

CALENDAR

- 10/14 School Closed - Indigenous Peoples' Day
- 10/16 Andover Parent-to-Parent
Speaker: Lynn Lyons
7:00 - 8:30 p.m.
34 Sunset Rock Road, Andover
- 10/18 All-School Meeting 8:45 a.m.
Pizza Lunch
- 10/24 United Nations Day
- 10/25 All-School Meeting 8:45 a.m.
Pizza Lunch
- 10/25 Halloween Fair 3:30-5:00 p.m.
American Room
- 11/1 All-School Meeting 8:45 a.m.
PACE Meeting 9:00 a.m.
ASM Spirit Day
Pizza Lunch

Our Classroom...



Friday's Practical Life food preparation was a huge success. The first snack was apple slices and sunbutter. A small group of students prepared the snack for their peers and everyone enjoyed the snack together.



Students enjoyed a beautiful day of Fall weather at Project Adventure before taking their leaves and heading back to school.



The Upper Elementary students had an enjoyable experience at Project Adventure. The two groups engaged in various team building activities, including low ropes course, balancing a platform, ring tossing game, and a knee-tag game. They learned to communicate and work together in order to complete each challenge successfully.



One of the student chores is "plant care / composter." They are responsible for watering the class plants two times a week and emptying the compost bins around the school at the end of the week. These weekly chores help students foster responsibility and sense of belonging for the class community.

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

Math

The fourth and fifth-year students are finishing their work with multi-based math and are moving on to new work on multi-digit multiplication methods and decimal operations.

The sixth-year students started their second unit, on Integers and Rational Numbers. We went over positive and negative numbers on a number line, compared rational numbers, and absolute value. Students took notes, reviewed some practice problems on the board, and played a whiteboard review game.



Cultural

In History, the 4th and 5th-year students are hard at work on their country study projects for UN day. Students are completing research on countries of their choice and completing country guide booklets which they will cut out, bound, and laminate once they are complete.

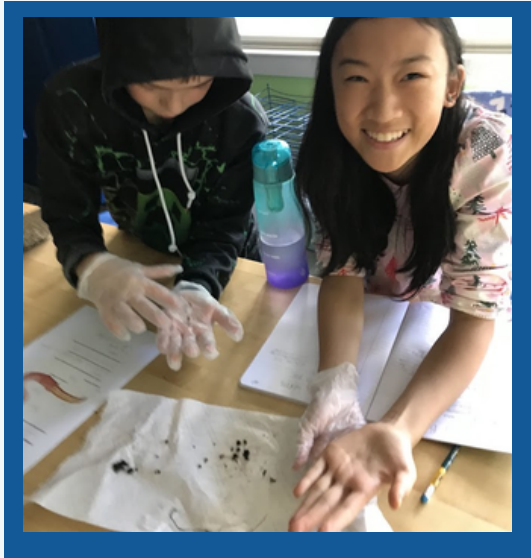
In Science, all students were introduced to a choice partner project to wrap up our fungi unit of study. They can either create a brochure or identification cards for an assigned phyla of fungi. Students have started researching and planning their rough drafts. They are due on October 15.

Language

For 6th year Literature Circle this week, students made pinch pots similar to the ones they read about the Wampanoag's making. In 4th and 5th year literature circle, students continued to move through their analysis of the Boy in the Painted Cave.

In writing, all students are finishing their personal narratives by typing up and proofreading their work. They printed out their narratives this week and provided feedback to one another on stick notes. After a final edit, students prepared for a publishing party where we will bind all of their stories together in a class book, for 4th and 5th grade, and share their work with one another. 6th year students are finishing up their organizer drafts and preparing to type up their final drafts which they will print and share with each other.

Personal Narrative Rubric				
Student Friendly				
	4 - Advanced	3 - Proficient	2 - Basic	1 - Below Basic
Focus: What is going on? Who is involved?	My narrative has an introduction that makes my reader curious to read more. I let my reader know the situation and introduced a narrator and/or important characters right away.	My introduction lets my reader know the situation and introduces a narrator and/or important characters right away.	My narrative has an introduction, but I either didn't introduce my narrator/characters right away OR I didn't let my reader know the situation.	Either I did not write an introduction OR my introduction did not let the reader know what is going on and who is involved.
Organization: What happened? And then what?	I told what happened in an order that makes sense. Every event flows easily from one to the next. I wrote a conclusion that makes my reader think and my story feels finished.	I told what happened in an order that makes sense. My conclusion makes my reader think.	I told what happened, but the order doesn't make sense. Events are either out of order or do not belong in the story. I wrote a conclusion, but it doesn't make my reader think.	There are events in my story, but they don't seem to belong with each other OR they are so out of order that my reader cannot understand my story. I did not write a conclusion.
Elaboration: Take your reader along with you!	I used dialogue, description, and sensory details to make my reader feel like they are there with me. It is easy to tell I was thinking about my reader while I was writing.	I used dialogue, description, and sensory details to help my reader understand exactly what happened in my narrative.	I used some dialogue, description, and/or sensory details, but it is still hard for my readers to really experience my story with me.	I did not do anything to help my reader understand what is happening in the story.
Language and Vocabulary: Make it sound good!	I used transition words and phrases so well that they make my story flow. I used rich, descriptive words to help my reader have certain feelings while reading my story.	I used transition words and phrases to move the story along. I used words that help my reader understand what is happening. I revised my writing to make it better.	I used transition words or phrases, but I didn't always use them properly. I used basic words that don't paint a picture for my reader. I revised my work, but the changes I made did not make it better.	I did not use transition words or phrases. I used very basic words. I did not make any revisions to my writing.
Conventions: Make it correct!	I edited my work so well that there are no errors left!	I edited my work and took care of most of my original mistakes.	I edited my work, but I left a lot of mistakes.	I did not edit my work, and there are a lot of mistakes that need to be fixed.



STEM

The fourth and fifth-year students engaged with each simple machine, recording observations in their packets. We discussed the ergonomics of each simple machine and how comfortable it was for each user. Using spring scales, they recorded the force in Newtons, and they summarized which position each simple machine made it easier to lift the load. For example, when they pulled the lever, it was easiest to do when the force was furthest from the fulcrum.

During Land Study, the sixth-year students planted broccoli in the garden and learned about how worms are decomposer that are very beneficial for the garden. They observed red wigglers from our own vermicompost bin and searched for some earthworms in the school garden.

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

Looking Ahead...

Halloween Fair

The 6th year students have been working this year, on the business that the middle school usually runs. They have been planning for the Halloween fair for the past couple of weeks. They will be setting up the American Room on Friday October 25th, running the fair, and cleaning up afterwards. Students created posters, flyers, all-school meeting announcements, TIP messages in order to advertise the event. Please come help support them and see all of their hard work! The event is from 3:30-5:00 pm.

