

# APRIL NEWSLETTER

Mrs. Hahn's ALA/LA Classroom



Dear Parents,

It's the final countdown--fourth quarter begins on Monday! We have under fifty days left until 8th grade graduation. A friendly reminder that students who want to attend the 8th grade trip to Six Flags in June cannot have any missing assignments or Fs this quarter.

## Advanced Language Arts

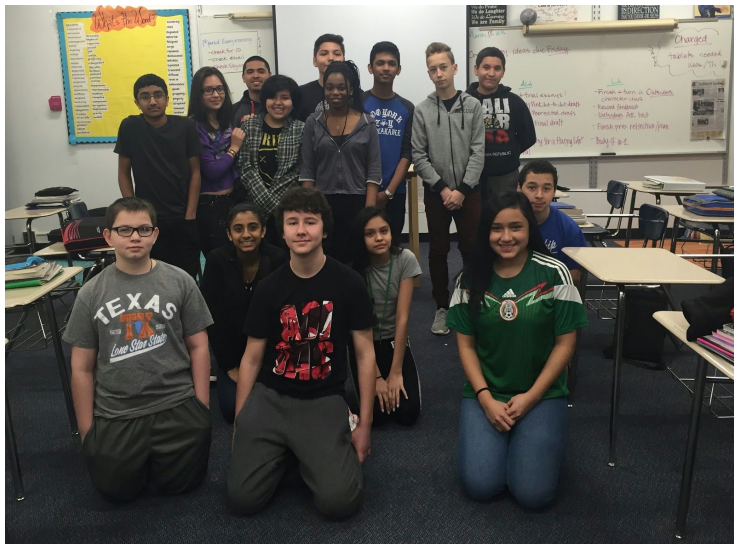
The majority of our time together in March was spent working on our argumentative essays, which the students turned in the day before spring break. By now, students should know how to, among other things:

1. Craft a funnel method introduction that contains historical background.
2. Compose a clear, narrow, debatable thesis statement.
3. Organize a body paragraph that contains a topic sentence, evidence, and backing/analysis.
4. Locate various types of evidence that support the thesis (logos, pathos, ethos).
5. Consider a counterargument and devise a convincing rebuttal.
6. Conclude strongly.

Students self-edited and assessed and peer-assessed in preparation for the teacher assessment. Next week, students will revise based on my feedback in preparation for publishing. Thank you, parents, for discussing the best publishing option with your child. I can't wait for your students to send their papers out (via social media, email, or regular mail) to their intended audiences. Please let me know if you receive a response!

Our independent reading requirement will move in a different direction for fourth quarter. Students have done a wonderful job this year completing their analytical written work and creative projects--for this last quarter I'd love to give them the opportunity to take each other up on their book recommendations and read for pleasure. Today, all students were given an individualized AR goal based on their best FAST reading score. Students will read and enjoy their individually chosen books throughout the quarter. They will then choose their favorite to share with the class; the only two components will be a short summary and a creative project. **This will be due May 24.** We will continue to spend one period a week reading and sharing our books; **AR points will be due May 31.**

## Regular Language Arts



Everything listed above about argumentative essays in the ALA section of the newsletter applies to my regular LA students, as well. We are working at a slightly slower pace, but in the end, your kids will move on to high school having mastered the same skills. Students composed their essays this week and will do various editing activities next week. We will publish the following week!

We finished *The Outsiders* right before break, and almost all the students said they loved it--yay! Our various activities and class discussions helped us answer our EQ: What

do we learn about stereotypes from reading *The Outsiders*? I hope this is a book your child will look back on with fond memories.

Sixty-one percent of our class met their individual AR goals for the quarter. Was your child one of them? Please check Skyward and have a conversation with your child about his/her progress, whether positive or negative. Please remind your children to read at home everyday. For this last quarter I'd love to give them the opportunity to take each other up on their book recommendations and read for pleasure (no presentation or creative project required). Today, all students were given a slightly more challenging, individualized AR goal. Students will simply read and enjoy their individually chosen books! We will continue to spend one period a week reading and sharing our books; **AR points will be due May 31.**

### **Both Classes**

Students turned in their third quarter INPs on March 28. One skill I wish I had honed earlier in life is the ability to confidently speak in front of an audience. We spent a couple days before break rehearsing our presentations with the hopes of improving our public speaking skills. Students recorded each other and then reflected on their presentations. I have seen great progress over the course of the year and am proud of the students who have been willing to take a risk and grow in this area.

We will begin our Holocaust/Anne Frank unit this month. This unit will take us through the end of the year, and these essential questions will guide the unit:

1. What motivates people to act ruthlessly?
2. What motivates people to act selflessly?
3. Are people "really good at heart"?
4. What does it take to act courageously in times of extreme adversity? Is this a characteristic of a hero or a morally responsible citizen?

The summative assessment for this unit will ask students to counter the hatred and bigotry in the world by completing an act of kindness and filming a newscast about it. More info to come, but this project was a "hit" last year; I hope your kids will find great value in it, too.

### **Important Dates to Remember:**

- 4/1: End of 3rd quarter--all work due**
- 4/4: FAST reading test**
- 4/8: Report cards home; Spring sports pictures**
- 4/16: D59 Education Foundation Fundraiser, "District 59's Got Talent" at Harper College**
- 4/25: Start date for PARCC testing**

As always, if you have any comments, questions, or concerns, please contact me!

Sincerely,

*Kristin Hahn*

847.593.4350

[hahn.kristin@ccsd59.org](mailto:hahn.kristin@ccsd59.org)

<http://friendship.ccsd59.org/teachers/hahnkristin/>

Twitter: @mrshahnfjhs

Instagram: @mrshahnfjhs



# Some Unique Projects from this Week's INP

