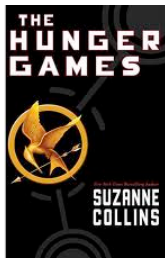


HUNGRY?

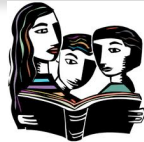
On Friday, March 23, da Vinci will be taking an all-school field trip to the local theater (across from the Lloyd Center and near the Max) for the movie Hunger Games. It is the opening day of the movie and we have arranged for a special screening.



Cost is \$7 and the movie is PG-13. Permission slips and further details were provided to students on last Thursday (2/16). There will be an alternative for those who cannot or do not wish to attend the movie. Please return the **permission forms** to me as soon as possible. I will send out a copy of the permission form this week.

After the movie, and a bit of an extended lunch period, we will have a talent show...and then dismiss to Spring Break. It will go down in history as the best Friday ever.

READING DISCUSSION #2



Students need to use the provided class time and whatever time at home necessary to **fulfill** the number of pages or chapters required for each discussion. Each student has a bookmark listing the dates of each discussion and the assigned pages. The bookmarks are also available via the "Reading" page of my web page.

Several groups have chosen to deviate from the blue booklet and are completing separate assignments for their discussions. It is a little difficult to fully and effectively communicate the withers and dithers of a group completing an alternative. I will do my best.

The assignment for discussion #2 is due Thursday (2/23) and the discussion is on Friday (2/24).



Due to the Hunger Games field trip we will be rescheduling the fourth discussion from Friday, March 23 to Thursday, March 22. Furthermore, the assignment for discussion #4 will be due Wednesday, March 21.

WRITING VOCABULARY #10



The first grammar assignment (that went with vocabulary #9) went well—it was on homonyms. We started easy and with something that will hopefully produce immediate results. I have been a little surprised by how many times "their", "there", and "they're" have been mixed up in writing this year.

Vocabulary #10 will start this week. We will be working on the words and the assignment on Tuesday and Wednesday (2/21-22). The assignment is due at the beginning of class on Friday (2/24). As a reminder, regular vocabulary students need only submit sentences or cartoons using any **5** of the vocabulary words. W3 students need to submit the list and sentences (lists #1-20) or the list and ideas (lists #21+).

The quiz for vocabulary #10 is next Thursday (3/1)

PERSUASIVE WRITING

Our focus has shifted slightly. I am working with Project Citizen on a project that I started several years ago. The overall focus is still a persuasive piece, but the format and expectations are a bit different.



"We the People: Project

Citizen is a curricular program for middle, secondary, and post-secondary students, youth organizations, and adult groups that promotes competent and responsible participation in local and state government. The program helps participants learn how to monitor and influence public policy. In the process, they develop support for democratic values and principles, tolerance, and feelings of political efficacy (<http://www.civiced.org/index.php?page=introduction>).

The first step is to generate ideas that are immediate, local, and meaningful. I introduced the new idea to students last week and we discussed ideas...those that are too broad, those that are not meaningful, and those that will take too long to accomplish. Global warming is terrific, but way too broad and difficult to see meaningful change by the end of the year.



You can help by assisting in the generation of topics, helping with research, and aiding in the development of the display project.

HISTORY CURRENT EVENT #10



Another round begins. The first round of daily shows was incredibly entertaining and informative. We definitely have a school of performers.

Students will be presenting current events all week (2/21-24) and missing/make-up presentations will happen next Monday (2/27). The current event #10 quiz is individual, will contain chapter 28-31 questions, and is next Friday (3/2).

ANCIENT GREECE

This week we turn our attention to war with Persia and the Golden Age of Greece. I was a little surprised last week during review of several chapters to find that crickets had invaded our classroom. It does no good to read a chapter quickly if one does not retain the information. I keep encouraging the students to read for understanding and to use the SQRR method outlined in prior newsletters. The best thing you can do is ask them to summarize a section of the reading... "What is chapter 28 section 2 'The Persian Empire and the Ionian Revolt' about?" If they cannot answer after reading the chapter on Wednesday and Thursday (2/22-23), then they need to reread the section and/or chapter.

