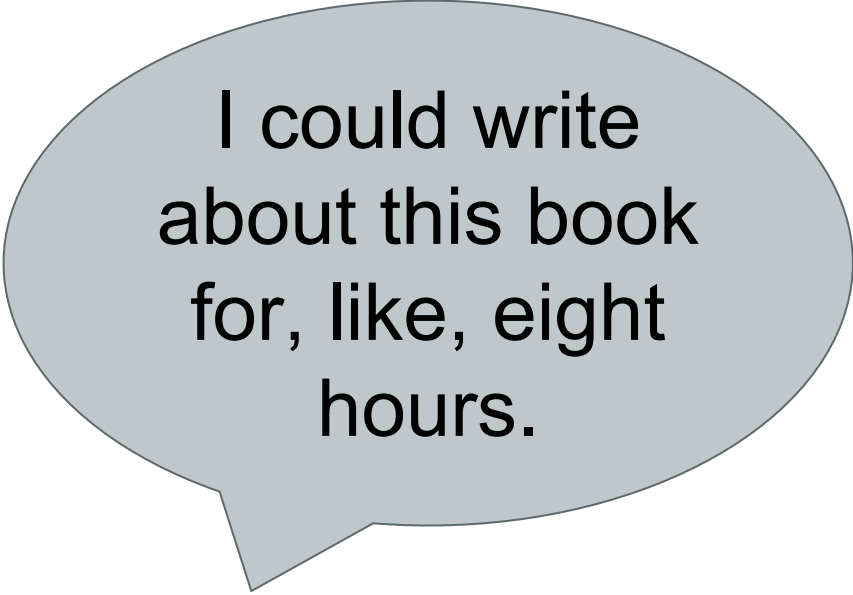
End Product: Companion Guide

# Choice

Actual quotes overheard in LA class during this unit...

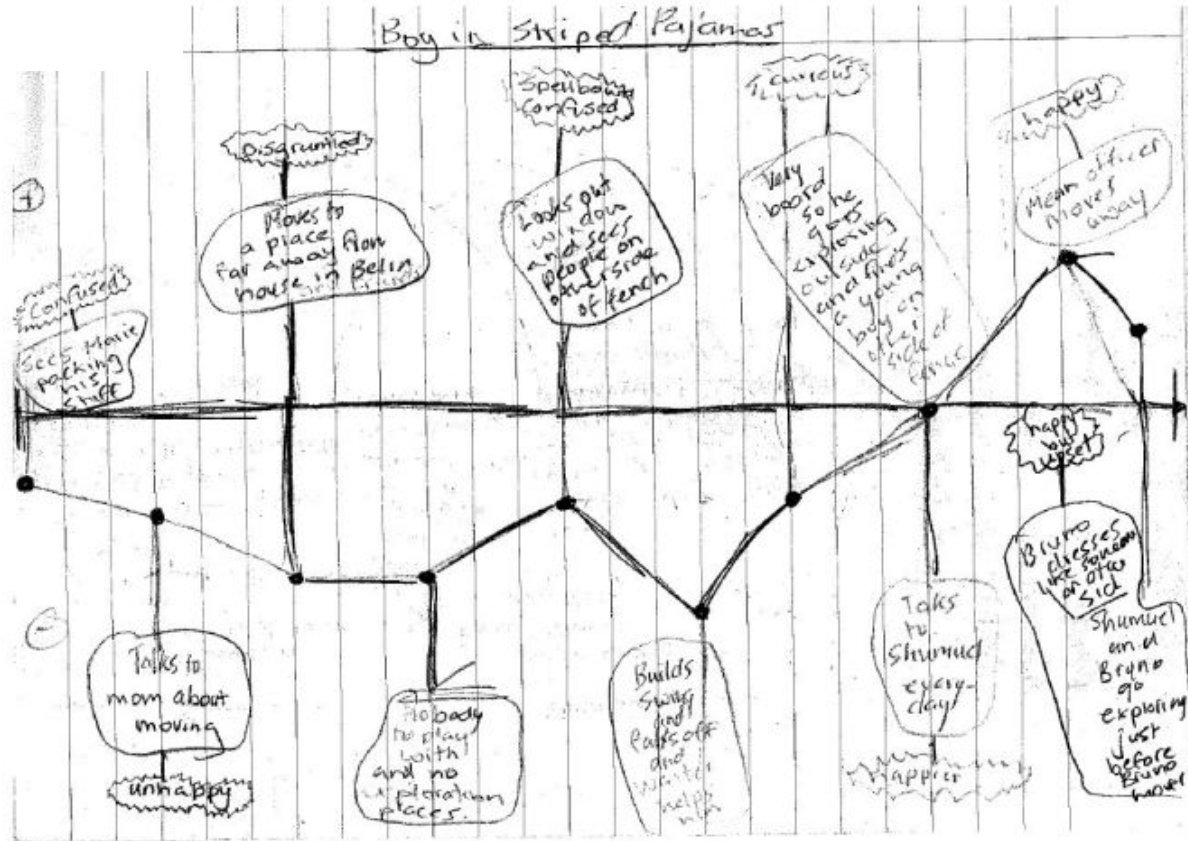


I could write about this all day!

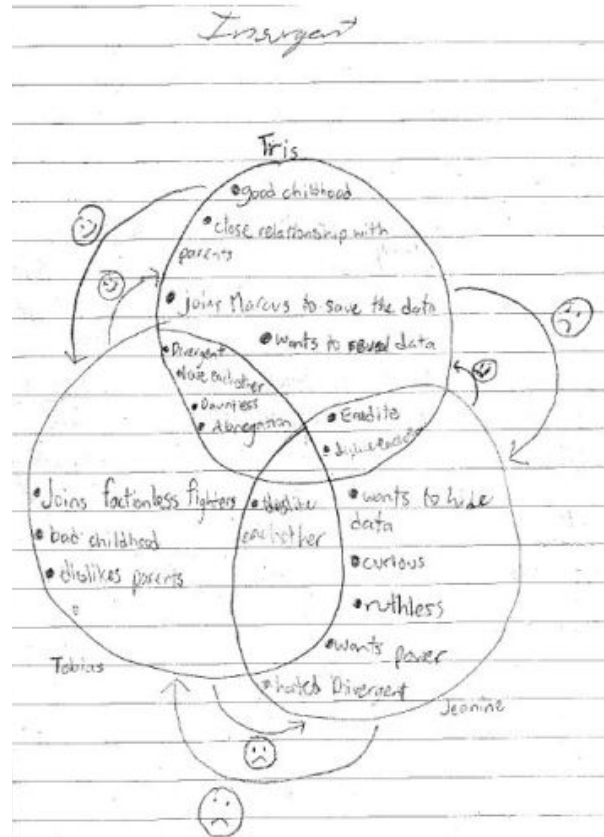


I could write about this book for, like, eight hours.

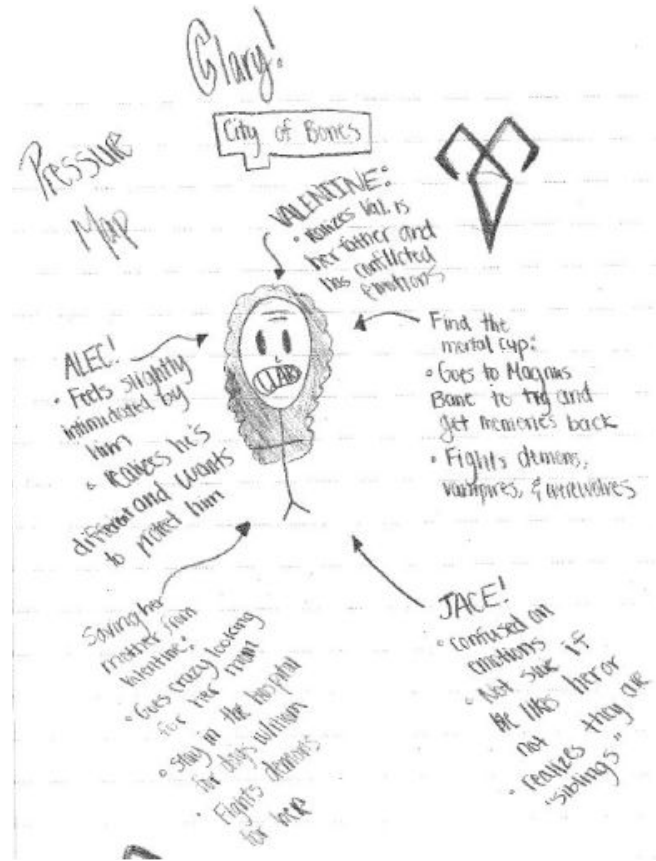
# Explore Ideas Using a Toolbox of Strategies



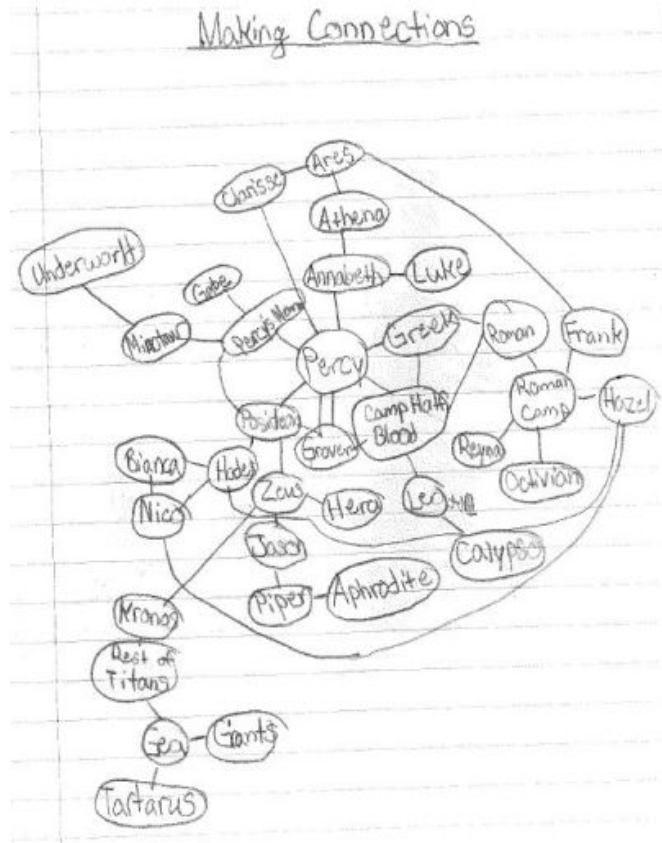
# Explore Ideas Using a Toolbox of Strategies



# Explore Ideas Using a Toolbox of Strategies



# Recursive Revision: Explaining Thinking



- What was I thinking when I made this chart?
- How can I explain my idea so that it is clear to others?



# Recursive Revision: Incorporating Evidence to Elaborate

- What am I saying about \_\_\_\_\_?  
(This is the **point** you are making.)
- What details will I use from the story to support my thinking?  
(These are the **details** that you will elaborate on.)

# Recursive Revision: Big Ideas/Specific Details

PEOPLE DON'T NEED TO OVERCOME THEIR DIFFERENCES, THEY NEED TO EMBRACE THEM.

In the book *A Mango Shaped Space*, Mia feels different from everyone else, and she feels that compared to others she is a freak. She says on page 96 when everyone knows about her synesthesia, "Maybe I'm overreacting. Maybe it won't be that bad after all. Then why do I keep hearing freeeeek, freeeeek, freeeeeeeeek over and over in my head?" So, when Mia first learns that her colors are a result of synesthesia, her main goal is to "cure" it so that she can be "normal". On page 110, Mia says "it would be nice to be like everyone else." But later, when she loses her colors, Mia realizes that they are a part of her and she should embrace it.

# Deeper Literary Analysis

- Theme
- Writers' Craft Moves
- Author's Purpose
- Symbolism
- Text Structures

# Companion Guide:

A polished collection of several short pieces that showcase insights and original thinking about the book

## Companion Guide: *A Mango-Shaped Space*

Introduction

Chapter 1: Synesthesia in the Real World

Chapter 2: Mia's Soul Theory & Mango

Chapter 3: The Other Synesthetes- A Whole New World

Chapter 4: What is Mia Really Afraid of?

Conclusion

## Companion Guide: *Divergent*

Introduction

Chapter 1: The Divergence Struggle

Chapter 2: Initiation Process: Fair?

Chapter 3: Tris and Her Mother

Chapter 4: Caleb's Side (Fan Fiction)

Conclusion

# What Now?

## Research-based argument (essays and debate)

Making claims and backing them up with supporting evidence, using informational texts.

Competitive sports are not good for kids because injuries can cause permanent damage.

- NFL players have experienced Alzheimer's-like symptoms in their 40s.
- Traumatic brain injuries can affect vision, balance, and memory.
- Teenagers have died after playing too soon after a concussion.

## What's next?

**April-May:** Memoir (book clubs and writers' workshop)

**May-June:** Historical Fiction book clubs

# Important Dates

- Good Friday (no school): Fri 3/25
- 7th Grade SBAC Testing: Tues 3/29-Thurs 3/31
  - Bring book and headphones!
- End of 3rd Quarter: Tues 4/5
- April Break: 4/18-4/22
- Relay for Life: Sat 5/7
- Transition Meeting with Grade 8 Teachers :  
Fri 5/13 at 11:15