

Name:

#

Date:



INTRO to the... (drum roll) FAMILY/ SCHOOL CONNECTION (FSC)

*Note: Family/School Connections are written *in 2nd person*. We will discuss what that means.

WHY DO WE HAVE FAMILY/SCHOOL CONNECTIONS?

THE FSC IS FOR STUDENTS:

The FAMILY/School Connection is a way for YOU (5S student) to think about interesting, challenging, or fun parts of the week. Research has **PROVEN** you will understand and remember information better if you *explain* it to someone else.

THE FSC IS FOR YOUR PARENTS:

When parents ask to hear about what's going on in school, they can sometimes hear words like, "It's fine", "We had recess", or worst of all..."Nothing". The Family/School Connection is a way for parents to stay informed while having an interesting *conversation* with you and YOU get to rethink what you have been thinking about *and learn more about your parents*. So, it's great all around. There is a skill to giving people a flavor for what you have experienced. Please underline the word flavor.



WHEN IS THE FSC GIVEN AND WHEN IS IT DUE?

Usually you will get the FSC on Thursdays and it's due on Mondays. You must make a pre-arranged meeting to complete the FSC with a parent or grandparent (not babysitter). In other words, you may not expect a parent to sit with you as soon as you are ready. It must be a good time for both of you. I highly suggest you don't wait until Sunday evening when everyone is trying to get ready for the up and coming week. You may do the FSC while cooking dinner, taking a walk, going for a drive, or just sitting around together. You may not do the FSC when one of you is on the phone or computer.



1st Family /School Connection

Thursday, September 12, 2019

DIRECTIONS:

- DURING SCHOOL: Read and discuss the FSC with a classmate or teacher.
 - Do all of page 1. Discuss at least 4 topics on page 2. More is fine.
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GETTING TO KNOW YOUR NEW CLASSROOM:

What makes it cozy or a good place to learn? Perhaps talk about the couch, rivertable, chairs, art supplies, string lights and lamps or anything else that makes the classroom cozy and inviting. Explain Tabitha, Reggie, Betty, Glen, Polly and our new and yet to be named Laverne the Love Seat .

Ask your parents if they believe your environment affects how well you work? 'Do they work better in some places rather than others? What about you? Exchange ideas.

MEETING/JOBS:

Why do you think we have morning meeting? Explain what you have learned about some of your classmates so far from the FIB Game and from morning meeting. Show your parent the list of jobs and describe some of them. We haven't yet learned about all of them yet. Ask your parents about different jobs they have had in their life. Which ones were better than others and why?

TEAMS:

We are going to study birds this year. That is why your current teams are named by different bird groups. Who is on your team? What's it called? Here is saying. *"If you want to go fast, go alone. If you want to go far, go together."* How does this quote connect to teams? Ask your parents about how collaboration (working with others) has made a difference in their work or other parts of their life.

IF YOU WERE IN MY SHOES:

You are creating a poster about what it is like to be in your shoes. Getting in someone else's shoes is called EMPATHY. It means feeling what someone else is going through. Why do you think it is important for people in our class to know what it's like to be in *your* shoes, and why do you think you should know about them? You had to put in things like what you enjoy, could teach or what you're picky about. Ask your parents what they might put into a shoe poster.



PART 2- Discuss at least 3 of the items: ✓ the ones you discuss.

- ❑ ESTIMATION - You are learning strategies for estimation such as estimating objects in relation to other objects. In class you used your feet, white boards and Brendans. You are also learning about a measurement called Smoots! It's based on a prank at MIT with Oliver Smoots and his peers. You received an article and a link about him. Try to measure something near you using an object or person.
- ❑ FABS/EXERCISE- In 5S we do something called FABS. It stands for flexibility, aerobic, balance and strength. We exercise each day to avoid *meetingitis* and to stay healthy, strong and calm. Ask your parents what kind of FABS they would do and why. Do they get meetingitis?
- ❑ WEDNESDAY- WEBNESDAY: You have been introduced to Webnesdays. Describe it and explain why we do it. Share some of your ideas for the future. Ask your parents what they would work on if they got a Wednesday-WEB-nesday.
- ❑ SPECIALS: What's going on in your specials? Music, Art, P.E., Conservatory, Chinese?
- ❑ SOMETHING ELSE? You could discuss murmurations, volume/layers, abstract vs concrete nouns...
What did you discuss? _____

Write in complete sentences! Illustrations welcome!

1. What is going well? Why do you say that?
2. What could have gone better that you will try to make better next week?
3. What did you learn about a family member from doing the FSC?

Due: Monday: Parent Signature

Comments:

Student Rating (1-5): Why did you rate it that way?

Which topics lead to the most in-depth discussions? Why is that?