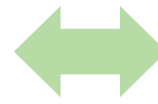
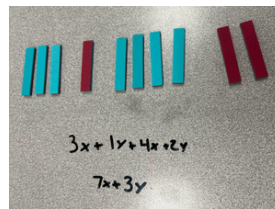
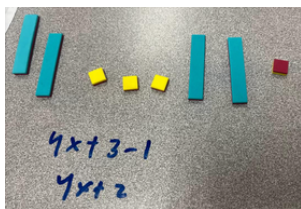
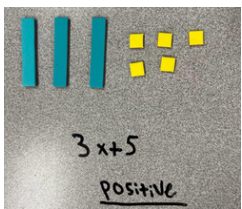


Middle school mathematics offers a bridge between basic arithmetic and more complex concepts, laying a crucial foundation for higher-level math. This phase introduces students to algebra, geometry, statistics, and more intricate problem-solving methods. It's a time when they delve deeper into mathematical principles, understanding not just how but why things work in the realm of numbers and shapes. Middle school math isn't just about equations and formulas; it's about nurturing critical thinking skills, logical reasoning, and applying math to real-life scenarios.

Sixth grade students began the year reviewing multiplication and division as these concepts are crucial for the complex topics explored in middle school. Sixth graders also explored whole numbers, prime numbers, prime factorization and the coordinate plane.

Seventh grade students began their year with probability. They explored fundamental concepts like random sampling, defining outcomes and events, and the likelihood of events occurring. Following this unit, seventh graders moved to reviewing rational numbers and the four operations of integers and rational numbers.

Eighth grade students began their year with an introduction to irrational numbers and expanding on previous skills including exponents and order of operations. Eighth graders then began to solve equations with two variables before progressing to graphing linear equations.



Eighth graders using the Concrete-Pictorial-Abstract methodology to simplify expressions.

## GRADE 7 - PROBABILITY FAIR

As a culminating event, seventh grade students worked independently or with a partner to design and run a game for the other Seventh Grade Team to play. Within this project, students were required to predict, reflect, connect, and think critically about the situations being investigated. Students had to calculate the probability of winning each prize and then collected data to find the experimental probability.



## How to Help at Home

- Ask your child's teacher what concepts are being taught and specifically what your child could practice at home.
- Engage your child in real world conversations about math and have them explain their thinking.
- Games such as Mancala, Mastermind, Battleship, Cribbage, Sequence, and Monopoly all have math built in!
- Encourage your child to use Zearn.

*Meghan McLain, Director of Mathematics, Accountability and Assessment*

# LANGUAGE ARTS IN GRADES 6-8

## First Trimester

This trimester, sixth grade ELA students explored the writing process and produced three published works of personal essay. The pieces comprised Thanksgiving sonnets, a story about a life-altering event, and a recollection of summertime. Additionally, students studied a range of texts—both non-fiction and fiction—about life transitions and historical excursions. Students visited the library frequently and finished two solo reading assignments.

Students in the seventh grade have been reading informational and expository texts with the underlying theme of conflicts and clashes. To help readers understand the books, comprehension strategies have been reviewed. The students have been engaged in the writing process and have applied the skills they have learned to write narratives and write independently.

Eighth graders have completed their mystery unit. In class, students are delving into graphic novels and mystery texts, analyzing and contrasting their similarities and differences. Collaborating with their classmates, they engage in responding to the literature. Vocabulary acquisition is being reviewed through the discussion of morphology and word parts. They have been busy writing narratives and arguments and applying the writing process to their pieces.

## *How to Help at Home*

1) Talk about books and reading every day.

2) Ask higher level questions:

Instead of: "What color was her dress?"

Ask: What do you think that (character) meant by \_\_\_\_\_?

Examples of higher-level thinking questions:

Predicting

- Can you predict what is about to happen next? Why did you make that prediction? Can you point to something in the book that helped you to make that prediction? OR What do you already know that helped you make that prediction?

Inferring

- Why did (the character) do that?
- What did the author mean by \_\_\_\_\_?
- (Character name) must be feeling \_\_\_\_\_. Are there clues that help us to know that?
- What's going to happen next?
- What must have taken place before \_\_\_\_\_? Is there evidence in the story that helps you to know that?
- What do you think that (character) meant by \_\_\_\_\_? ... felt about \_\_\_\_\_? ... thought about \_\_\_\_\_? ... will do about \_\_\_\_\_?

Summarizing

- What is this story about?
- What is the problem to be solved in this story? Is there a solution?
- What has happened so far?
- Who did what? What makes you think so?
- What do you wonder about after reading so far?
- What is the most important point in this story or passage?