

<u>Schedule</u> <u>5/31-6/3</u>	Monday Tuesday Wednesday Thursday Friday No school Last week
<u>Announcements</u>	PARENT INVOLVEMENT IN BULLYING PREVENTION See below: http://www.togetheragainstabullying.org/family-conversations Family Conversations! Family Conversations! is a way for parents to have conversation with their children. The questions that are posed in each of the cards range from silly to serious and creative to thoughtful. These questions and the conversations that follow create a family experience of communication with greater depth that allows all family members to explore emotions and different points of view. The questions, and the discussion that they will spark provide you, as the parent, with insight into your child's thoughts, imagination, feelings, and view of the world. Each sheet of questions can be downloaded and made into a small deck of 9-10 cards. This deck can be useful for travel, dinner time, bed time, or restaurant conversation with your children! Be sure to share your own thoughts about the questions from these cards. Parents might want to consider answering questions first sometimes to model how they express their own thoughts, feelings, and creativity! Download the cards • Family Conversations Cards - Set 1 • Family Conversations Cards - Set 2 ANOTHER PARENT WEBSITE: http://www.togetheragainstabullying.org/skills-to-help-children-with-relationships What if our children grew up in a world: • Where all people were just naturally kind and thoughtful because that is how they would want to be treated? • Where people readily recognized how others were feeling and responded in ways that were respectful and

supportive?

- Where we were all able to quickly sort through our sometimes complex and confusing feelings and have just the right response to the challenge that confronted us?
- Where every child had at least one good friend?

Kindness. Empathy. Managing Emotions. Skills for

Friendship. These are some of the core ingredients that our children need to be successful in relationships. They are also essential help helping us to prevent the harmful effects of bullying. Bullying is mean behavior. The activities and strategies on these pages are designed to prevent or reduce the harmful effects of bullying and mean behavior by starting early! You can make a difference in your child's present and future by using these ideas today!

1. Tips for encouraging kindness and empathy

Kindness is the state or act of being kind. It begins as an internal experience. Kindness is something that comes from inside of us. Kindness can be learned.

Empathy is the ability to understand and share the feelings of another. Empathy helps us have compassion for others. Empathy can be learned.

Emotion Management is a set of skills that helps a person to identify, express, and regulate the intensity of emotions that are experienced. Managing emotions helps us be predictable friends and to solve problems. Emotion management can be learned.

Friendship Skills include the skills listed above and also the important skills of communication and problem solving together. Friendship skills are the foundation for all meaningful relationships. Friendship skills can be learned.

The skills that help protect our children from bullying behaviors can be learned at an early age...much sooner than kindergarten! Parents have a wonderful opportunity to strengthen these skills every day in young children in the following ways:

Tips for encouraging kindness and empathy

1. Notice when your child is doing the right thing!
2. If your toddler shares his toy with a sibling or offers to help you to clean up a mess, be sure to describe their behavior and offer specific praise.
1. Model what kindness, empathy, emotion management and friendship skills are.

2. Children learn from watching their parents in action. When you treat others with kindness, your child is more likely to imitate you. When you are upset, if you are able to calm yourself down, your child will begin to learn this also.

1. [Label and describe feelings.](#)

2. When your child is expressing any emotion, help them to develop their words for that feeling and describe what the feeling looks like to they can better recognize it.

1. [Reflective praise.](#)

2. It is never too late in the day to remind children of a good behavior that you want to reinforce. At dinner time or at the end of the day share with your child something that they did or said that demonstrated one of the above skills and let them know that you are proud of them.

1. [Use of stories and situations to discuss a social skill.](#)

2. Look for opportunities to teach your child about desirable and undesirable behaviors.

1. [Teach verbal and non-verbal signs of emotions in others.](#)

2. It is important for children to recognize what different feelings look like in others. Look for opportunities to point out different emotions.

1. Progress not perfection!

2. Remember that your child is in the process of learning these skills. This means that they will not do these skills well every time! Children (and adults) make mistakes. The goal is to create an environment where children can learn from their mistakes!

Another parent link:

<http://www.togetheragainstbullying.org/activities>

It's Our Issue Together

Solving a new and challenging problem can work best if done together. Parents have the opportunity to learn how their child might solve a problem on their own in step two. Sometimes children may need a prompt from the parent in this step. These exercises help the child learn that there are often many good solutions to a problem and that working together can provide new ideas.

[It's Our Issue Together: Problem Solver](#)

[It's Our Issue Together: Lunch Line](#)

[It's Our Issue Together "Tom Boy"](#)

Discussions

<http://www.togetheragainstbullying.org/activities>

This activity promotes critical thinking, decision making, diversity

	of opinion and awareness of differences among participants. Parents can add to this list of statements. Discussion: "Pick a Position" Statement Quizzes For parents and children. Test your knowledge about bullying. The answers may surprise you! Quiz: Middle School Quiz: Children with Different Abilities Quiz: Cyberbullying
SPED(Hobbs)	*Return Chromebook Policy Papers to homeroom teacher ASAP! * Return Special Olympics forms to homeroom teacher ASAP! * Special Olympic medical forms are due back by September 15 to homeroom teacher. All students will be bringing home a daily parent/teacher notebook. Please check it daily this will help use to communicate back and forth. We need to know shirt sizes and shoe sizes for Special Olympics: We will be going to Thunderbowl next Tuesday and Friday. doug.hobbs@lewiscentral.org
TAG(Kimble)	Students who are interested in participating in Middle School Mock Trial, National History Day, or Future City should see Mrs. Kimble in room 205 or send her an email to indicate interest. tkimble@lewiscentral.org Coming soon: TAG website
Baker/Art	Unit 4: Connections 5/13 & 5/16 Power Write New table duties Learn unit vocab Plan a Rough Draft 5/17 & 5/18

	Rough Draft if not finished yet Grade goal progress check Wall Rubric 5/19 & 5/20 Studio Day 5/23 & 5/24 Studio Day 5/25, 5/26. 5/27 Assessment Day Project due ALL LATE WORK AND REDOS ARE DUE BY THE END OF DAY FRIDAY, 5/27. Access Google Classroom for all project resources. website: www.bakersartclass.weebly.com email: nbaker@lewiscentral.org Facebook: Lewis Central Middle School Art twitter: @lcms_art Instagram: artlcms
Band (Kurt)	A big THANK YOU! to everyone who participated in the fundraiser this year, and remember, you can order anytime, 24/7/365, online at gaschoolstore.com All student-owned instruments should be at home now for the summer. We will be taking inventory of the band room and all school-owned instruments this week, so students who used those instruments should have already turned those in by now. Have a great summer, and don't forget to practice!
Buckingham	Drama - News Broadcast 8th Choir -Concert Written Reflection 8th Show Choir - Starting Musical Project - performance May 26 Spring Concert May 17
Gilman	Click here for my grading policy. Click Here for my website REMEMBER: New trimester means 7 more books to read!!

All students must have a book for independent reading. Electronic books will not be allowed.

3-4 and 5-6 Block: Trimester 3

May 19: Go over analogies. Write essay test. DO analogies page 14

May 11: Finish fairy tales from a different perspective. Fill out independent chart and finish group chart.

Tomorrow and Friday -- iReady

May 5: Finish speeches. Test over terminology will be tomorrow. Begin learning about the genre of fairy tales.

May 4: Speeches. Analogies are due today.

May 3: Work on Informative speeches -- they are due tomorrow. Test over Hero's Journey today. Analogies, page 10 is due tomorrow. Remember, quiz over terminology on Thursday.

May 2: Work on Informative speeches. Review for test over Hero's Journey. Receive terms for quiz on Thursday.

April 29: Read Invocation; answer questions at the end of the poem. Turn in packet. Work on make up work, test retakes, and information speech.

Monday -- review Hero's Journey, test over same.

April 27: Tall Tales -- elements of. Read Davy Crockett and Paul Bunyan. Answer questions at the end of each.

April 19: Small group work expectations; read hero story myth; quiz over mythology terms, etc on Monday.

April 12: Begin reading "Coyote Steals and Sun and

Moon.” find key ideas and details/summarizing same, and discover how craft and structure helps us see the different parts of a myth.

April 11: Finish reading Tom Sawyer, if not already done; Independently read Water Names, pg. 763. Answer questions at the end. (#1, 2, 3, 4, 5, 6, 7, and Discuss)

April 6: Fishbowl over Outsiders; review for test on Thursday; if time, work on mythology

April 5: Vocabulary look up; word associations. Begin unit on Mythology? Fishbowl Wednesday over *Outsiders*; Test Thursday over *Outsiders*; Friday: Movie *Outsiders* (*hopefully*).

April 4: Finish chapter 12 and all annotations. Quiz on analogies

March 31: Quiz over 7-9. Read Outsiders through chapter 12 by Tuesday and do annotations for same.

March 30: Discussion groups over Chapter 9
Finish reading/annotating chapter 9-10

March 29: Definitions from Analogies book due tomorrow!

Read Outsiders through chapter 10 by Friday and do annotations. Do not need to do study guide

March 24: Letter from character in Outsiders is due today. Read Chapters 8-9 in class; study guides. Quiz over chapters 6-9 Wednesday next week.

March 18: Go over Outsiders, chapter 6. We will have a quiz over Chapters 3-6 Monday.

Introduction to Annotations.

7-8 Block: TRIMESTER 3

May 19: Watch Macbeth

May 11: Paraphrase Act 3, Scene 4; for tomorrow -- quiz and finish i-Ready tomorrow and Friday

May 5: Read Act 2, scenes 2-4 in class. Work on paraphrasing Act 3, scene 1.
Quiz over Act 2 on Monday or Tuesday.

May 4: Act 2, Scenes 2,3,4 paraphrase due. Today we will read Act 2, scenes 2,3,4 in class.

May 3: Quiz over Act 1 of *Macbeth*. Read Act 2; paraphrase when needed.

May 2: Test over Hero's Journey. Review Act 1

April 29: Quiz over Odyssey -- hero's journey; analogies are due today; Act 2, scene 1 paraphrase due. Tuesday test over hero's journey.

April 27: Read Act 1 of *Macbeth* and discuss out loud as we read. Summaries of *Macbeth* are due

April 19: Quiz over Odyssey tomorrow!
Read Theseus myth; fill out Hero Chart; Begin background information on Shakespeare.

April 12: Go over homework from yesterday. Share personification stories out loud. Begin reading Part 2.

April 11: Finish reading Part 1 of *The Odyssey*. Answer

	Question: Describe the changes in Odysseus since he began his journey. How has he changed. Writing activity on page 687 re: personification. April 6: Begin reading <i>The Odyssey</i>. Read in class. Read through "The Cyclops" on page 672 for tomorrow. PROJECTS ARE DUE TOMORROW. April 5: Character analysis is due; Begin unit on Mythology -- Hero's Journey April: Analogies (Advanced level); work on projects or essay. Essay is due tomorrow. Projects are due on the 7th. March 31: Work on projects/analysis. Work on projects/analysis. Watch rest of <i>To Kill a Mockingbird</i>. Work on Analogies quiz. Finish reading <i>To Kill a Mockingbird</i>. That is due March 30. There will be a discussion over the reading, and quiz Thursday. Read all of <i>Mockingbird</i>: due March 30; Quiz over chapter 23 to end. Work on Character Analysis; work on final project March 18: Quiz over Chapters 12-17 <i>To Kill a Mockingbird</i>. Go over quiz answers Read through Chapter 20 for Monday.
Gorman	

	Welcome to the 2016-2017 School Year! Click here to view the grading policy. Click here to view my course syllabus. My classroom blog is where you will find most of the information about what is happening in class. If you have any questions, you may email me at teresa.gorman@lewiscentral.org This Week: (10/17-10/21) 10/24: First read of poems “Hanging Fire” and “Translating Grandfather’s House”; Quiz over Masque of the Red Death; 10/25: Closer read of “Hanging Fire” and “Translating Grandfather’s House”; Assigned pages 60 and 61 #1-6, Research to Clarify due TOMORROW October 26. 10/26: Review self regulated learner and vocabulary for growth mindset; effort rubric self assessment; close read notes/discussion of poems in the textbook. 10/27: Review concept vocabulary, short story in textbook with Comprehension questions due Friday; Nonfiction Narrative revising time 10?28: Short story review; nonfiction narrative revising time Upcoming Week (10/31-11/4) ***Turning in revised nonfiction narrative ***Finishing up short story reading with small group ***Reading and working through “I Know Why the Caged Bird Sings”--independently ***Unit 1 test Always bring an independent reading book to class! I send out weekly emails (on the last day of the week) recapping what we are working on in class, along with another posting of my section of the homework hotline. If you do not receive the email, please send me an email requesting to be put on the list and I will add you. Questions? Please email me at teresa.gorman@lewiscentral.org Check out the blog! http://lawithmsg.blogspot.com/
Massey	Spanish students must complete the unit one vocabulary list with A day students due tomorrow and B day students due Friday. December 4- Both A and B days are going to have an oral assessment over greetings next Wednesday and Thursday. They should review their vocabulary as well as their pronunciation.

	December 9 - Today (A day) and tomorrow (B day) the students are giving their oral presentations on introducing themselves to each other. They will be getting unit 2 vocabulary tomorrow Friday and Monday. December 21 - Both A and B days are writing and presenting their oral introductions. They should be presented today and tomorrow as we are beginning unit 3 when we return.
Swenson	Please ask your STEM student how their Straw Rocket testing is going. They will soon take all the data they have collected and design the perfect rocket!
Tech	Visit my classroom blog to learn about what is happening in class. If you have any questions, you may email me at ktech@lewiscentral.org The final for science is on 5/31 and 6/1. Students that made at least 1 year's growth on their Iowa Assessment or have an 'A' in class prior to the final can opt out of the final exam. On the 16th in class I assigned our last genetics assessment before the final. It is a 5 question form that the students fill out on Google Classroom. Students have been given a significant amount of in-class time to work on this assessment but they are also encouraged to use their time outside of science as well. Students should be using their resources to learn about and answer all of the assigned questions, they have had access to textbooks, the internet, resource books from the AEA, as well as notes from class. Answers to these questions should be in their own words, not copied and pasted from another resource. This assignment was assigned on Monday the 16th and is due at 11:59 pm on Monday the 30th. If your student finishes early and would like me to grade their assessment before the due date they should send me an e-mail (ktech@lewiscentral.org) and let me know they are done. I will grade the assessments in the order of emails received.
Trecek	<u>BRING YOUR CLASS PERIOD'S FOLDER EVERY DAY!</u> This Week (5/16-5/20) • 5/23: <i>The Lady of Shalott</i> (comparison with <i>Loves of Lancelot</i> and hmwk act.), Workshop • 5/24: • 5/25: • 5/26: • 5/27

	Retakes: You need a purple relearning sheet <u>for each retake you will complete.</u> • <i>Princess Bride</i> Retakes: Due by Friday, 5/27 Homework for late credit: The dates listed are closing dates for when homework will be accepted for late credit • <i>Princess Bride</i> handout → due by Thursday, 5/26 Coming Up: • Board Game Final Project- due May 31 → NO RETAKES FOR THIS PROJECT • Final exam- May 27th • Opt-out notices given Friday, May 20th for Final Last Week: (5/16-5/20) • 5/16: Workshop (Timesheets due), begin response document for <i>The Princess Bride</i> • 5/17: Workshop (putting games together, prepping for tomorrow's focus-group), continue <i>Princess Bride</i> • 5/18: Workshop and I-Ready • 5/19: Workshop and <i>Princess Bride</i> • 5/20: <i>Princess Bride Quiz</i> and Workshop → Civil War Day! (short schedule) Click here for our class website. Questions? Please email me at ctrecek@lewiscentral.org
Tweedt	October . http://tweedtss8.blogspot.com/ Questions? Email me at jtweedt@lewiscentral.org
Weldon	<u>8th Grade Math</u> website: lcmath8.weebly.com twitter: @lcmath8 8th Grade Math Homework Calendar
White	<u>Classroom Social Media Pages</u> https://www.instagram.com/lcmsmrswhite310/ https://www.facebook.com/LCMSMrsWhite310/ https://twitter.com/LCMSMrsWhite310 Week of August 29th Mini Unit 1 Map Skills Assignments: -Vocabulary-cut apart and glued in SS Notebook -Island Map Packet with Rubric and Final draft

	<i>(Due August 31(Titans) & September 1(Olympia)</i>
Wohlers	<u>8th Grade Math</u> website: lcmath8.weebly.com twitter: @lcmath8 8th Grade Math Homework Calendar <u>Algebra</u> Website:lcms-algebra.weebly.com Please go to the class website http://lcms-algebra.weebly.com/ and bookmark it. This is where you can find such things as learning targets, homework assignments, weekly updates and grading and retake policy just to name a few. I will post weekly updates, typically Sunday nights, about what is going on in class. I will also post the homework assignments for the week. Hopefully by doing this and you checking it weekly, we can all be on the same page and make sure your student is as successful as possible. Thank you in advance for taking the time to check the website weekly.
Sports:	
Boys Basketball	
Girls Basketball	
Cross Country	
Football	
Boys Track	
Girls Track	
Volleyball	
Wrestling	