

# Leo's Family Newsletter

Thursday, May 2nd 2019 Ed. #14



## ANNOUNCEMENTS

- We have started math homework! YIPPIE! Each week, homework is due on Fridays. Students can do it at home or during their literacy choice time. NEVER LET YOUR CHILD SPEND MORE THAN 30 MINUTES ON THE MATH HOMEWORK. I also ask that you never do the homework yourself. Their errors/not knowings will help me teach them here in class!
- I finally update our classroom website after a winter hiatus. Here is the website, which has updates and events in a permanent location. You can also check out the resources page to see some of our research topics for immigration. [www.leoslearners.weebly.com](http://www.leoslearners.weebly.com) . I also added an announcement post that has links to all of this year's newsletters. : D
- [Here is the link](#) to the OMSI Schoolpay page, where you can pay the suggested \$15-\$20 field study donation. All students will attend the field studies regardless of funds.
- Wednesday, May 8th is a No School day to support the education Day of Action (see below)
- THANK YOU for all of the amazing donations for our History of Coffee Auction Basket! We put together a truly great assortment of goodies. We are doing repair and moving forward with our art projects, with hopes that we can sneak 'em in to the silent auction part!
- We are pausing our class poem because the timing wasn't quite right with all of our other work! Stay tuned for new poem date.

## CONNECT TO YOUR KID

*Which country are you researching for your Latin American Country project?*

*What is one subtopic of immigration you read about in class? Tell me what you know and wonder.*

*Solve this together:*

*Moonie the cat ordered 5 pizzas for a pizza party. Each pizza has 12 slices. If I have 4 people, how many slices does each person get?*

## UPCOMING EVENTS

**5/3** Field Study to the Portland Mercado  
**5/8** No School - Day of Action for Education  
**5/9** OMSI Field Study  
**5/10** Afternoon early release (SES only)  
**5/11** SES Auction  
**5/23** 5ths to Oaks Park for Safety Service  
**5/30-5/31** 5th Grade Overnight Trip  
**6/5** Field Study to the Gorge  
**6/12** Updated LAST day of school  
\*New due to May 8th Day of Action

## STATE TESTING:

We have our LAST round of state testing coming up in mid May- from May 13th- May 16th, with any makeups the following week. Please help your study prepare by feeding them a hearty breakfast and helping them get 9-10 hours of sleep each night. Thank you!

## GOOD TO KNOW: MAY 8TH DAY OF ACTION

For the first time in Oregon history, teachers and staff are planning a day of action to advocate for school funding. I will share my letter of the whys of this early next week. This is a day to take action, as the Oregon legislation continues to underfund public schools. Teachers are standing up as a voice FOR our students, because your child deserves high quality education. We are inviting all families, students, and community supporters to **join us at 11:00 AM at the Tom McCall Waterfront for a rally and march**. Many members of the SES community will attend this event to demand full funding for education.

Here are some quick facts for why I will be there:

- Oregon is ranked #37 out of 50 in k-12 education by US News
- In 2018, Oregon's high school graduation rate was 78.8%
  - I grew up in a public school district that had a 93% graduation rate in Boulder, CO
  - This is the second worst graduation rate in the country.
- Out of my 8 years of teaching, 7 of these years were budget cut years to staff.
- Out of my 8 years of teaching, the school I work at has been given additional staff 0 years.
- I've never had a class size under 28, and I have taught a class of 36 in a portable with no EA.

# LATIN AMERICA



## WHAT TO BRING TO THE MERCADO

(TOMORROW!)

- \$6-\$12 Cash (I met with students to tell them they are being paid for for financial support)
- Walking shoes
- A layer
- A water bottle
- Respect, curiosity, and compassion

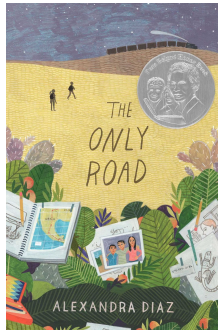


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## WHAT WE'RE LEARNING

### LITERACY:

Wowieeee students have been working hard to tackle nonfiction reading. We have been using sets of texts on immigration to 1. Select accessible sources 2. Name a subtopic 3. Take notes (read a chunk-pause to think-jot) 4. Add to our notes on the same subtopic across texts. All students also selected a good fit book that either features Latinx characters and/or is about immigration from around the world. These stories will help deepen our understanding of the many different stories of immigrant people. We continue to read *The Only Road*, and are using a map of Guatemala, Mexico, and the U.S. to chart our characters' journey across the border. In writing, students are adding to their background knowledge of immigration by doing research projects on an individual country from Latin America. This project will allow us to put our nonfiction reading skills to use as well as connecting to immigration stories of people we learn about.



### MATH:

During a substitute day last week, our class had a challenging time when given problem solving! So, we are working in small groups to solve a sub sandwich fractions problem that involves thinking about sharing something equally when you don't have the same number of items as people. After some problem solving time, we will work on adding fractions with common denominators (4ths) and multiplying fractions by a whole number (5ths). Both grades will also practice writing down their explanations to their thinking. Our next steps for 4th graders are to connect fractions to decimals, then explore geometry & measurement. Our 5ths have a lengthy fractions unit ahead, for various operations.

