

New Monday  
New week  
New goals

# Monday, November 12

- Your seats have been chosen - find your tags.

If there is a problem with your seat unbeknownst to me,  
come

and find me privately and we will talk.

- Copy down your assignments - get your assignment book signatures ready to show me.
- MAKE YOUR LUNCH COUNT AND MAKE IT LEGIBLY
  - Get your Monday folders signed!!!!
  - SPELLING TEST will be on FRIDAY this week.

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RW (M): We will actively *infer, question, and connect* as we continue our book study of *The Giver* ch. 5



- Opening: Read *The Giver* ch. 5, taking notes in your journal as you read.
- Work period: Answer the following questions in your journal *WITH TEXT EVIDENCE*:
  1. What do you think of the morning dream-telling ritual? What do you think is the true **purpose** of the daily telling of dreams?
  2. At one point, the clean-up of meals is referred to in this chapter. Using evidence from the text, how do you think meals are prepared and served?
  3. How do Lily's and Mother's dreams reveal their feelings about the community's structure.
  4. According to the Book of Rules, why must Jonas start taking a pill every day?
  5. Explain in your own words what happened to Jonas (keep it classy!) in this chapter and what effect the pills have on him.
  6. Explain how you would feel if you had to report all of your dreams and feelings to your family and the government.
  7. Why do you think "Stirrings" are treated with pills in this community?
  8. At this point, what is your opinion about the society in the book? USE TEXT EVIDENCE to support your answer.
    - Finished? Define vocab, read your own book, study for this week's spelling/vocab test.
- Closing: Share/discuss

# WW (M): Veteran's Day: Fact vs. Fiction



- Opening: Rambo vs. John Rambo
- Work Period: My Life without a Vet

Let's take a right we take for granted, don't think about, assume everyone has – our “fiction” – and do some research – find the FACT behind it

- HOW did we get it?
- WHAT did it cost?
- WHO DOESN'T have it?
- WHERE is it not enjoyed?
- WHEN was it earned?



- Let's take a moment to look deeper into a right we enjoy and recognize the price that was paid for us to have it

- Closing: Share out

# WW (M): Veteran's Day: Fact vs. Fiction



- Opening: Rambo vs. John Rambo
- Work Period: The TRUE life of a VET

Let's step away from how movies, picture books, etc. depict the life of soldiers - "fiction" – and do some research to find the FACT behind how their lives REALLY are – the

- WHO
- WHAT
- WHERE
- WHEN
- WHY
- HOW

of it all.

- Let's take a moment to look *deeper* into what it takes to have the rights we enjoy and recognize the price that is paid for us to **have them.**

- Closing: Share out





WW (M): We will *formulate* an effective ending for our personal narratives.



- Opening: What are the various ending options for personal narrative texts?
  - Take notes in journals, view examples
  - <https://youtu.be/GJMQWNd1TT8>
- Work Period: Which ending format do you feel would be the best option for YOUR story?
  - Attempt three – LABEL with appropriate heading (FA)
- Closing: Share and compare – which do you feel fits your partner's story MOST effectively?



## Math (M): How can we use a number line to represent solutions of an equality?

- Opening: What is your height?
  - Measure each other and record your height
  - Write your height on a post-it note in BOTH feet/inches AND inches *only*
  - Participate in a game of “this side/that side” using height
- Work Period: Activity 1, 2, 3, pg 88, 89
  - In table groups, DISCUSSING AND ASKING as you work
    - Finished? Flashcards – complete/study
- Closing: Class discussion – questions/concerns/answers

# SS (M): We will understand and connect the concept of *globalization* as it relates to our class, our school, and our world.

Opening: What is *globalization*?

- In GROUPS, on notebook paper -
- Read ch. 4 section 4, pgs 97-100
- Section 4 Assessment, 1-3 (FA)
  - Pg numbers!
- Work period: What is on your tag?
  - Using the tags in our class, do a survey hunt – from what countries does our “stuff” (clothing, back packs, lunches, etc) come? Begin a log/tally
  - After collecting a reliable amount of data, GRAPH what you have found –
    - Type of graph is up to your group
    - Must be labeled and “*mathable*”
- *Closing*: What have we found?
  - Combine our data
  - Place on our class map
  - Discuss – what do the results tell us?





# Tuesday, November 13

- Same seats as yesterday.
- Copy down your assignments
- **WORK ON AND STUDY FOR YOUR SPELLING T**  
it will be on **FRIDAY** this week.
- **MAKE YOUR LUNCH COUNT AND MAKE IT LEGIBLY**
- Anything to be passed out today?





RW (T): We will actively *infer, question,* and *connect* as we continue our book study of *The Giver* ch. 6

**Opening**: Discuss ch. 5 - questions, thoughts, comments?

**Work period**: 1) read ch. 6 of *The Giver* – as you read, take notes and track your thoughts. 2) In your journal, under the “Word Work” section, define the following words from chapter 5/6 – BE SURE THEY FIT THE CHAPTER CONTEXT!!

*Interdependence*   *indulgently*   *Reprieve*   *Inadequate*  
*Relinquish*   *Exuberant*   *somber*   *Indicate*   *Cringe*   *Infringe*  
*Invariably*   *Meticulously*   *scrupulously*

*Finish – continue working on this week’s spelling/vocab*

• **Close**: What words can you make a personal goal to apply in today’s writing?

WW (W): We will *analyze* and *evaluate* our writing and make necessary improvements.

- Opening: <https://www.youtube.com/watch?v=uuiBmkTb7Dw>

- WATCH FIRST!!!

- Work Period: Using your “personal narrative rubric,” work

ALONE and TOGETHER to write and REWRITE, EDIT and

*PEER-edit* your work AND your classmate’s work

- *What does your personal narrative still need to be its most effective?*

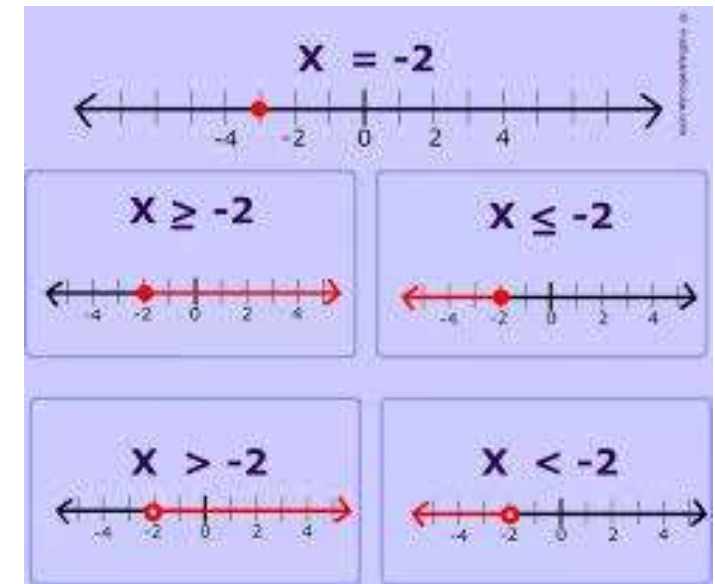
- *Finished?* Read, work on spelling, Study Island, etc.

- Closing: Share one thing you have improved BECAUSE of today and one thing you know FOR SURE you will work on tomorrow.



# Math (T): We will *translate* inequalities through the use of number lines.

- Opening: “<” “>” *run to game.*
  - Pg 90, 91, Example 1, 2, 3
    - Check over, discuss
- Work Period: pg 92, 93 #5-8, 26-29
  - Grade/discuss (FA)
  - Questions?
- Closing: Multiplication/equation review



SS (T): We will *examine* how humanitarian groups respond to human crisis.

- Opening: What ARE humanitarian groups?
- Work Period: Assign each group a human “crisis” (define crisis)
  - <https://www.irinnews.org/feature/2018/01/01/ten-humanitarian-crises-look-out-2018>
  - Research your group’s event
  - Create a presentation – who, what, where, when, why, how; WHO has helped with this event?
    - That is the FOCUS – WHO is helping “your” people? What humanitarian group is responding to the people who need them?
- Closing: What have you learned? What are you wondering



# Wednesday, November 14

- Same seats as yesterday.
- Copy down your assignments
- MAKE YOUR LUNCH COUNT AND MAKE IT LEGIBLY
- Anything to be passed out today?
- WORK ON AND STUDY FOR YOUR SPELLING TEST –  
it will be on FRIDAY this week.

# RW (W): We will *translate* our questions /thoughts into answers for The Giver ch 6.

- **Opening**: Share ONE thought/ONE questions/ONE vocab word
- **Work period**: Answer ch. 6 comprehension questions INDEPENDENTLY in your Giver journal – include TEXT EVIDENCE.
  1. What do you think of the pledge the family has to sign about Gabriel?
  2. Why, according to the narrator, would it have been especially sad if they had needed to release Gabriel? What do you think of this?
  3. What do you think of the concept of the replacement child?
  4. What, if anything, strikes you as strange about the Ceremony of Loss?
  5. Does the community distinction between release and Loss make sense to you? Explain.
  6. What do you think of the description of the impact Fritz's transgressions have on the community?
  7. Do you think it would be possible in our world to have a match-making service with a 100% success rate, like the one in the community? Explain.
  8. What values does the community embrace and encourage? What is interdependence?

Finished? Read your own book/study for this week's spelling/vocab test.

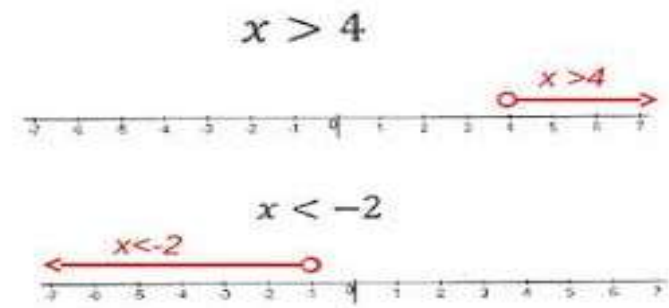
- **Closing**: Share/Discuss

WW (R): We will *design, publish, and share* our final Thanksgiving stories.

- **Opening**: Using your “personal narrative rubric,” work ALONE and TOGETHER to write and REWRITE, EDIT and *PEER-edit* your work AND your classmate’s work
- **Work period**: begin final copies/published version
  - USE YOUR RUBRIC TO GUIDE YOU
  - Finished? Write, study, read, etc. CHOOSE WISE
- **Closing**: Share your stories as time allows 😊



Math (W): We will *translate* inequalities through the use of number lines.



- Opening: <https://www.khanacademy.org/math/algebra/one-variable-linear-inequalities/alg1-inequalities/v/plotting-inequalities-on-a-number-line>
- “<” “>” kid-created *scavenger hunt*.
- Work Period: pg 92 #1-4, 9-17, 20, 24
  - SHOW YOUR WORK
  - Formative assessment
  - Finished?
    - Create multiplication flashcards and practice math fluency
- Closing: Multiplication/equation review

# Sci (W): What is the transfer and transformation of energy?



- Opening: Show me some energy (you'll see ....)
- Work Period: Read ch. 4, lesson 2 – TAKE NOTES IN YOUR JOURNAL AS YOU GO
  - Answer lesson 2 review questions on notebook paper – (FA)
  - “Marshmallow Catapult” image.png
    - Make a chain of rubber bands (you can double it to make it stronger) with the ring in the center.
      - Overlap two rubber bands and pull the bottom one through the one on top and then through itself. Secure your catapult to a chair, set up a few targets and watch the elastic energy stored in the rubber bands *transform* into the energy of motion when you let go of the marshmallow.
      - As you do so, create a sketch in your journal of the catapult set-up, using the scientific terms and explaining the SCIENCE BEHIND THE LAUNCH.
      - Be sure to use the KEY TERMS from lesson 2!! (Sketch and terms - SA)
  - Closing: Share out



# Thursday, November 15

- Same seats as yesterday.
- Copy down your assignments.
- MAKE YOUR LUNCH COUNT  
AND MAKE IT LEGIBLY
- Anything to be passed out today?
- WORK ON AND STUDY FOR  
YOUR  
SPELLING TEST – it will be on  
FRIDAY this week.



**KEEP  
CALM**

**ONLY**

**TWO DAYS**

# RW (W): We will *translate* our questions /thoughts into answers for The Giver ch 7.

1. Explain how the newchildren are identified before they are named. What do you think YOUR'S would have been?
2. Tell how the Chief Elder is determined.
3. Summarize the behavioral goals of the Elevens and the younger children.
4. Examine the character of Fiona and her abilities.
5. Analyze how many students are assigned to each job per year, and how this ensures a steady flow of workers for the community.
6. Articulate why using precise language is important to the community.
7. Explain how Asher was disciplined for using the incorrect word for "snack." Assess whether he received an appropriate or inappropriate consequence for misusing a word. Provide reasons to support your answer.
8. What is Asher's Assignment? How does his Assignment affirm the Committee's choice of Assignments?
9. Describe what occurs as Jonas waits to be called to the stage.
10. Explain what Jonas thinks when his number is skipped.

WW (R): We will *design, publish, and share* our final Thanksgiving stories.

- **Opening**: Questions? Where are you on your final copies? What do you still need?
- **Work period**: complete final copies/published version
  - USE YOUR RUBRIC TO GUIDE YOU
  - Finished? Write, study, read, etc. CHOOSE WISELY.
- **Closing**: Share your stories as time allows 😊

# Math (R): We will *translate* inequalities through the use of number lines.

- Opening: Status check – how are we on our number lines?
- Work Period: Practice sheet – complete, **SHOW WORK**
  - SHOW YOUR WORK
  - Formative assessment
  - Finished?
    - Create multiplication flashcards and practice math fluency
- Closing: Multiplication/equation review

Screen Problems:  
ONLY ON NUMBERLINE IF  
TRUE!

1)  $x-6 < -14$ ;  $x = 4$

2)  $17+5 > y$ ;  $y = 23$

3)  $0 > 3x-3-6$ ;  $x = 4$

4)  $4x+1-1 \geq -8$ ;  $x = 5$

5)  $-1 \leq 2n+4-5$ ;  $n = 5$

6)  $-6 > 5n+5+4$ ;  $n = -11$

7)  $0 \leq 2n+3n$ ;  $n=2$

8)  $2p-4p \leq -2$ ;  $p=0$

9)  $7 < -(-k-3)+2$ ;  $k=-3$

10)  $3-2(n-4) > -1$ ;  $n=-3$

# Sci (R): Complete incomplete work

- Reading – questions from ch. 7 (board)
  - Monday SS - Create a presentation – who, what, where, when, why, how; WHO has helped with this event?
    - That is the FOCUS – WHO is helping “your” people? What humanitarian group is responding to the people who need them?
- Final Copies – Personal narratives, Thanksgiving
- Wednesday Science - Read ch. 4, lesson 2 – TAKE NOTES IN YOUR JOURNAL AS YOU GO
  - Answer lesson 2 review questions on notebook paper – (FA)
- Today’s Math (side)
- Spelling/vocab – test tomorrow
- Math fluency Flashcards
- Read
- Turn In: science energy, narratives, reading ch. 6 questions, math wksht,

Screen Problems:  
ONLY ON NUMBERLINE IF  
TRUE!

- 1)  $x - 6 < -14$ ;  $x = 4$
- 2)  $17 + 5 > y$ ;  $y = 23$
- 3)  $0 > 3x - 3 - 6$ ;  $x = 4$
- 4)  $4x + 1 - 1 \geq -8$ ;  $x = 5$
- 5)  $-1 \leq 2n + 4 - 5$ ;  $n = 5$
- 6)  $-6 > 5n + 5 + 4$ ;  $n = -11$
- 7)  $0 \leq 2n + 3n$ ;  $n = 2$
- 8)  $2p - 4p \leq -2$ ;  $p = 0$
- 9)  $7 < -(-k - 3) + 2$ ;  $k = -3$
- 10)  $3 - 2(n - 4) > -1$ ;  $n = -3$





# Friday, November 16

- Same seats as yesterday.
- Copy down your assignments
- MAKE YOUR LUNCH COUNT AND MAKE IT LEGIBLY
- Anything to be passed out today?
- WORK ON AND STUDY FOR YOUR SPELLING TEST – it will be today!

Happy Thanksgiving to you and yours! I am so VERY thankful I am getting to know you all & teach you all – see yall when we get back!

– Mrs. C

*Interdependence indulgently Reprieve Inadequate Relinquish*  
*Exuberant somber Indicate Cringe Infringe Invariably*  
*Meticulously scrupulously*

1. The customers in line \_\_\_\_\_ as the toddler began to scream at the top of his lungs as his mother tried to get him to leave.
2. Students everywhere on campus will be walking in an \_\_\_\_\_ mood on this day before fall break.
3. I will be looking to mid-term test scores to \_\_\_\_\_ on which skills we need to be focusing this next semester.
4. "I was tired" is an \_\_\_\_\_ excuse for not studying for your tests.

*Interdependence indulgently Reprieve Inadequate Relinquish*  
*Exuberant somber Indicate Cringe Infringe Invariably*  
*Meticulously scrupulously*

1. The customers in line \_\_\_\_\_ (cringed) as the toddler began to scream at the top of his lungs as his mother tried to get him to leave.
2. Students everywhere on campus will be walking in an \_\_\_\_\_ (exuberant) mood on this day before fall break.
3. I will be looking to mid-term test scores to \_\_\_\_\_ (indicate) on which skills we need to be focusing this next semester.
4. "I was tired" is an \_\_\_\_\_ (inadequate) excuse for not studying for your tests.

Stations (Fri): We will work cooperatively to *design* and *evaluate*, using the concepts we have learned this week.

- **Station 1: Readers:** Group discussion – chapter 7, group discussion questions - finished? Read your own personal book.
- **Station 2: Science:** Science Station: **Marshmallow Catapult** (directions at stations, be sure to work cooperatively and carefully! SA!)
- **Station 3: Computer/Techno:** Study Island, AR tests, etc
- **Station 4: Writers:** COMPLETE and turn in your Thanksgiving personal narrative – finished? Read your own personal book.

Whole group work:

- 1) “Converting Energy” experiment attempt two
- 2) Spelling/vocab test
- 3) Whole class novel

# “Marshmallow Catapult”



1. Make a chain of rubber bands (you can double it to make it stronger) with the ring in the center.

1. Overlap two rubber bands and pull the bottom one through the one on top and then through itself. Secure your catapult to a chair, set up a few targets and watch the elastic energy stored in the rubber bands transform into the energy of motion when you let go of the marshmallow.

2. As you do so, create a sketch in your journal of the catapult set-up, using the scientific terms and explaining the SCIENCE BEHIND THE LAUNCH.

3. Be sure to use the KEY TERMS from lesson 2!! (Sketch and terms - SA)



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- **Opening:** Share ONE thought/ONE questions/ONE vocab word
- **Work period:** Answer ch. 7 comprehension questions INDEPENDENTLY in your Giver journal – include TEXT EVIDENCE.

1. What gave/gives YOU a slight advantage?
2. Pg 51 – “adult at 12 years old” – agree/disagree? DEFEND.
3. Pg 52 – What is one difference of which YOU are proud?
4. Explain how the newchildren are identified before they are named. What do you think YOUR’S would have been?
5. Tell how the Chief Elder is determined.
6. Summarize the behavioral goals of the Elevens and the younger children.
7. Examine the character of Fiona and her abilities.
8. Analyze how many students are assigned to each job per year, and how this ensures a steady flow of workers for the community.
9. Articulate why using precise language is important to the community.
10. Explain how Asher was disciplined for using the incorrect word for “snack.” Assess whether he received an appropriate or inappropriate consequence for misusing a word. Provide reasons to support your answer.
11. What is Asher’s Assignment? How does his Assignment affirm the Committee’s choice of Assignments?
12. Describe what occurs as Jonas waits to be called to the stage.
13. Explain what Jonas thinks when his number is skipped ... the COMMUNITY thinks ... YOU think ....

Finished? Read your own book/study for this week’s spelling/vocab test.

- **Closing:** Share/Discuss

# Marshmallow Explanation:

- The science behind the fun is called TRANSFORMATION OF ENERGY. When you pull the rubber band back, you are doing WORK on the rubber band. How much WORK you do depends how hard you pull on the rubber band (FORCE) and on how far back (the DISTANCE) you pull the rubber band.  $WORK=FORCE \times DISTANCE$ . The work you do is stored as ELASTIC ENERGY in the rubber bands. When you release the rubber band, the rubber band then does WORK on the marshmallow and the ELASTIC ENERGY is transformed into what is called KINETIC ENERGY (the energy of motion) in the flying marshmallow. When the marshmallow hits something and stops, the KINETIC ENERGY is then transformed into heat, or HEAT ENERGY. In other words, the ENERGY you produce by pulling back on the rubber bands isn't lost. It's just transformed from one kind of energy to another.

## Friday – Science Station: The Science of Flash Lights

You will make their own mini flashlights from LEDs, button batteries, and strips of aluminum foil, also learning about the anatomy of a battery, begin to see how circuits work, and discover how handy an on-off switch can be.

*(Complete in your Science Journal)*

### “The Science of Flash Lights”



**Question:** How do flashlights work?

**Hypothesis:** I predict that ....\*\*\*\*

**Materials** (you don't need to write this in): one LED, one 3V 2032 button battery, one 3 x 5 card, at least four strips of masking tape or stickers, scissors, [“Flashlight Maker” worksheet](#), a strip of aluminum foil that's about 4 inches wide and about 12 inches).

**Steps:** Put together the flashlight – As you do so, create a sketch in your journal of the catapult set-up, using the scientific terms and explaining the SCIENCE BEHIND THE LIGHT. Be sure to use the KEY TERMS from lesson 2!! (SA) *Are there other materials that could be used besides foil?*

**Data/Observations:**\*\*\*

**Conclusion:**



# Friday – Science Station: Converting Energy

## For this experiment you will need:

- a pie plate or cake pan
- a small piece of white paper
- a magnifying glass
- a glass of water

Your goal is to concentrate the solar energy coming from the sun with the magnifying glass, effectively converting the *solar* energy into *thermal* energy. If you can heat the paper until it actually burns then you have been successful.

## Directions:

1. Rip off a small piece of paper and find a place with direct sunlight.
  2. Place the scrap in the pan and try to focus the light with the magnifying glass into a tiny circle on the paper.
  3. Keep it there – time/log/observe
  4. Next – do the SAME THING but this time with BLACK paper – time/log/observe
- ? What does this show us?