



CONFERENCES

[repeat]

Parent, student, and teacher conferences are:

- Wednesday, October **29th** from 9am-8pm
- Thursday, October **30th** from 9am-8pm



A message from the administration:

At long last, the day that you have been waiting for is finally here! Our online conference scheduling system is now live and ready for you to sign up. The link below will take you to the login site where you can create your username and password. You will need to do this even if you used the system last year because we discontinued the service after conferences were over last school year.

Here is the link:

<http://www.appointmentquest.com/scheduler/2200099634/login>

Once you have logged in:

- Click on the button that says "Make Appointment for Conferences"
- Click on the button next to the teacher name that you would like to make a conference with
- Click the button that says "Check Availability"
- Click on the date and time that you would like to schedule the appointment.

The Block teachers are the only teachers using this system. The math and science teachers will have sign-ups outside of their door on the conference days. The elective teachers will be available both days and you will just need to wait in line.

If you have any questions about scheduling, please communicate with your Block teacher first. If they do not have an answer, they will come and talk with me (Mr. Ferraro) and we will try to get it figured out for you. Our 6th grade teachers used the system last school year and it worked fairly well.

There are a few notes regarding the scheduling of conferences. If you have met with me once or several times prior to conferences you might want to consider whether you need more face time. I am not trying to dissuade you, merely asking you to reflect on the limited time available for conferences and whether someone else could use the time with me.

Additionally, if your student is doing very well you might want to reflect on needing time with me. I love my overachieving and brilliant students. They deserve lots of compliments. All students deserve lots of compliments. If, however, you are only coming in to get a pat on the back and a "good job" from me...another family might need that time.

Again, in either situation (prior meetings or successful student)



I do not want to scare you off from a conference time. I love meeting with all families. I am just asking you to think about the purpose and intent of the time you want with me.

CONFERENCE PREP

[repeat]

Please come ready to discuss specifics. I generally find myself spouting the same message— [insert your student's name] needs to use his/her class time better, use his/her planner more effectively, read and follow the directions, and give him/herself enough time with the work to be successful. There...that part is done.

Now what I want you to do is focus on an assignment, project, or aspect of the curriculum as related to your child's educational, emotional, and social development. How comfortable are they with reading? Can they make an independent and age- appropriate choice? Can they summarize what they read? Can they make connections, inferences, analyze, synthesize, recognize use of a variety of literary devices, etc.? Do they know the parts of speech? Do they have a grasp of how words work together to create engaging and effective sentences? Can they write for a variety of purposes and audiences? Do they know how to read a textbook for information? Can they understand and relate the significance of a historical period? Do they know where places are in the world? Do they know their name?

The list can go on and on, but I think you get the point. Please come prepared with specific questions or you will get the generic experience instead of the individualized one. If you are unfamiliar with the work of your student or what we are doing in class then you have some homework before conferences. Ask your student about their work. Look it over with him/her to determine what s/he did well and what s/he needs to work on. Additionally, read the newsletters and handouts for assignments. Good luck...there will be a quiz.



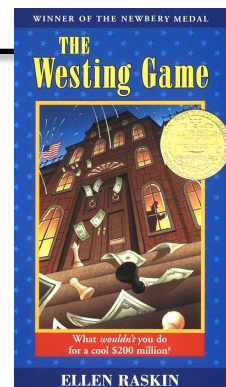
"He keeps invading other children's space."



READING THE WESTING GAME

Ms. G, our wonderful cooperating teacher, will be guiding students through a read-aloud novel focusing on character development. Over the next couple of weeks students will be comparing and contrasting character change within the text, describing character development, and identifying and explaining the purpose of literary devices.

Let the game begin...



SHORT STORIES

In order to fit The Westing Game into our curriculum, we read the short stories, "The Lottery" and "Lamb to the Slaughter" last week. Students will be given the opportunity to read "The Witch", "Charles", and "The Man from the South" over the next couple of weeks as we progress through the novel.



WRITING VOCABULARY #4

Students will be getting the pages for vocabulary #4 at the beginning of this week. They will be given time Monday and Tuesday (10/20-21) to work on the sentences and analogies in class. The assignment (list, sentences, and analogies) are due at the beginning of class this Friday (10/24).

All vocabulary students should be reviewing their lists for **five minutes each day**. Repeated exposure to the words or stems will help in the long-term retention of the meaning and lead to greater success. Students who cram the night before or day of generally do not score as well, nor do they remember the meanings down the road. I keep repeating this paragraph for a reason...hopefully it creates a movement that sweeps the nation.

The vocabulary #4 quiz is next Monday (10/27). Conferences are Wednesday and Thursday (10/29-30) next week and Friday (10/31) is a day off from school. Thus, we need to plan accordingly and adjust our schedule just a bit.

FAIRYTALE NEWSPAPER

Students will begin work on a "Fairytale Newspaper" project this week. In small groups, students will take on the roles and responsibilities to complete a newspaper. We will be looking at examples of newspapers and set the groundwork. Students will be put into groups, decide on roles, and eventually come up with a name for their paper.

The task is a "fairytale" newspaper, but groups need to focus their articles, images, advertising, etc. on a particular theme. Groups can choose Disney princesses, Grimm fairy tales, Pixar, mythological creatures, etc. I am still hoping and dreaming to have a group choose Star Wars as a theme. Until then, the "Star Wars Main Theme" shall hum in the background in the dim recesses of my dorsolateral, medial, and orbitofrontal cortex.

This week, students will solidify the theme of their papers and the role(s) each will play in its creation. Each student will have a different role (editor, classifieds, op-ed, etc.) to fulfill,



but at minimum each student will be responsible for one article and one visual. Beyond that, the tasks and complexity will vary.

There are several smaller tasks due throughout the project (as noted in the planner). The overall project is due before winter break (12/17). If you are planning on vacationing early please plan accordingly. The groups, and I, need the articles, images, and other aspects before the vacation is taken. As always, if a student is absent or "forgets" about an assignment, please use the planner to see what s/he has missed or what needs to be submitted for the project.

We will also be looking at examples of newspapers and set the groundwork for the vernacular of the newspaper this week. NIBs, NAGs, mastheads, subtitles, bylines "oh my".



HISTORY CURRENT EVENT #4

Students will be presenting current events all week (10/20-24). All missing or make-up current event #4 presentations will take place Monday (10/27), due to the shortened week. The current event review will also be on the Monday (10/27). The individual quiz will be taken at the beginning of class next Tuesday (10/28).

A major concern is that many students need help paraphrasing. Students can copy the "who, when, and where" directly from the article. It is fairly impossible to restate Portland, Oregon in any other comprehensible way. The "what", however, needs to be in the words of the student. This aspect is not going well. Simply rearranging the words or substituting one word is not using one's own form of expression (termed "cutting and pasting"). It is still plagiarism.

I have been highlighting, underlining, circling, etc. the offending "paraphrasing" and lines from the actual article. I have had a lot of individual and class conversations. I reinforce, reteach, and offer my services to help summarize the article in one's authentic phrasing. After this, students will receive a "0" for the summary. Plagiarism is not allowed.

You can help by working with the student and checking their wording. I have even added a "quote" portion to the assignment for students to properly attribute credit and use a particular well-worded sentence or statement. I do take this seriously and students do have class time to complete this work, but ask to see their summary if you have concerns or questions.



BARBARIANS (7th)

Students are learning how to research and prepare a formal research paper. We will be spending most of the rest of the quarter and part of the next working on the project.

Students need to bring in research materials to help supplement our meager library stock and computer access. Students do need a variety of sources—reference books, online resources, and other print media. Students are required to have a minimum of 5 bibliography sources of at least three different types. Please review the research paper guidelines that were distributed to students or access it online at my HISTORY web page.



EXPLORERS (8th)

Students are learning how to research and prepare a formal research paper. We will be spending most of the rest of the quarter and part of the next working on the project.

Students need to bring in research materials to help supplement our meager library stock and computer access. Students do need a variety of sources—reference books, online resources, and other print media. Students are required to have a minimum of 5 bibliography sources of at least three different types. Please review the research paper guidelines that were distributed to students or access it online at my HISTORY web page.



ASHLAND ITINERARY – EXAMPLE FROM 2014

[repeat]



APRIL 15, TUESDAY:

8:45-9:00 – Students arrive at school. All students need to go to the PTA room to drop off their luggage. A staff person will be there to help students label their luggage. Students will then attend their classes as usual.

2:30 PM – Chaperones arrive at school and check in at the office. All chaperones report to PTA room to help students retrieve luggage.

2:55 PM – Students will gather in the cold lunch room with their luggage and line up with their groups. We will begin loading the bus.

3:00 PM - Depart West Sylvan via motor coach.

~6:00 PM Stop for dinner on the way in Cottage Grove, OR (exit 174 off I-5) (45 minutes)

9:00 PM - Arrive at Southern Oregon University and check in to rooms. Bedtime ASAP!

APRIL 16, WEDNESDAY:

7:00 AM - Wake up

7:45 AM - Breakfast in cafeteria – then get ready to depart on the bus

8:45 AM – Bus departs for Oregon Shakespeare Festival Workshop

9:30 AM – 11:30 AM Workshop with OSF actors (meet near the Green Show stage on the Bricks)

11:30 AM – Boxed lunches/ free time in downtown Ashland

12:30 PM – Prologue for *The Tempest*

1:30 PM - *THE TEMPEST* at Oregon Shakespeare Festival

(15 S Pioneer St) (3 hours)

4:45 PM – Free time in Ashland

6:00 PM - Load bus for SOU and depart

6:15 PM - Dinner in cafeteria and get ready for evening show

7:15 PM - Depart for OSF

8 PM - *A WRINKLE IN TIME* at OSF

10:30 PM – Return to SOU and bedtime!

APRIL 17, THURSDAY:

7:00 AM - Wake up

7:45 AM - Breakfast

8:45-9:45 AM - Pack up and load bus with luggage.

10:00 AM – 11:00 AM –

Group A Ye Olde Project Runway workshop (Room 319 in the Stevenson Union)

Group B Stage Combat Workshop in Diversions classroom in the basement of the Stevenson Union

11:00 AM- 12:00 PM –

Group B Ye Olde Project Runway workshop (Room 319 in the Stevenson Union)

Group A Stage Combat Workshop in Diversions classroom in the basement of the Stevenson Union

12:00 PM – Lunch in cafeteria

12:45 PM – Depart for OSF

1:30 PM - *THE COCOANUTS* at Oregon Shakespeare Festival (15 S Pioneer St) (2:15 MINUTES)

4:00 PM - Load bus for home and depart

~6 PM Stop for dinner along the way in Brooks, OR (I-5 Exit 263) (45 minutes)

9:30 PM (approximately) - arrive at West Sylvan for pick up

We are in the process of working on a budget, but a similar trip last year (including travel, food, lodging for two nights, three play tickets, several workshops, and educational materials) was approximately \$325 per person.



Now, we all know that this is a substantial “chunk of change.” Nevertheless, we are hopeful that the majority of you will be able to pay most, if not all, of the trip’s cost. To assist in this task we need parent volunteers (you!) to organize fundraising events and activities.

Families unable to afford the full cost would be subsidized.

It is very important that all students have this wonderful opportunity. We would ask you to let us know confidentially how much of the cost, if any, your family can afford.

Not surprisingly, we’ll need your help to make this trip work! We would need several adult chaperones (men & women) driving down in separate vehicles. We would also need MANY volunteers to help us get ready for the trip.

To make this exciting trip happen, we need a team of dedicated parents. Please let us know as soon as possible if you can help; we need to make the decision and get the ball rolling!

