

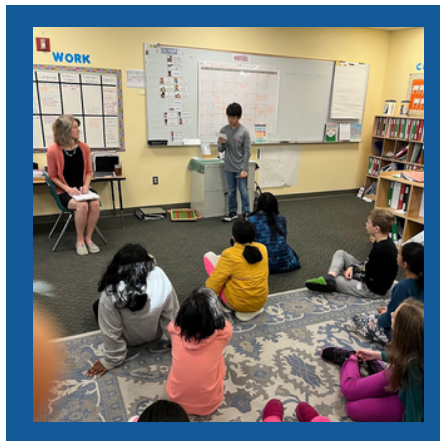
CALENDAR

- 11/11 Veteran's Day -- No School
- 11/13 Head of School Coffee with
New ASM Parents
8:15 - 9:15 a.m.
- 11/15 UE Field Trip to Museum of
Natural History -- 9-2pm
- 11/18-19 No School: Parent-Teacher
Conferences
- 11/20 Book Report #1 Due
- 11/22 Pizza Lunch
Grandparents and Special
Friends Day 9-10 a.m. or
1:45-2:45 p.m.
- 11/26 Pizza Lunch
- 11/27-29 Closed for Thanksgiving
Break
- 12/5 Portrait Retake Day and
Sibling Portraits
- 12/6 All-School Meeting 8:45 a.m.
PACE Parent Coffee Meetup
and Meeting 9:00-9:30 a.m.
ASM Spirit Day
Pizza Lunch

Our Classroom...



Last week, students thoroughly enjoyed the interactive science magic show! Several students volunteered to participate in various experiments that explored concepts such as aerodynamics, electricity, centripetal force, and gravity. One notable demonstration involved students touching the Van de Graaff generator, which illustrated how electricity conducts through their bodies. This experiment created significant static electricity, leaving their hair standing on end and impressing the audience!



The Upper Elementary students have prepared their speeches and posters for the upcoming student council elections. The new student council representatives will be announced on Friday, November 15, during the All-School Meeting, and all families are invited to attend. We extend our gratitude to all the students who took the time to participate in student government.

[Click here to see the full
ASM calendar!](#)

Math

Fourth- and fifth-year students have been engaged in exploring various methods of division and proportions. Some students have diligently practiced multi-digit division involving one- and two-digit divisors, both with and without remainders. Others have focused on reviewing divisibility rules, calculating least common multiples and greatest common factors, and applying these concepts to their study of ratios. Additionally, students are concluding their exploration of the perimeter of polygons and calculating the equivalent perimeters of other shapes.

The sixth-year students commenced their third unit on numerical and algebraic expressions by reviewing exponents and identifying the prime factorization of whole numbers. They practiced determining the greatest common factor (GCF) and the least common multiple (LCM) of two whole numbers. Additionally, students applied the GCF and the Distributive Property to perform addition, thereby solving real-world problems.



Cultural

In History class, students engaged in a comprehensive exploration of the U.S. political system, focusing on the voting process and the mechanisms by which the president and other representatives are selected. They participated in activities designed to deepen their understanding of the electoral college, primaries, political parties, and the implications of gerrymandering.

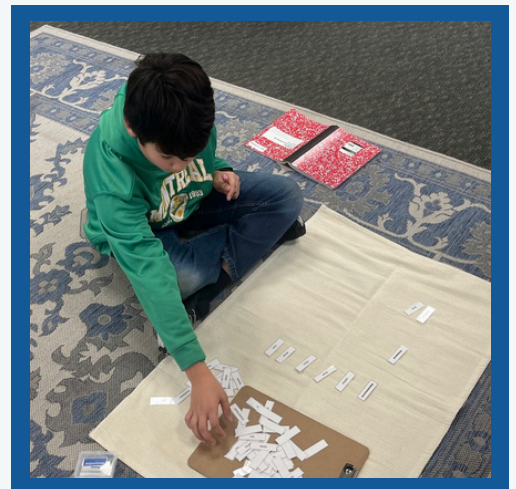
In science class, students are actively engaged in exploring simple machines through scientific inquiry. They are conducting various experiments for each type of simple machine, with some activities carried out collaboratively in groups and others completed in pairs. Recently, they studied the wedge and the screw, uncovering that a screw is essentially a twisted inclined plane. Students collaborated in pairs to investigate how the length of the screw correlates with the pitch of its threads, utilizing power drills and screwdrivers to secure the screws into wooden blocks.



Language

In fourth and fifth-year Literature Circle, students further analyzed "The Boy in the Painted Cave" while participating in a cave painting project to enhance their studies. This hands-on activity promotes creativity and deepens their understanding of the text's themes and historical context. In sixth-year Literature Circle, students painted Wampanoag pots and reflected on the significance of preserving cultural memory and practices.

In fourth and fifth year writing, students continued working on their explanatory writing. They learned about the parts of an introduction (lead, background info, and a thesis) and then wrote their body paragraphs by creating topic sentences that connected back to their strong thesis statement.





STEM

The fourth and fifth-year students continued working on their factory subsystems for lifting a sack of potatoes. They completed the ask, imagine, plan steps. This past week they tested out their designs and brainstormed ways to improve it. They collected data, writing the amount of force it took to lift the potatoes with their machines and compared it to lifting the same load by hand.

During Land Study, sixth-year students finished constructing their survival shelters, working collaboratively with their groups. Each group focused on a different type of shelter, including A-frame, teepee, and lean-to designs. They were also introduced to the scientific method and variables because we will be starting the Science Fair Process! They have started brainstorming ideas for their topics.

[Click here for more classroom photos!](#)

Looking Ahead...

Next Friday, on November 15, we will embark on a field trip to the Harvard Museum of Natural History. During this visit, students will engage in a hands-on learning experience focused on the question: How did environmental changes drive the evolution of our species?

As aspiring evolutionary biologists, students will analyze and interpret fossil evidence derived from the bones and skulls of our ancient human relatives. By comparing various anatomical structures, they will formulate arguments regarding the differences between extinct hominins and modern humans, while also exploring the impact of environmental factors on the evolution of our species.

Please ensure that permission slips are returned by Monday. Thank you!

