



# Ms. Spradley's Swimmers

"Swim to success, use your brain for the best!"



## 6<sup>th</sup> Grade NEWS OF THE WEEK

- ❖ **REMINDER: Our class will be attending the Youth Learning Institute in Pickens South Carolina, April 28<sup>th</sup> – 30<sup>th</sup>. The cost of the field trip will be \$180 and that includes travel, food, and room/board for 3days and 2 nights.**
- ❖ **I HAVE ALREADY BEGUN COLLECTING FIELD TRIP PAYMENTS FOR THE MONTH OF JANUARY.**



### **What's New!!!**

This semester students will explore their learning through a more in depth approach of the inquiry process. This means that they will have more opportunities to explore various resources independently or with a group, in order to acquire answers to questions that are given to them or questions they are inquiring about. Students have been encouraged to use various resources such as informational texts, the internet, and other outside resources.



### **Math: Percents, Ratios, and Proportions**

This week we began working with percents. Students explored turning percents into decimals and fractions and vice versa. Next week we will begin to explore ratios and proportions. As we move closer to PASS, students will be encouraged more to work through math problems using their problem-solving skills. It is also important that students go back and check their work to make sure they have not made any careless errors.

### **ELA: Idioms, Euphemisms, Connotation, and Denotation**

This week we took a closer look at interpreting idioms, euphemisms, connotation, and denotation through literary texts. Some students were familiar with these terms, but could not recall exactly what each term meant. As we explored the meaning of each term, we also found examples by looking at various websites, hearing examples from students in class, and identify examples in the book, No More Dead Dogs.

**\*\*Biography Reports due January 27<sup>th</sup>, 2010.**

### **Science: Water Cycle**

The water cycle is a topic of review for students, but this year we looked at some of the other processes in the water cycle. Students were challenged to summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation, transpiration, respiration, condensation, surface-water flow, and groundwater flow).

### **Social Studies: Roman and Greek Civilizations**

With this unit, students will be doing lots of exploring and inquiring independently and in groups as they work to find answers to various questions. This week, students used non-fictional books and the internet to complete a graphic organizer that asked them to compare the contributions of the following people in philosophy, architecture, literature, art, science, and mathematics: Socrates, Plato, Archimedes, Aristotle. Next week, students will be responsible for comparing the classical Greek civilization to the classical Roman civilization. They will focus on the significant political and cultural features of both civilizations. Students will also work together to put on a play about the Romans and/or the Greeks. Hopefully, we will be able to present this at our next gather, coming in two weeks. As students work on their graphic organizers, I will walk around and monitor students' progress.